**Teaching and Learning Observation guidance**

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| **Professional Dialogue** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * A comprehensive, detailed and current development plan is shared
* Reflective practice is consistently applied and well embedded in professional practice
* Engagement in development practice is strong and evaluated in the context of professional practice
* Adjustments to practice is ongoing and evidence based
* Technical/Industrial knowledge is kept current through professional updating
* Challenges are embraced and solutions are at the forefront of discussions
 | * A comprehensive, detailed and current development plan is shared
* Reflective practice is apparent and embedded in professional practice
* Engagement in development practice is consistent and evaluated in the context of professional practice
* Adjustments to practice is apparent and evidence based
* Technical/Industrial knowledge is planned through professional updating
* Challenges are recognised and solutions develop during discussions
 | * An emerging development plan is shared
* Reflective practice is apparent and informs professional practice
* Engagement in development practice is suggested by others and not always evaluated in the context of professional practice
* Adjustments to practice is guided by others
* Technical/Industrial knowledge is promoted by others and professional updating is limited
* Challenges are recognised with solutions developing through guidance of others
 | * A development plan has not yet been formulated
* Reflective practice is limited and fails to inform professional practice
* Engagement in development practice is low and always suggested by others
* Impact of development practice is not considered in the context of professional practice
* Adjustments to practice is not evident
* Technical/Industrial knowledge updating is not seen as an important element of professional practice
* Challenges are recognised with limited ambition to develop solutions
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| **Planning for learning** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * Planning is very effective and makes good use of (LC)²
* Learners starting points are used consistently to inform the structure and delivery of the session
* A high degree of active involvement by ALS support in planning
* Schemes of learning are fully developed and sequenced to build on learner progress, knowledge and understanding
* Learner profiles are detailed with a good understanding of the needs of individuals and this is consistently translated into differentiated approaches to TLA
* Challenging and productive activities are planned across the entire session
* High ambitions and expectations for outcomes and progress are clearly planned
* Planning creates opportunities learners to reflect on their learning and progress
 | * Planning is effective and makes good use of (LC)²
* Learners starting points are used consistently to inform the structure and delivery of the session
* ALS support included in planning
* Schemes of learning are well developed and sequenced to build on learner progress, knowledge and understanding
* Learner profiles demonstrate an understanding of the needs of individuals are translated into differentiated approaches to TLA
* Examples of challenging and productive activities included in the session planning
* Ambitions and expectations for outcomes and progress are clear
* Learners are encouraged to reflect on their learning and progress
 | * Planning makes limited use of (LC)²
* Learners starting points are considered and structured into aspects of session delivery
* ALS support are referenced in planning
* Schemes of learning are in place and sequenced to build on learner progress, knowledge and understanding
* Learner profiles demonstrate a basic understanding of the needs of individuals
* Differentiated approaches to TLA require development to support all learners
* Ambitions and expectations for outcomes and progress are not fully clear or meet course/module requirements
* Learners have some opportunity to reflect on their learning and progress
 | * (LC)² is not used
* Planning does not utilise learners starting points
* Learner profiles require specific detail and a deeper evidence base to support planning
* ALS support need to be involved in planning
* Differentiation to be considered and evident in planning
* Schemes of learning require detailed development to reflect sequencing, knowledge development and expected pace of progress
* Tasks and activities need to be adapted to effectively challenge all learners
* Outcomes, ambitions and expectations require deeper consideration to reflect the course/module requirements
* Opportunities for learners to reflect needs to be included in planning
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| **Assessment for learning & development feedback** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * A very effective balance of both formative and summative assessments throughout the session promotes learning
* Learners are able to work independently and confidently monitor their own progress against agreed outcomes
* Learning and skills are checked throughout the session, influencing the next stages of learning.
* Work is thoroughly marked
* Assessment is used intelligently and integrated well into the session
* Questioning is extremely effective in enhancing and checking learning
* Questioning techniques applied are both thought provoking and challenging for all of learners
* Learners have a very clear understanding how to improve as a result of frequent, detailed and accurate feedback
 | * A balance of both formative and summative assessments throughout the session promotes learning
* Learners are guided to work independently and monitor their own progress against agreed outcomes
* Learning and skills are checked throughout the session, influencing the next stages of learning.
