

2022

Nationwide Energy Training Services T/A Impact

Academy

**Observation of Teaching &
Learning POLICY**



1. POLICY AIMS

Impact Academy is the trading name of Nationwide Energy Training Services. The aim of this policy is to provide accurate and comprehensive judgements based on sector specific best practice and benchmarks taken from the OfSTED Education Inspection Framework.

This policy will:

- Support a high-quality learning experience, including the quality of information, advice, guidance and support the learners receive and the extent to which learners feel safe in their learning and working environment
- Ensure that Impact Academy's broad curriculum that provides holistic development of the learner is fully embedded throughout the learners' journey
- Support Tutor's to improve their approaches to teaching, learning and assessment
- Identify and support the sharing of good practice in the delivery of teaching, learning and assessment
- Capture learner and employer feedback and ensure this is analysed, considered and used to continuously improve teaching and learning strategies, techniques and assessment methods
- Support the identification and development of staff training needs and continued professional development
- Inform the operation management of staff and feed into the company's appraisal processes
- Inform the self-assessment process and feed into the wider quality assurance in the business
- Enable the strategic development and improvement of Impact Academy's teaching, learning and assessment
- Provide systematic evidence for the external scrutiny of the quality of Impact Academy's provision.

2. POLICY SCOPE

The procedure for observing teaching, learning and assessment provides a robust quality improvement practice and ensures the highest quality support and development for all learners. This policy is to be applied across all aspects of the learner journey, specifically:

Observation Type	Observation Record(s)
Induction, initial assessment & planning	Appendix 3, 6 and 10
Teaching, learning and assessment sessions	Appendix 1, 2, 3, 4, 5 and 6
Interim, summative assessments	Appendix 3, 6 and 9
Achievement, exit & progression	Appendix 3, 6 and 9

In addition, the following types of observation may occur during any part of the learner journey:

Observation Type	Observation Record(s)
Peer to Peer observation	Appendix 3, 7
Developmental observation	Appendix 3, 6 and 8

During observation for all elements of the learner journey, the observer will feedback on the Information, Advice and Guidance provided to the learner, the broad personal development of the learner, the behaviour management including the employability skills of the learner, and the extent to which the learner feels safe in their learning environment, including how well they know how to avoid the risk of extremism and radicalisation and understand the Fundamental British Values.

This policy is effective and in place for use in both England and Wales.

3. FREQUENCY OF OBSERVATIONS

All staff linked to delivering or facilitating learning will be formally observed at least **once a year** on each subject they teach. This may increase based on the staff members risk rating.

The only exception to this will be staff that are new to Impact Academy and in their probationary period, these individuals will take part in a one observation **prior to the completion of their probationary period** and at least one further observation during their first year. It is expected that new staff, in their probationary period will also undergo a number of observations and these will be classed as 'developmental'. These are recorded on Appendix 8 – Developmental Observation.

When observing teaching and learning, judgements are made against a variety of criteria based around our interpretation of the Teachers' Standards and the Professional Standards for Teachers and Trainers. However, the overall impact on the learner, of their journey as a whole, informs the final grade that is applied to the Tutor. Our standards that form the basis for our judgement areas are reflected in the Observation Checklist in Appendix 1.

The standards are based on the key priorities for the development of our provision and make judgements in eight areas, including a broad overview of the learner journey. This will provide a comprehensive and holistic understanding of the strengths and areas for improvement for individuals, within curriculum areas and across the provision, and will support the identification of CPD requirements.

An overarching judgement of 'Not yet effective' or 'Ineffective', will result in a support and development process being put in place.

Support and coaching will typically be provided by the Quality Team and Operational Management Team.

4. PLANNING OF OBSERVATIONS

The Head of Quality, in consultation with The Senior Management Team, has overall responsibility for the Annual Observation of Teaching, Learning and Assessment Schedule. The OTLA year sits in line with the calendar year and planned observations will be scheduled for the upcoming year following completion of the annual self-assessment process in September.

Planned observations will be recorded on the Observation Schedule and will take account of all types of provision across all sectors and funding streams including:

- Apprenticeships
- Traineeships
- Stand Alone, Regulated Provision

Every Tutor will be formally observed across all funding streams and sectors and these observations will capture all stages of the learner journey, although not necessarily across each sector and funding stream separately.

The outcomes from observation activity will inform the CPD Plan for the individual Tutor and in turn lead in to the planning of further observation activity depending on development needs.

5. NOTICE PERIOD

Impact Academy has developed a consistent approach for notification of observation activity that aligns to OfSTED inspections. Tutor will be provided a 48-hour notice period of a formal Observation of Teaching, Learning and Assessment.

