

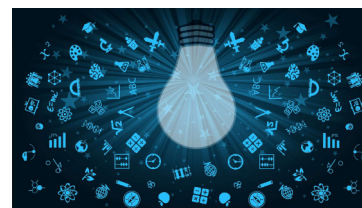
Best Practice Guide in the Quality Assurance & Improvement of Digital Teaching, Learning & Assessment



Overview

From initial discussions it was decided to focus this project group on identifying the various OTLA processes used and within them where any digital needs are identified and addressed.

Additional discussions considered how peer to peer support is promoted and ideas were considered how a collaborative database could be set up to support a community of practice for providers such as this group.



Members of project group

- Buckinghamshire Adult Learning
- Central Bedfordshire Council
- Essex Adult Community Learning (ACL)
- Luton Adult Learning
- North Lincolnshire Council AECL
- Wiltshire Adult Learning
- Hull Adult Learning
- Southend Adult Learning
- Thurrock Adult Community College
- Norfolk Adult Learning (Lead)





Norfolk Adult Learning

Overview of the OTLA process with identified tracking points of any digital skills gaps & opportunities to develop digital skills/ knowledge

By: Toby McKenzie (Quality Improvement Manager)



An Overview of the OTL process



Stage 1 Email contact to arrange a Professional Discussion (PD)

- PD form sent to staff member to complete
- A skills scan is also sent
- Both required to be completed & to be sent to the Quality Improvement Officer (QIO) pre PD

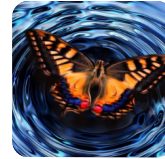
- See attachments for OTL documents used



Stage 2 The Professional Discussion occurs via Teams/phone call. The key theme (identified in the PD form) is also discussed along with the skills scan

- 30min-1hr allotted for this discussion

Skills scan can identify digital gaps which the Professional Discussion form can also highlight



Stage 3 Observation occurs. 1 Hour is set aside for this. Can be online or classroom based

- After the hour, 3 questions are given to the staff member: Did the learners meet their objectives? What were you pleased with? Were you to teach that again what might you do differently? These are then discussed within 48 hours of the OTLA
- Learner Voice (learner feedback) is also captured at this point

Observation can also show digital gaps not highlighted before such as PowerPoint design



Stage 4 Observation report completed.

- Non graded
- Report completed within 7 working days
- Staff member completes post observation feedback (located on the PD form)
- Any actions that need to be set are shown on the report. These are for the Line Manager to support. Observation also triggers the yearly review process (known as a Personal Development Plan) for the staff member

Digital support can also be provided by Line Managers or Subject Leads here post observation as part of any actions set by the QIO



Information is collated with all fields tracked (process is due to be refreshed with Pro Observe suite). Any actions set are also tracked and signed off by the QIO (max 6 weeks for actions to be completed).

Re-Observations are planned if significant issues are raised.

Data sourced also supports what CPD to focus on each term that the QIO team run.

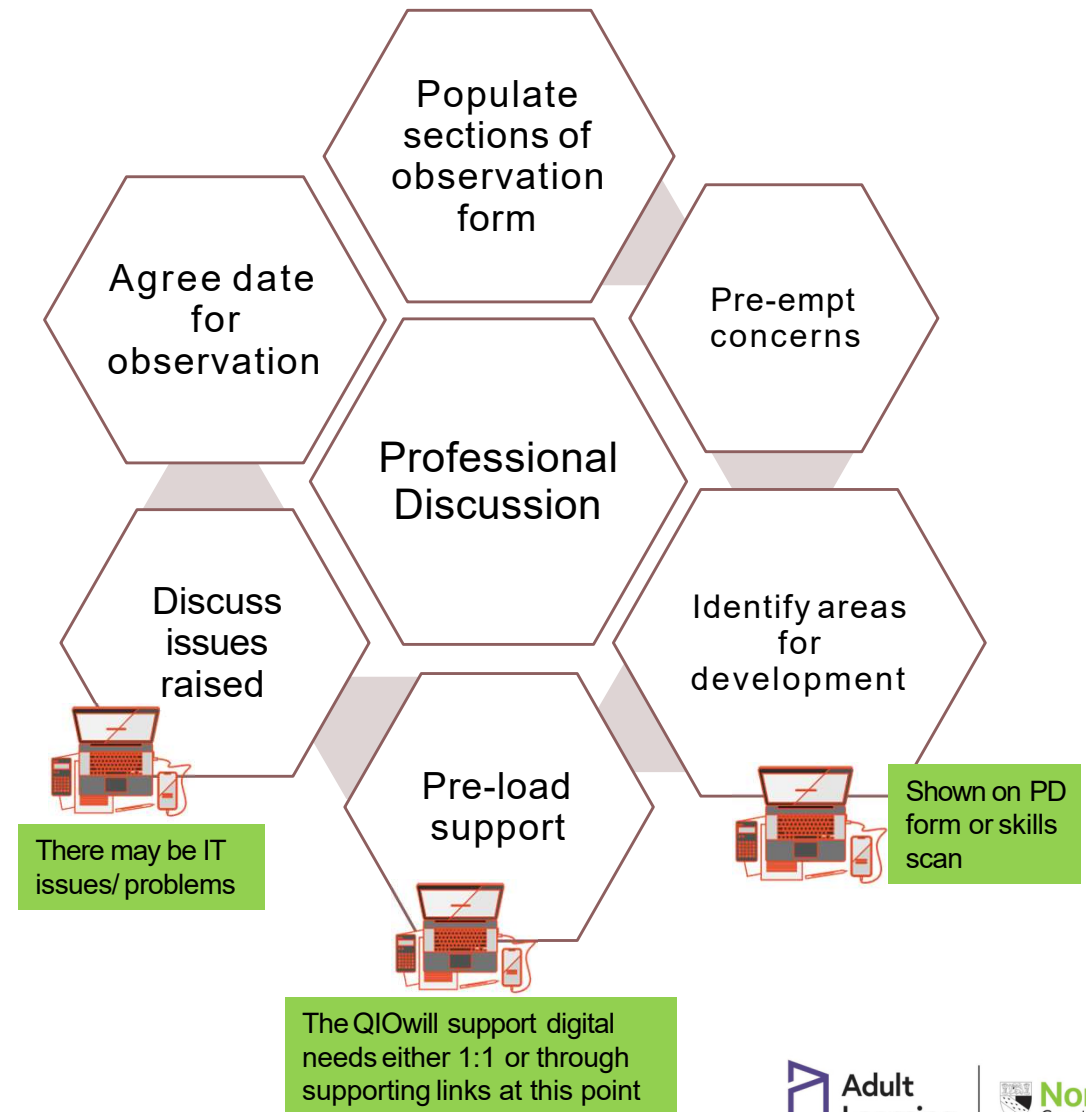
Specific yearly targets are additionally set from previous year's data. Monthly 'steering group' report tracks this. Highest areas for development are identified for these.