* Work is thoroughly marked
* Assessment is integrated well into the session
* Questioning is effective in enhancing and checking learning
* Questioning techniques applied are challenging for all of learners
* Learners have an understanding how to improve as a result of frequent, detailed and accurate feedback
 | * Summative assessment is used to evaluate learning
* Formative assessment is utilised but not fully developed
* Learners are developing their skills to work independently
* Teachers lead the review of progress against agreed outcomes
* Learning and skills need checked more frequently throughout the session to influence the next stages of learning.
* Work is marked
* Assessment features in the session
* Questioning takes place to check learning with further techniques requiring development
* Learners need clarification on how to improve with feedback requiring further development
 | * Summative assessment is the only method used to evaluate learning and progress
* Formative assessment is not utilised and requires development
* Learners need supported constantly to work/operate independently
* Teachers do not consider reviewing progress against agreed outcomes
* Learning and skills need checked more frequently throughout the session to influence the next stages of learning.
* Work is not marked
* Developmental feedback for learners is not used either verbally or in written form
* Questioning and responses are teacher led
* Learners are unaware of how to improve
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| **Skills development** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * A stimulating and safe learning environment promotes experiential approaches to skills development
* Excellent relationships exist between teachers and learners
* Teacher passion and enthusiasm inspires learning
* The promotion and development of independent learning skills are high
* Learners make excellent progress against both group and personal skills development outcomes
* Learners demonstrate high level skills development enabling them to complete work of a high quality
* Learners demonstrate and apply core skills development (English, maths and Digital)
* Learners clearly demonstrate the skills they have previously developed and build on this confidently
* Learner care, support and guidance is paramount leading to excellent levels of progress
 | * A stimulating and safe learning environment promotes experiential approaches to skills development
* Good relationships exist between teachers and learners
* Teacher passion and enthusiasm inspires learning
* The promotion and development of independent learning skills are evident
* Learners make progress against both group and personal skills development outcomes
* Learners demonstrate a good level of skills development enabling them to complete work of a good quality
* Learners demonstrate and apply core skills development (English, maths and Digital)
* Learners can demonstrate the skills they have previously developed and apply this confidently
* Learner care, support and guidance is effective leading to good levels of progress
 | * A stimulating and safe learning environment promotes skills development
* Good relationships exist between teachers and learners
* Teacher passion and enthusiasm encourages learning
* The promotion and development of independent learning skills requires further development
* Learners make slower progress against both group and personal skills targets
* Learners demonstrate a standard level of skills development enabling them to complete work of an acceptable quality
* Learners struggle to demonstrate and apply core skills development (English, maths and Digital)
* Learners require support to use the skills they have previously developed
 | * A safe learning environment exists
* Relationships between teachers and learners need developed to promote learning
* Teacher passion and enthusiasm encourages learning
* The promotion and development of independent learning skills requires further development
* Learners make slower progress against both group and personal skills targets
* Learners demonstrate a standard level of skills development enabling them to complete work of an acceptable quality
* Learners core skills development (English, maths and Digital) needs to be included within the session
* Learners require constant support to apply the skills they have developed
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| **Knowledge development** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * A stimulating and safe learning environment promotes experiential approaches to knowledge development
* Excellent relationships exist between teachers and learners
* Teacher passion and enthusiasm inspires learning
* Promotion of high level thinking skills leads to independent learning and knowledge retention
* Learners make excellent progress against both group and personal knowledge development outcomes
* Learners clearly demonstrate the prior knowledge they have gained and apply this confidently
* Activities and resources are designed and implemented to help learners remember long term the concepts they are taught
 | * A stimulating and safe learning environment promotes experiential approaches to knowledge development
* Good relationships exist between teachers and learners
* Teacher passion and enthusiasm inspires learning
* Promotion of thinking skills leads to knowledge retention
* Learners make good progress against both group and personal knowledge development outcomes