This notice will be provided in writing, via email, and the Tutor's line manager will be copied into the notification. Notification can be given by any of the following: Line Manager, Internal Quality Assurer, Head of Quality, CEO, SMT Member or any other suitably trained observer of teaching, learning and assessment. In the case of Joint Learning Observations, the notification will be provided by the observer leading the activity.

For non-formal, developmental, assessment, enrolment, and peer observations, notification can take place with greater than 48 hours' notice in order to ensure that the desired activity is supported and meets business needs.

Formal observations will be based on a minimum of 45 minutes of observed activity, this may not be 45 minutes in one continuous period but may take place in two parts or even three fifteen-minute periods over the course of one session.

6. RESPONSIBILITIES: TUTOR

The Tutor is expected to have read and clarified the criteria that they are being judged against prior to any observation activity taking place.

For formal observations the Tutor being observed is expected to provide any documentation relating to the session that may include, but is not limited to:

- A scheme of work, lesson plan, or action plan specific to the session being observed
- A copy of the learners' Individual Learning Plan evidencing how the session is planned to meet their individual needs, career aims and aspirations
- Copies of any handouts, work sheets, assignment materials or other resources planned for use during the session
- Records of progress and achievements to date in the form of the last Progress Review and Plan and Off the Job Training Record
- Records of assessed work in the learners' on-programme portfolio

The documentation can be the Tutor's own copies, provided in hard copy or electronically, whichever is easiest and removes unnecessary duplication of documents. Any documentation containing learner details will not be retained after the observation has finished.

Wherever possible, and only when it does not disrupt the learning session, the Tutor should take the opportunity to introduce the observer on arrival, explaining who they are, their role and the purpose of their attendance in the session. It should be explained that during the observation the observer will talk to learners and review their on-programme portfolios and any other evidence of completed work. The observer may also wish to talk to employers to receive their feedback.

Tutor will complete an Observation Self Evaluation (Appendix 3).

7. RESPONSIBILITIES: OBSERVER

During the course of any formal observation activity the observer will remain unobtrusive and will not input into the teaching, learning and assessment session being delivered.

The observer will complete an Observation Checklist (Appendix 1) in every case of formal observation, ensuring that evidence to support judgements are recorded.

Where appropriate and feasible the observer will complete a Learner Interview Record (Appendix 4) & Employer Interview Record (Appendix 5) ensuring these are documented electronically via the survey links.

Tutor will be provided with verbal feedback as soon as is reasonably practicable after the observation, ideally this feedback will take place face to face, but if required this can be carried out over the phone. Tutor will be asked to reflect on the teaching and learning session as a basis for this feedback conversation.

The Observation Checklist, Self-Evaluation, Learner Interview Record, Employer Interview Record and the verbal feedback session will all be used to inform the Observation Report (Appendix 2) which will be completed and sent to the Head of Quality for moderation, along with all other associated documents, within 48 hours of the observation taking place.

8. RESPONSIBILITIES: LINE MANAGER

Following formal observation, the Tutor's Line Manager is responsible for ensuring that any Action Plans are discussed during the one to one process and included in the Tutor's CPD Plan.

9. RESPONSIBILITIES: HEAD OF QUALITY

The Head of Quality is responsible for ensuring this policy is implemented.

They are also responsible for leading all standardisation activities, training Qualified Observers, analysing and reporting on completed observation activity and using this intelligence to inform the self-assessment process.

10. PEER OBSERVATIONS

The opportunity to observe a peer, whilst they are leading learning, can be a positive vehicle for professional dialogue and development. Staff members who take part in peer observations can reflect on their own practice whilst viewing the practice of their peers. As such all members of staff within Impact Academy are expected to take part and carry out two peer observations each year.

Peer to peer observations will be planned through the observation schedule in order to identify which individuals will carry out an observation of which colleague through the course of the year and this can be scheduled in at a time convenient to both parties.

Documenting for peer to peer observations should be completed on the Peer Observation Form (Appendix 7).

11. JOINT LEARNING OBSERVATIONS

As part of the ongoing process to standardise Observation of Teaching, Learning and Assessment every individual responsible for carrying out formal observation activities will take place in two Joint Learning Observations annually. In one observation they will lead the activity and in the other observation they will join the activity.

Joint Learning Observations can take place between any suitably trained observer. The individual responsible for leading the observation will carry out all normal duties of the observer including notification, completion of Observation Records and feedback to the Tutor. The individual responsible for joining the activity will complete Observation Checklist and an Observation Record but these will be used purely as a record of the joint activity, they will not form part of the final observation outcome. These documents will be provided to the Head of Quality for storage as part of standardisation records.

