

**Observation of TLA Process 2016-17**

**Teacher makes brief self-assessment notes based on the notes taken from the agreed focus area of the tutor alongside the priority areas identified in the boxes below and begins collating / sign-posting portfolio of evidence:**

* Photos of learning environment (classroom, VLE, e-learning, trips etc.)
* TLA planners
* Assignment briefs
* Examples of marked student work/feedback
* Student comments / quotes / e-mails
* Peer comments / quotes / e-mails
* EV / IV reports & feedback

**Pre-observation meeting:**

* Jointly identify 1 key area(s) to focus evaluation feedback on based on gaps in 10 point reflection notes and as well as 3 focus areas as identified through the outcomes of the organisational SAR for Dv8- Please see bottom box
* Arrange observation (minimum 45 minutes)
* Arrange feedback time (allow at least an hour)

**Observation:**

* Observer makes notes on lesson, using aide-memoire for lesson observation prompts
* Observer includes feedback on attendance and punctuality
* Observer makes classroom plan and feeds back on student participation in discussion / 1-2-1 teacher attention
* Observer speaks to students during or after the lesson

1. Was this a typical lesson (in terms of activities, attendance, resources, environment etc?)
2. What work have you been asked to do / how have you been assessed so far?
3. What feedback have you had on your progress? What has most helped you to improve so far?
4. What support is there outside lesson-time? Have you used it? How often?
5. How would you rate your learning so far? What advice would you give to someone just starting this course?
6. Any final comments or suggestions to improve the learning experience?

**Feedback:**

* Observer feeds back asap on lesson, including any action points / areas for development
* Jointly review the agreed focus point from the 10 point summary and review the Dv8 based Focus areas
* Identify 3 OVERALL Action Points / areas for development / 1 OVERALL area for celebration & sharing best practice
* Teacher keeps portfolio of evidence to develop through the year & copies of lesson observation notes & 10 point summary evaluation/action points
* Observer submits lesson observation notes & agreed focus point from the 10 point summary evaluation and Dv8 Agreed focus areas and action points are sent to CAL & Head of TLA

**10 point - Observation of TLA – Summary Evaluation Points**

* **Please read and reflect on your abilities in the areas outlined below.**
* **Please choose ONE area from these boxes that you feel you would like to focus on, for your agreed focus point and make some brief notes against them and scoring yourself appropriately as per right column.**
* **Please also specifically comment on your preparation in the key Dv8 focus areas as outlined in the boxes below.**

(Please also note for reference that the highlighted and astriked points are priorities areas that came out of last years OTLA system)

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| **Teacher expectations** **of learners demonstrates**:   * Ambition & Aspiration * Ability to motivate * Consistent high standards * Consistent challenge * Equality of opportunity | *Areas of good practice for tutors to reflect against* | *For your agreed focus area please identify whether you are* ***emerging, consolidating or established*** *in this area.* |
| **Teaching practice / craft demonstrates effective**:   * **\*Engaging openers/icebreakers for sessions** * Strategies matched to learners’ needs * Adaptation / change / flexibility of strategy based on learner responses * **\*Differentiation** * **\*Robust challenge for most able** * **\*Constructive support for less able** * **\*Activities which are sufficiently challenging and engaging** | *Areas of good practice for tutors to reflect against* |  |
| **Teacher influence as role model demonstrates:**   * technical expertise * academic specialism * industry knowledge & understanding | *Areas of good practice for tutors to assess against* |  |
| **Assessment of learners’ progress & performance, and feedback to learners is:**   * timely * reliable * uses a range of appropriate methods * enables learners to know how to improve * **Peer support** * **\*Checking each other’s work or finding ways to improve each other’s work** * **\*Use of tools so students can track progress eg qualification content eg unit info/ ILP Targets** | *Areas of good practice for tutors to reflect against* |  |
| **Management of learning:**   * is effective inside and outside the classroom / workshop / studio * facilitates all aspects of learning (including positive learning environment, atmosphere and behaviour management) * provides learners with the skills to make the most of their learning experiences * **\*Pays particular attention to the pace of the lesson** * takes account of additional learning support to aid learner progress (including planning & working with ALS/Student Support staff effectively) | *Areas of good practice for tutors to reflect against* |  |
| **Teacher approach across a range of activities develops wider skills in:**   * **\*English and maths** * Study skills * **\*Employability skills** * **\*Personal & Social development** | *Areas of good practice for tutors to reflect against* |  |
| **Teacher approach:**   * Is well planned and organised * Is innovative, imaginative and/or creative * Takes risks to get the best outcomes for learners | *Areas of good practice for tutors to reflect against* |  |
| **Use of technology enhances learning:**   * **\*in lessons / direct work** * **\*through the VLE** * **\*through other e-learning tools** | *Areas of good practice for tutors to reflect against* |  |
| **Teacher promotes:**   * **\*understanding of diversity** * **\*British values (tolerance, democracy etc.)** * Safe working environment (including reflecting industry practice) | *Areas of good practice for tutors to reflect against* |  |
| **What evidence is there of learner progress over time?**  **How well do learners make progress in the observed activity / activities?** | *Observer Statement and evidence*  *Observer statement & evidence* | |
| **Dv8 based Focused areas for development** | * *The preparation for the embedding of English and Maths* * *The Prepared use of engaging openers ( For each session eg every 45 /1 hour)* * *Links to Equality and Diversity including links to British Values where available* | |
| **Dv8 longer term Focused areas for development** | * *The planning for enrichment activities across the year- please comment on.* * *The use of tracking and summative assessment planned across the year- please comment on.* | |