- Staff are observed once per academic year (unless a re-observation is required)
- New staff are observed as a priority
- Unannounced Learning Walks occur but completed by Subject Leads/Curriculum Managers.

The Professional Discussion (PD) enables a variety of areas to be covered before the observation and fits into a coaching model approach.

Staff are asked to state a **key theme** that they would like the QIO to focus on, when visiting the class, as part of their development.

Through this model support is frontloaded such as any **digital needs**. Links to any training material is provided by the Quality Improvement Officer (QIO) or discussed 1:1 to develop skills/knowledge pre class visit.



See [Appendix 1](#)

The OTLReport follows the 3 main themes Ofsted follow: Curriculum Domain, Teaching Domain & Behaviours and Attitudes Domain. Learning Support Assistants are also observed with a simplified report format (this still uses the 3 identifiers mentioned for standardisation)

See [Appendix 2](#)

LSAs have a simplified report template

See [Appendix 3](#)

Embedded Practice Key	
PCE	Practice is Currently Embedded: Please enter PCE . No comment needed
S	Strength: Please enter Strength and a brief comment (use the summary box for action)
AFD	Area for Development: Please enter AFD and a brief comment (use the summary box for action)

These 3 identifiers are used within each field

- When a **PCE** is chosen for a field no comment is listed
- When an **AFD** is chosen for a field a comment is listed
- When a **Strength** is chosen for a field a comment is listed

Category	Embedded Practice
1 Curriculum Domain	
1a Tutor uses their subject expertise to provide effective learning opportunities. Is tutor up to date with subject knowledge?	AFD
1b Resources and materials selected reflect ambitious intentions for the course, meet any special assessment needs and comply with digital accessibility. Was there an effective use of digital equipment for online/blended/synchronous delivery?	PCE

On reflection & initial future developments

Coaching model is within its 3rd academic year of running, staff feedback has been very positive with many of the pros highlighted. The need to develop reflective practice was a primary driver in this design of OTLAp practice.

The next stage is being considered with unseen observations planned with a test group next academic year.

Pros of OTLAmode

- Supportive
- Developmental/ encourages reflection
- Breaks down barriers
- Empowers staff
- Puts them at their ease
- Game changer
- Positive
- Carried out with staff rather than to them
- Stops the focus on the grade rather on skills

Cons of OTLAmode

- Time-consuming process
- Can be difficult to arrange if staff are reluctant to respond to initial contact
- As visits are prearranged some may question whether it is a true reflection of teaching practice day to day (Learning Walks are on an unannounced basis)



Buckinghamshire Adult Learning OTLA Process

2021-22

Overview of the OTL process at BAL, with identified tracking points of any digital skills gaps and opportunities to develop digital skills and knowledge.

Laura Delaney
Quality Manager



Overview of the OTL Process:

1. Notification: the tutor is emailed with 48 hours' notice of an OTL. The tutor provides a session plan, scheme of work and 'Good practice checklist' (one document per tutor outlining examples of how they embed BVs, maths, English, employability, digital skills, personal development, EDI and safeguarding). At this point the tutor can raise any issues e.g. the class/ areas to focus on/ development points they want to focus on including digital skills. The observer will use the previous OTL report and CPD action plan to inform the current observation.
2. 1 hour OTL: online (Google Meet) or face to face. In addition to observing an hour of the session, the observer will also collect learner voice and look at KPIs, learner work, ILPs (often on Google Classroom), and developmental feedback. The observer will then triangulate the evidence and write a draft of the OTL report. This observation may highlight digital skills gaps.

Overview of the OTLProcess(cont.):

3. Professional discussion, feedback and CPDplan:
Before the report is finalised, the observer and tutor have a professional discussion and negotiate the CPDaction plan e.g. observer's and/or tutor's request. This could include CPDfor developing tutors' digital skills and/or further developingthe use of digital tools in the classroom/online. (see next slide)
4. OTLreport completed and submitted: See [Appendix 4](#)
 - The report identifies progress made on any previous CPDaction plans.
 - The report is aligned to the [EIFcriteria](#)
 - The report is not graded but individual criterion are judged as good, outstanding or as areas for development.
 - The tutor can make reflective comments on the report form.
 - The report contains a rigorous and robust SMARTaction plan.

Overview of the OTL Process(cont.):

5. Other points to note:

- New tutors receive a drop in and developmental Class Visit prior to their formal OTL.
- Tutors are observed at least once every 2 years.
- We use the same OTL report and standards for face to face and online sessions.
- On the whole, curriculum leads observe their own teams. However, standardisation, co-observation and moderation processes are in place to ensure quality assurance.
- If a tutor's practice is judged to be requiring improvement in one of the first five EIF points on the report, then the tutor will receive targeted support and a re-observation will take place within 10 weeks.
- Drop-in learning walks support the OTL process by supporting tutors not being formally observed that year.
- All tutors who are observed work with the observer to draw up a CPD action plan.
- The action plan sets out what needs to be improved and why (impact on the learner), signposts to resources and outlines specific actions.

