**Teaching and Learning Observation guidance**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

**Credit: Dan Braithwaite Lakes College**