* Learners demonstrate the prior knowledge they have gained and apply this confidently
* Activities and resources are designed and implemented to help learners remember long term the concepts they are taught
 | * A stimulating and safe learning environment promotes required knowledge development
* Good relationships exist between teachers and learners
* Teacher passion and enthusiasm encourages learning
* Promotion of thinking skills needs further development to encourage knowledge retention
* Learners make slower progress against both group and personal knowledge development outcomes
* Learners demonstrate the prior knowledge they have gained
* Activities and resources require refining to improve implementation and impact on learning
 | * A safe learning environment exists
* Relationships between teachers and learners need developed to promote learning
* Teacher passion and enthusiasm encourages learning
* Promotion of thinking skills needs further development to encourage knowledge retention
* Learners make slower progress against both group and personal targets
* Learners struggle to demonstrate the prior knowledge they have gained
* Activities and resources require redesigning to improve implementation and impact on learning
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| **Behaviours (Industry & learning)** |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * Learners thrive in a safe, well disciplined and positive environment
* Learners make excellent progress against both group and personal behavioural outcomes
* Learners are very actively involved and engaged throughout the session
* Learners are highly motivated and curious in their learning
* Teachers display very high standards when managing and promoting positive learner behaviour and attitudes
* Professional and college values are shared collaboratively
* Learners’ are fully prepared for learning
* Learners work productively and make excellent use of their time
* All learners attend regularly and arrive punctually
 | * Learners thrive in a safe, well disciplined and positive environment
* Learners make good progress against both group and personal behavioural outcomes.
* Learners are actively involved and engaged throughout the session
* Learners are well motivated and curious in their learning
* Teachers display good standards to manage and promote positive learner behaviour and attitudes
* Professional and college values are shared collaboratively
* Learners’ are prepared for learning
* Learners work productively and make good use of their time
* Learners attend regularly and arrive punctually
 | * Learners develop in a safe, well disciplined and positive environment
* Learners make expected progress against both group and personal behavioural outcomes.
* Learners are involved and engaged throughout the session
* Learners are motivated in their learning
* Teachers display expected standards to manage and promote positive learner behaviour and attitudes
* Professional and college values require development to share consistently
* Learners’ are not fully prepared for learning
* Learners work productively with guidance
* Learners attendance and punctuality is inconsistent and without expectation
 | * Learners develop in a safe environment
* Learners make slower progress against both group and personal behavioural outcomes.
* Learners’ involvement and engagement throughout the session is limited
* Learners require constant motivation in their learning
* Teachers need to develop approaches to manage and promote positive learner behaviour and attitudes
* Professional and college values are not shared consistently
* Learners’ are not fully prepared for learning
* Learners do not work productively
* Learners attendance and punctuality is inconsistent and without expectation
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| **Reflection**  |
| **Enhanced practice** | **Embedded practice** | **Developing practice** | **Practice needs focused development** |
| * Feedback is welcomed and embraced professionally
* Reflective practice is consistently evident through discussion and feedback
* Critical evaluation and accurate reflection leads to development of strategies used to inform future learning
* Professional development planning is fully informed by detailed reflection and critical analysis of practice
* Evidenced based theories are considered in depth and applied to reflective practice
 | * Feedback is welcomed and embraced professionally
* Reflective practice is evident through discussion and feedback
* Reflective practice leads to development of strategies used to inform future learning
* Professional development planning is informed by reflection and analysis of practice
* Evidenced based theories are considered and applied to reflective practice
 | * Feedback is welcomed and linked to professional development planning
* Reflective practice is prompted through discussion and feedback
* Strategies used to inform future learning are suggested and developed through discussion and feedback
* Professional development planning is informed by supported analysis of practice
* Evidenced based theories are proposed to develop reflective practice
 | * Feedback is not received positively
* Reflective practice is absent from discussion and feedback
* Strategies to inform future learning are not considered via reflection
* Professional development planning is not linked to reflective practice
* Evidence based theories and practice does not underpin reflection or practice
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**Credit: Dan Braithwaite Lakes College**