CPD action plan:

Regarding the support and development of tutors' digital skills or tutors' use of digital tools online or in face to face classrooms, we have the following support measures:

- A large bank of digital tools/ resources mapped to the EIF criteria from the OTL report in a word document which observers can refer to for good CPD actions. Observers can add to this document so that good practice is shared.
- A dedicated 'Digital technology for TLA' Google Classroom with links, resources and CPD for tutors, including many bite-sized videos. Tutors can be signposted to this or access it themselves.
- Peer-observation system where tutors can be paid 1 hour to observe a colleague (sharing good practice in digital skills) and write a reflection.
- 'Skill up while you fill up' weekly digital CPD lunchtime training sessions for tutors on Google Meet (previous sessions saved in the Google Classroom)

Reflection:

Pros:

- Closely aligned to the EIF(measuring and raising standards) and reflects Ofsted process
- Developmental and supportive
- Rigorous and robust SMARTCPDaction plans

Cons:

- As we give 48hrs' notice, it could be argued that this could result in a session which is not indicative of 'normal' day to day teaching practice.

Central Bedfordshire Council, OTL process

To give some background context, historically vocational qualifications and apprenticeships have been delivered by one department, and the FS by another. As of 14.02.22 we have been brought together, but my background is vocational & apprenticeships, so I am basing this analysis on that area.

Current Process

- Each assessor is RAG'd. Observation frequency is based on competence:
 - Red = Once a term
 - Amber = twice a year
 - Green = once a year
- The observation takes the format of a narrative statement. Included in this statement are ideas for development, e.g:
 - M shares today's LO's –EYFS planning cycle, observations. First activity is to do some research in small groups and then feedback to the whole group. Breakout rooms have been set up. Apprentices are told who they will be working with. Each breakout room has one of the tutors in it too.

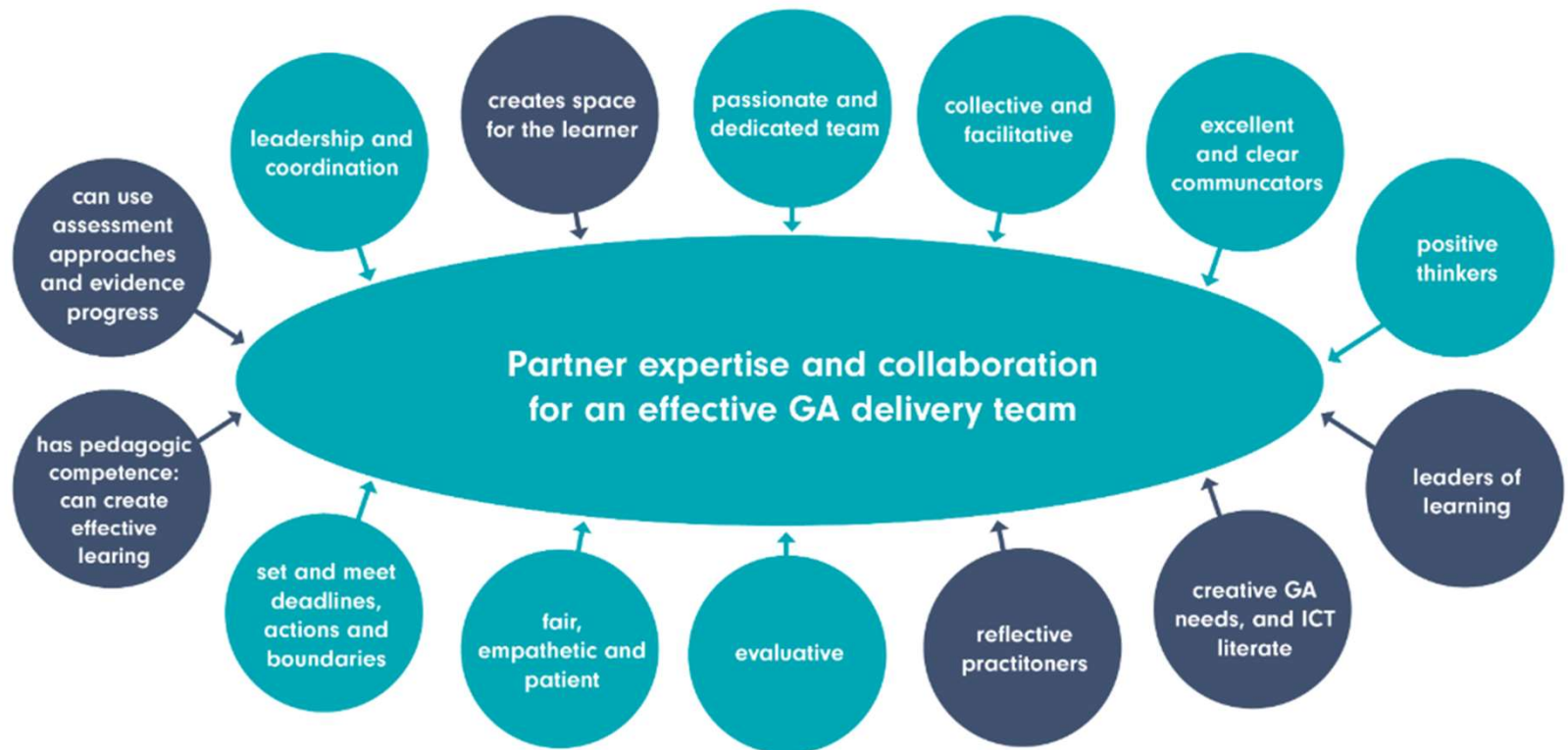
Missed opportunity to establish current knowledgecould have asked the apprentices what they know about EYFS at the moment? Maybe identify a number of questions, and use a poll (this way responses are anonymous to others, but not to you)

Links to Ofsted criteria

The observation template includes Ofsted expectations around Intent, Implementation and Impact.