Individuals carrying out Joint Learning Observations are responsible for communicating and standardising their judgements and feedback before feedback is provided to the Tutor.

12. OBSERVATION OUTCOMES

After any formal observation activity, the observer will give detailed feedback and agree outcomes/actions with the Tutor. These actions must be recorded on the Action Plan (Appendix 6). Actions could include arrangements to share good practice as well as to improve practice. Timescales are set and a review date agreed. This plan is copied to the Line Manager and the Head of Quality. The Line Manager must ensure that actions form the basis of the Tutor's CPD Plan and that actions are followed up in a timely way.

If a session has been judged to be 'Highly Effective' overall, the action plan must contain elements of sharing good practice and the Tutor should take responsibility for their own action plan with support from the Line Manager if required.

If a session has been judged as 'Not Yet Effective' or 'Ineffective' overall during observation, the member of staff will be provided with appropriate support as identified in the Action Plan and will be re-observed within 12 weeks, unless the Observer feels re-observation needs to take place sooner.

If the next session is also judged as 'Not Yet Effective' or 'Ineffective', then the Tutor will be provided with an updated Action Plan, informed by the actions from the two observations, in consultation with the Line Manager. Re-observation will be planned by an independent observer within 8 weeks.

If, at the next observation, the member of staff receives a third successive 'Not Yet Effective' or 'Ineffective' they will have a review of their Action Plans carried out by a panel in conjunction with One to One Records, achievement rates and learner feedback. The panel will consist of their Line Manager, IQA and may also involve the Head of Quality or CEO.

The panel will decide, based on evidence from observations and other sources, whether there is a reasonable prospect of improvement in the near future or whether the Tutor is currently unable to meet the teaching and assessment standards expected, in which case the decision may be made to invoke the capability procedure.

13. STANDARDISATION & MODERATION

At the end of each self-assessment year all records of observation activity will be presented to The Quality Forum meeting to form part of standardisation.

These records will be provided at least two weeks prior to the meeting, electronically to The Head of Quality who will anonymise them and print copies for all attendees.

These records will be used as resources for standardisation activities, the output from which will be recorded in the minutes of the meetings.

Completion of Joint Learning Observations are also used to standardise and moderate practice.

14. RECRUITMENT & TRAINING OF OBSERVERS

Qualified observers will be appointed by the Head of Quality.

Any individual wishing to become a Qualified Observer will need to:

- Be qualified as an Assessor, IQA or hold a relevant teaching qualification
- Have received at least **three** Observations of Teaching, Learning and Assessment on their practice that are judged as at least 'Effective'
- Have knowledge and experience of work-based learning
- Be endorsed by The Quality Team
- Be endorsed by their Line Manager

All Qualified Observers will take part in Impact Academy's internal observation training, be appointed an OTLA mentor to support their development, join at least **two** observations before carrying out independent observation and attend at least **two** standardisation activities a year.

15. SELF ASSESSMENT

At the end of each self-assessment year the Head of Quality is responsible for collating, reviewing, analysing and providing a report, The Observation of Teaching, Learning and Assessment Review, on the observation activity that took place within that year. This will include reviewing records of CPD activity that was planned and took place as a result of observation feedback.

The Observation of Teaching, Learning and Assessment Review will reflect on themes and trends that presented themselves as part of the observation activity, the impact and development that has been seen through the observation activity and how the impact of the interventions carried out within the year can be measured against outcomes for learners.

This report will be available to review by the Senior Management Team and inform Impact Academy's self-assessment process and subsequent Quality Improvement Plan.

16. APPEALS

Every individual who is observed has the right of appeal.

If an individual does not agree with the feedback or judgements made following an observation, they should discuss this initially and immediately with the observer. It is important that every effort is made to rationalise and come to a mutual agreement.

In the event that an agreement cannot be reached, all Observation Records should be sent to The Head of Quality.

1. The appeal should be made in writing, via email, to the Head of Quality within 10 days of the observation taking place
2. The Head of Quality will review the Observation Records with the Observer and speak with the Tutor who has been observed
3. If the Head of Quality upholds the feedback and/ or judgements in the Observation Records they must confirm this to the Tutor within 10 days of receiving the appeal
4. If the Head of Quality recommends a change to the feedback and/or judgements in the Observation Records they must confirm this to the Observer who will provide the revised record within 10 days of the appeal concluding
5. If the Head of Quality does not feel that there is enough evidence to uphold or amend the Observation Records a second observation will be conducted by an independent Observer
6. If the Tutor is not satisfied in any way with these outcomes, he or she may appeal to the CEO, whose judgement will be final.

This policy has been approved and authorised by:

Name: Natasha Joyce

Position: Head of Quality

Date: 09/09/2022

Signature: 