**Lesson Observation – aide memoire for observers**

1. **How effective is the learning of all learners?**

* Learners understand the purpose of the lesson and what they are expected to achieve
* Learners are confident, know how well they are doing and what they need to do to improve
* The interests of the learners are engaged and sustained and they participate well
* Learners build on and develop previous learning and make progress at least appropriate to their capacity
* Learners, as appropriate, demonstrate a capacity for working independently and collaboratively
* Learners have access to, and make effective use of appropriate learning and IT resources
* Learners respond to feedback from their teachers which enables them to make progress
* Learners apply effort to succeed with their work, work productively and make effective use of their time
* Learners complete tasks and activities successfully
* Learners observe safe working practices
* Learners enjoy their work
* Learners attend regularly and are punctual

1. **How well does the teaching promote the learning of all learners?**

**Planning & Preparation**

* The lesson is well prepared and well-structured and takes account of learners’ needs
* The teacher has clear and appropriate aims and objectives which are explained to the learners
* The lesson builds on previous learning

**Techniques / approaches / resources**

* The teacher demonstrates sound, up-to-date knowledge of the subject
* The teacher gives clear explanations and instructions and the lesson is appropriately paced
* The activities used are appropriate and effective and challenge and inspire learners
* The teacher uses accommodation, resources (including ILT where appropriate) and support staff to best effect
* The lesson takes place in a healthy, safe environment
* The teacher, as appropriate, makes good use of opportunities for independent and group learning
* Basic and/or key skills are developed and applied systematically

**Attention to individual needs**

* Learners experience a variety of teaching and learning strategies during the course
* Equal opportunity issues are handled appropriately
* The teacher takes account of the ability range in the class and the work is sufficiently challenging for all learners
* Learners, as appropriate, are encouraged to draw on their own experience
* Where there is in-class learning support, this is effectively planned and integrated

**Managing the learning process**

* The lesson starts promptly
* The teacher promotes good working relationships and behaviour that foster learning and promote respect
* Learners have a schedule with key dates for assessments etc. so they can be helped to plan their study

**Assessment and feedback**

* The teacher checks regularly on progress, praises effort and achievement, corrects mistakes and gives prompt feedback to help them succeed
* Learners are set a regular pattern of tasks, homework and assignments
* The teacher assesses work fairly, returns it promptly and shows how learners can improve
* Criteria for assessment / marking are explicit
* The progress of individual learners is monitored carefully, records are kept and individual learning plans regularly updated

1. **To what extent do learners attain the expected standards?**

* Learners acquire knowledge, skills and understanding appropriate to the syllabus and the stage of the course
* Learners acquire appropriate key skills and the skills of critical evaluation, research and analysis

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| **Observer:**  **Position:** | **Type of learner (Please tick) 14-16 16-18 (Study Programmes) Work Based Learning** |
| **Co-Observer:**  **Position:** | **Session time:** |
| **Centre** | **Length of Session:** |
| **Room:** | **Qualification:** |
| **Punctuality (Please give as a % of those on time out of overall numbers expected for the session)** |  |
| **Student feedback and comments given:** |  |
| **Agreed Focus Feedback**  **Dv8 based focussed areas for development Feedback** |  |
| **Any other Evidence reviewed as part of observation:** | **Please tick: lesson plan Scheme of work Register Teaching Resources** |
| **Type of Observation** | **Non graded**  **Announced**  **Peer**  **Non Peer** |

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| **Summary Observation notes** | **Areas of discussion ( Including sharing best practice)** |
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**Action plan OTLA 16/17**

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| **Targets: (A maximum of 4 targets should be agreed including one for the sharing of best practice towards others)** | **Support needed from DV8 to achieve** | **By When** | **OBS targets to be looked at 1 week after OBS and SMART Targets to be reviewed accordingly. Action plan to be brought to PDR’s to review against longer term professional practice too.** |
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**Please note a copy of this form should be present at the PDR process.**

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