These are used to make evaluative statements against

Links to pedagogy



Strengths & Challenges

Strengths	Challenges
The team already have good relationships	Hard to be critical
The assessors have their own apprentices in each tutorial	The team are assessors at heart, with limited previous experience of delivering training
Narrative observations paint a clear picture	Hawthorne effect
Assessors deliver tutorial in pairs	Hard to be critical of each other

Moving forwards

- To “borrow” some of Norfolk CC’s approaches especially around initial discussions
- To consider the “unseen observation” approach
- To expand observation remit to the FS tutors and share some of their best practice



ACE Digital Leaders Project:
Quality Assurance and Improvement of Digital Teaching, Learning & Assessment

Family & Community Learning Team

Wiltshire Council

- Growing a lifelong love of learning with communities in Wiltshire
 - Discover opportunities – Develop Skills – Achieve ambitions

What are we doing in Wiltshire to improve our courses and their impact on our learners in the new virtual environment?

ACE Digital Leaders Project:
Quality Assurance and Improvement of Digital Teaching, Learning & Assessment

The Wiltshire Context

Our team of five tutors only delivered face-to-face courses until March 2020 when the pandemic started. Our challenges included:

- Redesign of our courses to not only find ways to adapt our teaching, but also to develop new ways of assessing learning and impact;
- Evolving ways to build learner confidence, overcoming barriers created by virtual learning and exploiting the benefits;
- Ensuring our tutors had the necessary skills and confidence to deliver the courses effectively;
- Ofsted had judged that our service required improvement.

What is our approach to improving digital teaching and learning?

1. High quality course objectives and skills in pedagogy/andragogy must form the starting point for effective teaching and learning. The adaptation of the digital environment to deliver those objectives and skills is essential but not the goal.
2. Tutors must have a core set of IT skills but it is the need to deliver the objectives successfully which drives the creation of new skills. Activities are chosen because they help learners to achieve their learning goals, not because they are more easily carried out virtually.
3. Tutors are aware that they are modelling not only good IT skills, but a positive and creative approach to using digital tools. This includes building confidence and resilience. So, potentially, every virtual course is an IT development course for Learners.

Course development

The FACL team were already working to improve the quality of courses.

This quality improvement took on more urgency in 2020 in the context of the pandemic.

The review of the course structure focused on these questions:

- Are the objectives 'SMART'?
- Are the learning activities rich in purpose and outcomes?
- Are we measuring the right things in the right way?

ACE Digital Leaders Project:

Quality Assurance and Improvement of Digital Teaching, Learning & Assessment

How are we developing our tutors?

- More team sessions to focus on course development;
- Wider development including a sharper focus on the quality of teaching and assessment considered in the context of andragogy;
- IT training for individuals, according to their existing skills;
- Wiltshire support to develop skills in using Teams;
- Continuing strong peer support and sharing of good practice.

Internal Quality Assurance Strategy new for 2022

IQA activity will be planned per academic year and will provide the following:

A: Checks on the quality of courses (curriculum)	B: Checks on the performance of tutors and the team	C: Checks on the impact of the service on the learning and career journeys of learners
• Are we offering the right courses? • Are we covering the right aspects in each course (subject specific and generic learning skills)? • Do courses teach concepts, knowledge and skills in a well-defined sequence and to an appropriate level?	• Course planning and organisation skills? • Curriculum knowledge and skills of tutors? • Wider knowledge and skills to provide personal and career development? • Appropriate andragogy skills to provide rich, focused teaching? • Effective assessment methods and outcomes? • Relationships between tutor and learners?	• Are the learning journeys of learners systematically checked and recorded? • What does the feedback from learners tell us about the relevance and effectiveness of our courses? • How does the feedback inform service improvement?

Types of IQA monitoring

FORMAL	DEVELOPMENTAL
• Formal observations contributing to tutor performance appraisal • Structured Curriculum Focused Reviews • Learner Focused Reviews into selected learner journeys • Formal collection of learner outcomes	• Peer observations/review • Sharing of CPD practices and team research to improve performance • Team meetings • Learning walks • FE Professional Dev Grant involvement
INFORMAL	EXTERNAL
• Drop in observations • Requested observations	• Analysis of course statistics • Learner tracking activities for individual courses and longer term evaluations • SIA observations (formal or developmental) • Ofsted • Matrix

ACE Digital Leaders Project:
Quality Assurance and Improvement of Digital Teaching, Learning & Assessment

How is our monitoring carried out?

Standardisation - Tutor led and will focus on an activity or exercise to identify consistency of practice (i.e. assessment)		Formal obs - about Tutor and their practise - will generate an action plan and feed into 1:1 meetings	Curriculum focus review - will focus on curriculum, right courses, right time, right sequence, impact	Peer review - to include observation, document sampling			
Aug-21		ET	Helping your Child	group 1		Group 1	Group 2
Sep-21	22nd	CW		group 2			
Oct-21		LT	IT	group 1			
Nov-21	10th	AW		group 2			
Dec-21		JH	English/maths	group 1			
Jan-22		VM		group 2			
Feb-22	2nd	CW	Wellbeing	group 1			
Mar-22	30th	LT		group 2			
Apr-22		RH	Employability skills	group 1			
May-22	25th	AW		group 2			
Jun-22		JH	Sector specific	group 1			
Jul-22	20th	VM		group 2			

So where are we now?

- Tutors are building their IT knowledge and confidence exponentially. For example, tutors now use break-out rooms and a visualiser. They seek solutions to overcome barriers.
- The QA system does not assess tutors' skills directly but only as part of their overall repertoire of teaching skills. The focus of assessment is on the impact of tutors' skills on intended learning outcomes.
- Ofsted will assess tutors' ability to use the digital environment effectively at the imminent inspection as this was an area to improve.

ACE Digital Leaders Project:

Quality Assurance and Improvement of Digital Teaching, Learning & Assessment

Next steps?

- Consider a review of digital expertise to assess and celebrate the journey so far in tutors' development as well as to identify future needs and solutions. Examples of best practice from this project can be used for ongoing improvement.
- Consider including a more explicit assessment of tutors' digital expertise as part of the QA process. As this process is new for this year, adjustments can be made while it is being embedded in practice.

SESSION VISITS

ACL Essex



Essex County Council

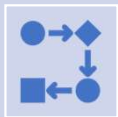
Types of Visits: adopting a GROW model

Session Visit	Peer visit	Learning Walk	Learning Support Assistants Visit
To provide an in-depth visit to the learning environment and an opportunity for a reflection and discussion around what worked well and any areas for development. For assessors this may include the initial interview carried out with the employer/employee where appropriate, as well as learner induction, and reviews.	To provide ACL tutors and assessors with the opportunity to reflect on practice seen within and outside their own curriculum area, as well as support other tutors and assessors.	Short, unannounced drops in of 10-15 minutes to classroom-based provision that will have an agreed focus or theme and may be used to monitor an aspect of learning, check implementation of new practice/policy, identify good practice and promote consistency.	To be carried out by the learning support coordinators. These will focus on the role of the LSA within the teaching session.

GROW MODEL



What is your GOAL?



What is the current REALITY? What is stopping you from achieving what you want to do?



What are your OPTIONS? What support or resources can you call upon?



What is your WAY forward? What personal actions are needed? What, when, by whom, and the will to do it)

Planning and Preparation

Communication between the tutor and observer prior to the visit is essential to ensuring that there are no misunderstandings and that everybody involved including the learners are clear of what to expect.

Time and date of the visit confirmed, and arrangements made where possible, to talk to some of the learners during or after the visit. If not possible to speak with learners during the session, they could be offered the opportunity to contact the observer after the visit.

Agree a date and time for the professional discussion following the visit and send out a meeting invite where applicable.

Request any planning documents to be available for the visit at least 2 days in advance (for example, planning documents / Initial Assessment / course profile / learners' work)

Tutor to inform observer of any areas of practice/activity they would like feedback on. Are there areas that they would like support with or particular feedback on.

Feedback: professional discussion

Feedback provided during a professional discussion to be held within 48 hours of the visit. This should comprise the visitor and the tutor / assessor reflecting on the session.

Any developmental actions to be discussed before inclusion in the final report. If the tutor/assessor disagrees with any points made by the visitor or with any aspect of the visit process, the tutor/assessor and visitor should try to resolve the differences through discussion.

Written feedback by the visitor on ProObserveto be completed within 5 working days of a visit.

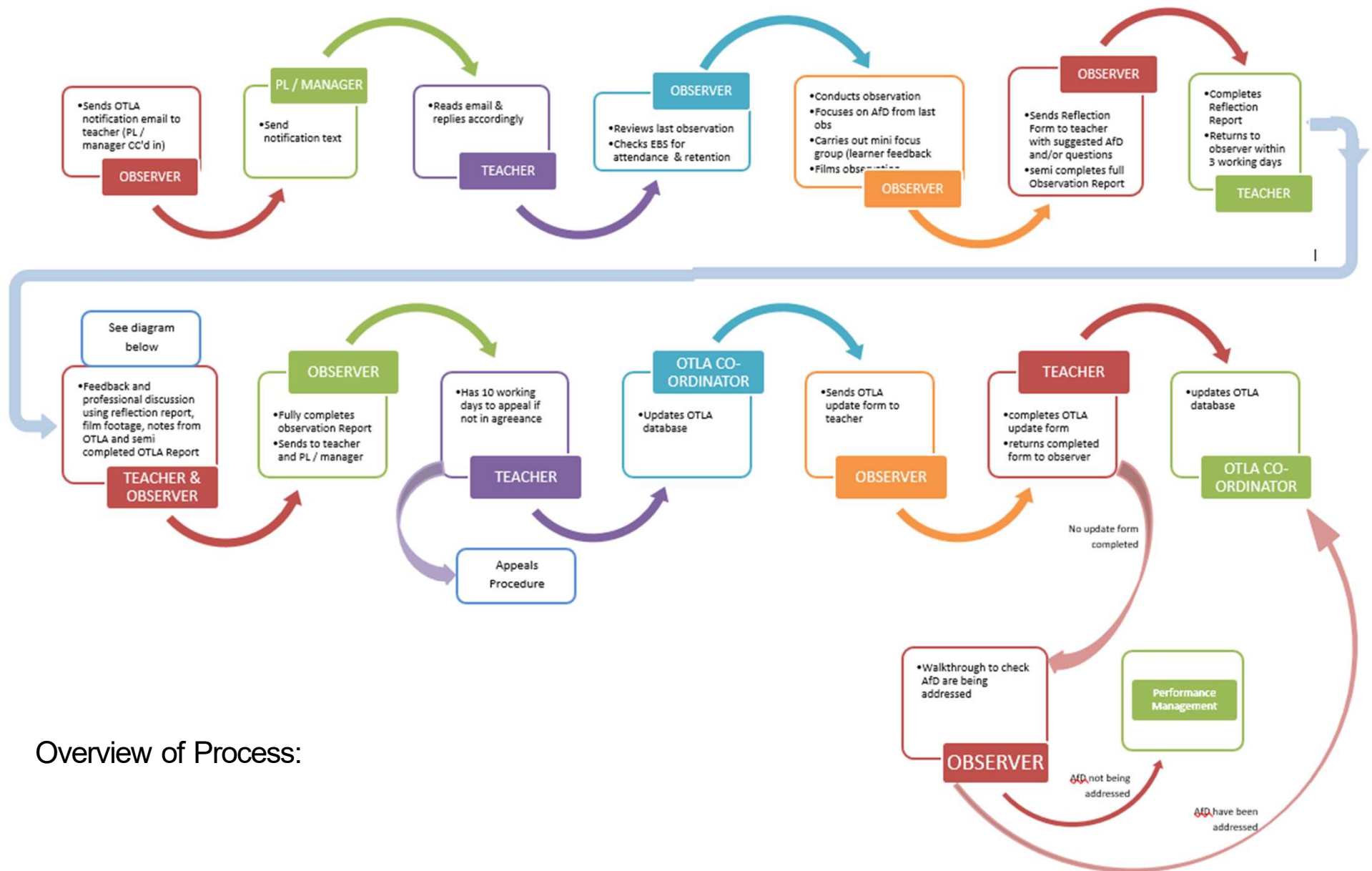
Smart Action plans to be followed up to ensure they are completed within timescales





Luton Adult Learning

Overview of the OTLAprocess





Steps of Process:

The allocation of visits is given to observers in the first OTL team meeting of year and they then plan the visits according to their schedule

Observers check for:

- EBS for course attendance Teaching paperwork quality (ILPs)
- Check AfD from last observation

Step 1: - Planning

Send out email 48 hours before and ask for strengths and development areas to mirror Ofsted visit, observer checks retention & achievement stats, asks PL if there are points to focus on.

Step 2: - Observation

Carry out formal observation, during this, hold a learner forum for 10 minutes without teacher present. Can be beginning, during session or a mixture of popping in for start and then seeing plenary.

Step 4: Report and Follow-Up

Summary report written and emailed to teacher and manager.

Step 3:- Reflection and Meeting Feedback

Reflection report sent out to the teacher to complete before the meeting. Arranged for professional discussion and feedback.

Observation

Completed as:

- Solo observation
- Paired observation
- Management Walkthrough
- Learning Walk
- Development/Performance Program

Feedback is also taken from class using structured questions without teacher present.

OBSERVATION OF TEACHING LEARNING AND ASSESSMENT
(Formal Observation Form)

Course Information									
Teacher				Observer				Date	Time of OTLA
Programme Leader				Venue / online					
Course Title				Topic					
No of hours (developmental only)	Present		late		Session No		of		
% attendance on EBS (check on EBS prior to observation)				XX % (Good 90%+) (Needs Improving 70-89%) (Poor 60-69%)					

Complete this section before the observation:

Teacher assessment of own performance(pre observation)		Observer comment
Strength/s		
Areas for development		
Prior Results		

Complete this section at the end of the process: Has the teacher explained the Intent, Implementation, and impact for the course?

Intent:	
Implementation	
Impact	

Summary of Observation
e.g. a summary of the teaching, learning and assessment witnessed in the class (incl. Notes)

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- Immediate action required by line manager to put support into place to enable teacher to develop skills - Development of evidence of planning and intent required – support to be put in place, and then progress monitored - Observation revisit required				Yes	No		
				Yes	No		
				Yes	No		

Opportunities for next time:

Overall comments from learner feedback, including safeguarding

Comments from the reflection report



Feedback

Post Observation – contact

To: Teacher observed
Cc: Line Manager, Catherine Kirby
Subject: Formal Observation Feedback
Attachment: Completed Formal Observation Report and Focus Group Feedback

Dear XXXXX

Further to my visit to your session on xxxx.

Please find attached the completed Formal Observation Report for the OTLA visit. If there is anything relating to the feedback that you wish to discuss with me, please get back to me within 10 working days.

I would like to sincerely thank you for supporting us in improving the quality of teaching, learning and assessment within our service.

Feedback Meeting

Planned to go through observations and teacher reflection.

From this a formal report is written with improvement and support planned.

Good Practice is identified to be shared with good practice meeting.



Pros

- mirrors OFSTEDtoprep teachers
- allows for a full reflection on performance at the point of feedback
- flexible to fit in if a need is identified

Cons

- Timetables are difficult to manage
- Consistency

OTLA Process North Lincolnshire Council AECL

Overview of the OTLA process

Step 1: Tutor Development Meeting

- Tutor and manager review success and areas of development over previous academic year.
- Targets are set collaboratively for next academic year.

Step 2: Quality Assurance Calendar

- Series of learning walk are scheduled throughout the academic year.
- Staff are sent Learning walk calendar/ Quality Assurance cycle.

Step 3: OTLAs

- Formal OTLAs are planned.
- Non graded.
- Staff receive 24 hours notice of OTLA.
- New staff are observed as a priority within first term of delivery.

Step 4: Tutor Feedback

- Tutors are provided with one to one verbal feedback based on observation records.

Step 5: Follow Up

- Learning walk scheduled to close loop on actions needed.

Step 6: Learner Progress Reviews

- Select sample of work from chosen learners.
- Review and evaluate progress of learner with tutor from course, based on evidence. E.g. ILPs, assessments, data trackers, developmental feedback.

Appendix 2: Record of Tutor Development Plan

Tutor name _____

Date of meeting: _____

Looking back over the last 12 months :

Key questions:
What have been your strengths/ successes from the last academic year?

What have you developed in your practice over the last academic year?

How have you done this?

What impact has this had on the learners?

Looking forward

Key questions:
What areas of your practice would you like develop in the next academic year?

Why is this the case? What evidence suggests this?

How do you think this can be achieved?

Are there any particular areas of CPD or training you would like to participate in?

Step 1:
Record of Tutor Development meeting, key questions discussed and agreed between manager and tutor.

Targets then agreed and set using following pro forma.

Individual training and professional development objectives	Actions- How will these objectives be met/ completed?	Impact Measures and success criteria- how will you know if these objectives have been met successfully?	Has the objective been:	Further information about success of achieving objective:
			- o Fully met - o Mostly met - o Partly met - o Not met	
			- o Fully met - o Mostly met - o Partly met - o Not met	
			- o Fully met - o Mostly met - o Partly met - o Not met	

Tutor:		Subject:	
Level:		Session Title:	
Date:		Session Timings:	
No. on register:		Observer/s	
No. attending	% 	Length of Observation	
Grade awarded		Moderated Grade & date	

Sources of Evidence observed (<i>tick as necessary</i>)			
Lesson plan		Assessment feedback sheets	
Scheme of work		Individual learning plans/progress tracking	
Register		Discussion with tutor	
Learning /Assessment materials		Discussion with learners	
Marked learner work/portfolios		Other	

Context of Observation / Qualification unit / topic / subject / session number
Summary of observation

Key Strengths (+)	EIF ref e.g. intent, implementation, B and A
Evidence Ref:	
Evidence Ref:	
Evidence Ref:	
Evidence Ref:	

Areas for Development (-)	
Evidence Ref:	

Step 3:

Observation report

- Non graded in any way
- Completed within 7 days
- Feedback given within 7 days
- Areas for development identified in report so follow up learning walk can be arranged.

- Collaborative with tutor
- Encourages reflection when setting targets
- Staff involved in the process to provide insight and reasoning
- Skills and key areas focused on rather than grading
- Allows CPD to be heavily tailored to the needs of staff
- As staff have only 24 hours notice, teaching is 'typical and representative'

- A lot of supporting evidence needed when making judgements
- Writing up and meeting with the tutor can become time consuming

Thurrock Adult Community College

Observations and learning walks

Until recently:

1 form used for both - there were no judgements against Ofsted framework or actual teaching & learning in the class. The tutor self assessed against the ETF professional standards

At least 2 weeks notice given See [Appendix 5](#)

Observations have taken place of online lessons - Google classroom is used for all online learning

Google docs/drive is used for creating and storing all documents

Recent changes

Separate forms for learning walks and observations - Google doc

New templates shared with tutors so expectations are clear

Learning walk is 1 page - basically good practice to share & areas for development

We will try to do these termly and have a theme

No notice given for learning walks. Approximate duration 15-20 minutes

Observations - form now has criteria based on EIF

Name changed to Visit to a Learning Environment - in line with Ofsted

2 working days notice given

Will include work scrutiny , learner feedback without the tutor in the room - as per Ofsted

Still have some classes online so some online observations will take place using Google Classroom

Moving forward

From September we will introduce the professional discussion prior to the visit & will re introduce peer observations

Observation moderation meetings starting in term 3

RAG rating for visits

Term 1 - New tutors, tutors not observed the previous year, tutors with red or amber rating

Term 2 rest of tutors - aim to have 90% visited by end of term 2

Southend Adult Community College

OLTA process

providing good quality teaching and learning
through personal progress for tutors



Monitoring the quality of teaching, learning and assessment

Monitoring activities	Process	Personal progress	CPD/ areas for development
Learning Walks 15 mins Termly and themed (including Learning Support) Online class visits – 1 hour In class visits – 1 hour Observation of assessor practice	Monitoring visits planned in accordance with tutor risk rating Two day notice of class visit. Dates of termly learning walk weeks published Lesson observations ungraded except for those within the Probationary period Verbal feedback after the class, or as soon as is practically possible Tutors also have the opportunity to reflect and feedback The written observation report is sent to the tutor within 12 working days Information feeds into staff matrix – personal progress	The staff skills matrix enables every tutor to evaluate and develop their teaching skills against agreed expectations for personal progress This is a collaborative approach to evaluate and improve the quality of teaching within teaching teams The approach focuses on identifying and sharing good practice to develop the skills of all tutors Identification where agreed expectation is not met and an opportunity to develop skills within a supportive framework The observations of teaching and learning and walk throughs are used as part of the discussion. Professional discussions, peer observations, video clips of good practice and sharing materials used to reflective practice	Collaborative approach to continuous professional development The CPD programme develops tutor awareness of equality and diversity, skills for life and digital learning CPD focusses on areas for improvement identified through observations.

Rationale

- Learning walks are themed by area or cross college approach. Learning walks carried out by Head of area and individuals responsible for scrutiny
- Online class visit – existing form adapted to accommodate online learning pedagogy
- Class visit categories: learning, attainment, attendance, teaching and assessment
- Observation of assessor practice to ensure that assessment is facilitated well and using a standardised approach across the organisation
- Observers use grade definition matrix and examples of evaluative language to make judgements using appropriate language

Sample Forms

Classvisit form

Observation form 2020 - 2021

Tutor:	Department:
Area:	SSA:
Observer (1):	Observer (2):
Observation Date:	Start and end time:
Course title and level:	Course Code:
Duration of lesson:	Venue:
Southchurch	

Are observation meeting date and subject:

Age group:	Age 14-15:	Age 16-18:	Age 19+:
No. on register:	No. attending:	No. late:	No. absent:

LSA(s) present & how many: N/A

No. of learners receiving LSA in class: N/A

No. of carers/volunteers: N/A

Lesson Objective(s):

Summary of lesson (context, intent, background, why are learners there, Outline of the lesson observed):

Key Strengths/Good practice to be shared:

Areas for development:

Learner Voice

Question

Do you know what you are learning this week and what you will be doing next week?

Response

I'm working on 2 pieces one in class and a much harder one at home which will take a long time to play well.

Question

OTLA 2020-21

Assessor observation form

IQA Observation Form

IQA	Tutor
Learner Names:	Date and Time:
Qualification	Subject Level:
Does the Assessor:	Yes No Evidence
Ensure learners understand the purpose, requirements and processes of assessment?	
Plan and record assessment to meet requirements and learner needs?	
Use valid, fair, reliable and safe assessment methods?	
Provide prompt, accurate and constructive feedback to the learner that affirms achievement and identifies any additional requirements?	
Maintain required records of the assessment process, its outcomes and learner progress?	

Context of observation

Key strengths

1.

2.

Areas for development- actions to be added to development plan

Essential Recommended Desirable

IQA Name Signed IQA Date

Tutor Name Signed Tutor Date

English (United Kingdom)

The staff skills matrix for personal progress (designed by Karen Adriaanse)

Objective: To enable every tutor to evaluate and develop their teaching skills against agreed expectations for personal progress

A consultative approach to developing the staff skills matrix.

- The leadership and management team agree the cross college generic expectations for teaching and learning.
- The learning and progression co-ordinators consult with tutors to agree the skills matrix for their area.

Professional constructive discussion to completing the skills matrix

- All teaching staff evaluate their own skills using the expectations and then discuss their thoughts with the learning and skills co-ordinators for their area or head of area.
- The professional discussions will focus on the extent to which tutors agree that they exceed, meet, partially meet or not meet the expectations they have agreed as a team
- The team will use a skills matrix for all team members to identify opportunities for sharing good practice and developing their skills.

Sharing good practice to improve the quality of teaching within and across teaching teams.

- Every tutor will have an individual development plan linked to the skills matrix.
- Tutors will be supported to share their skills where they are exceeding or meeting expectations with their colleagues through demonstrations, peer observations, short video clips.

The skills matrix for a subject/area of provision (designed by Karen Adriaanse)

E. Exceeds expectations. M. Meets expectations. P. Partially meets expectations. N. Does not meet expectations; N/A

Tutors	Learners' main goal or next step on ILP	Learners' starting points recorded	Tutor uses learners starting points	Learners' targets set around SKB	Learning activities differentiated	Use of contexts	Good questioning techniques	Learners develop learning strategies	Use of digital technology
NO	E	M	M	M	E	P	M	P	N
BD	P	P	P	M	N	E	M	N	E
JL	M	M	M	M	M	M	M	M	M
MM	M	N	M	M	N	M	M	M	M
AA	M	E	E	E	M	M	E	E	N
RC	M	M	M	M	M	M	M	M	M

Successes and challenges

Successes	Challenges
Observations support reflective practice and feed into a personal development plan Learning walks used to gauge the overall effectiveness of teaching and learning and to establish where support and intervention required Online and blended classes subject to the same scrutiny as all other classes Opportunity taken to speak directly with learners to hear their views.	Staff to support the process Tutor time and availability to meet prior to and after class visits Standardisation of judgements

Deep Dives

Hull Adult Learning replicates an Ofsted approach to class visits by completing deep dives.

An overview

- The Deep Dive Lead liaises with area Curriculum Leads for term 1/2/3 Deep Dive (to avoid things such as exam weeks)
- QA Lead allocates Deep Dive schedule & Plan
- Curriculum Lead cascades information to their tutor team

Lead team conduct deep dives by:

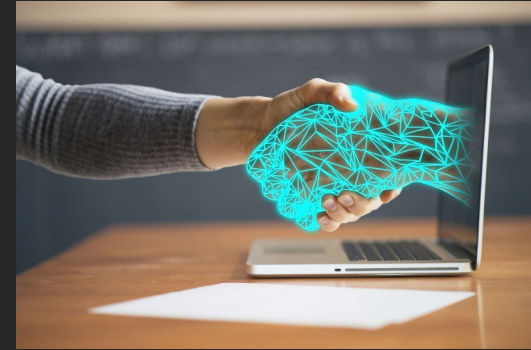
- Meeting area curriculum lead to review curriculum plan and review provision
- Conduct classroom visits
- Conduct work scrutiny
- Conduct learner meetings

Then

- Deep Dive lead meets with the teams & formulates report
- Deep Dive lead writes a final report

See [Appendix 6](#) & [Appendix 7](#)

Recommendations



- ⌋ Maintaining a network is seen as beneficial and would enable a community of practice to support individual quality leads in the varying Adult Learning providers.
- ⌋ A Hoxex database with resources for the physical & online classrooms covering various curriculums. Links to useful sites where there are free resources to obtain. Schemes of learning, worksheets, PowerPoints etc.
- ⌋ Possible use of Padlet or alternative collaborative web platform in which users can upload, organise, and share content. Including areas such as:
 - ♣ Ofsted guidance – guides how to prep your staff etc.
 - ♣ SAR/QIP support with templates
 - ♣ Exams area
 - ♣ A technology area which covers useful hardware/software - What tech works well in the classroom and also what doesn't?

Members of project group

- Buckinghamshire Adult Learning
- Central Bedfordshire Council
- Essex Adult Community Learning (ACL)
- Luton Adult Learning
- North Lincolnshire Council AECL
- Wiltshire Adult Learning
- Hull Adult Learning
- Southend Adult Learning
- Thurrock Adult Community College
- Norfolk Adult Learning (Lead)

Further Education Professional Development Grant – ACEDigital Leaders



Appendices

[Appendix 1](#) - Tutor-Assessor Professional Discussion Record Form 2021-22 Norfolk Adult Learning

[Appendix 2](#) - Tutor-Assessor Observation Record Form - 2021-22 Norfolk Adult Learning

[Appendix 3](#) - LSA Observation Record Form 2021-22

[Appendix 4](#) - Buckinghamshire OTL report 2021-22

[Appendix 5](#) - Visit to a Learning Environment - Thurrock template

[Appendix 6](#) - Deep Dive 2021 2022 AO - Hull Adult Learning

[Appendix 7](#) - BLANK Curriculum Plan - Hull Adult Learning