OBSERVATION OF TEACHING, LEARNING and ASSESSMENT CHECKLIST

The new Common Inspection Framework no longer includes satisfactory grades and grade 3 is now ‘requires improvement’, grade 4 is ‘inadequate’. The emphasis of this Framework is on good quality of teaching, learning and assessment. In particular, there is an expectation that assessment techniques, differentiation and using technology to enhance learning will be used to enhance learning and meet the needs of different groups of learners. You also have access to a variety of resources to support you in the classroom. These include: good practice folder, the excellence gateway, Programme Area Leaders and peer support. Please make sure that you read and understand this checklist. If you have any queries, please contact the Head of Performance and Standards.

Name: ……………………………………………………………………………………………………………….............................. Date: ……………………………………………………

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|  | Learner Outcomes |  |  |  | Comments |
|  | OUTCOMES FOR LEARNERS  ATTENDANCE & PUNCTUALITY  Today’s attendance………………………………………………… ……%  Overall average attendance.…………………………………… ……%  Learners arrive on time…………………………………………… Yes/No  (144, 152) | 1 | 2 | R  I | Males…………………………. Females ………………………Age Group  **Grade 1** Attendance and punctuality **consistently** good (42-1.2)  **Grade 2** Attendance and punctuality good (42-2.2)  **Other** Requires improvement |
|  | QUALITY OF TEACHING, LEARNING AND ASSESSMENT  PLANNING – INITIAL ASSESSMENT  Clearly recorded initial assessment to identify needs ……………. Yes/No  Initial assessment used effectively…………………………………………… Yes/No  Learner profile to help with planning. (Where appropriate). Yes/No  PLANNING – LESSON PLAN AND SOW   1. Previous lesson plans evaluated in inform planning 2. Scheme of Work in place 3. Lesson Plan clearly links to Scheme of Work 4. Lesson plan meets MACLS minimum requirements 5. SOW meets MACLS minimum requirements 6. Lesson Plan structured correctly: i.e.: 7. Starter/Recap of previous learning 8. Introduction of aims and objectives \* 9. Initial assessment 10. Learning activities \* 11. Plenary \* 12. Revisit to aims and objectives \* 13. Forward look   Includes learning objectives which can be assessed and not  just a list of things which will happen during the lesson…….. Yes/No\*   1. Includes learning outcomes which are additional to the  learners qualification aims such as development of more  advanced skills and personal and social skills (E.G. participating in discussion, group work and  peer work to develop communication skills etc.  (Where appropriate)……………………………………………………………Yes/No 2. Learning outcomes link to individual targets/qualification…..Yes/No\* 3. Differentiated **learning** outcomes planned ………………………….Yes/No\* 4. Learning outcomes are measureable..………………………………….Yes/No\* 5. Differentiation planned for …………………………………………………..Yes/No\* 6. Effective assessment **planned for** which include:………………….Yes/No 7. Self-assessment 8. Peer assessment 9. Group work – feedback 10. Differentiated questioning \* 11. Additional support needs recorded on Lesson Plan   (I.e. LSA Support, special coloured hand-outs etc.)…………......Yes/No   1. Industry led activities planned for (WBL & JMC)…………………..Yes/No 2. Work/homework planned for between lessons……………………Yes/No\*   100 , 144 , 154 , 156 , 164 , 165 | 1 | 2 | R  I | **Grade 1** The tutor planned astutely and set challenging tasks based on systematic, accurate assessment of learners’ prior skills, knowledge and understanding. (Meets all the items listed. (42-2.2)  **Grade 2** Tutor used their well-developed skills and expertise to assess learners’ prior skills, knowledge and understanding accurately to plan effectively and set challenging tasks (Meets MACLS’s minimum, requirements)  (50-2.2)  **Other** Requires improvement |
|  | RESOURCES – ACCOMMODATION   1. Well prepared prior to the lesson. (Paper, Pens, Hand-outs etc. are all laid out etc.)………………………………………………………………………….Yes/No\* 2. Learner Friendly ……………………………………………………………………Yes/No\* 3. A safe environment (including for specialist areas and practical settings)………………………………………………………………………………..Yes/No\* 4. Guidance available (e.g. on walls, hand-outs etc.)………………..Yes/No 5. Some activities take place outside the classroom…………………...Yes/No 6. Achievements celebrated on walls, portfolios etc…….…………..Yes/No | 1 | 2 | R  I | ACCOMMODATION  **Grade 1 -** Excellent use of accommodation to support learning in the classroom and outside the class room (e.g. All items on the list)  **Grade 2** – Good use of accommodation to support learners in their progress. (e.g. Most items on the list)  **Other** – Requires Improvement |
|  | RESOURCES – LEARNING MATERIALS/RESOURCES   1. High quality learning resources which meet E&D criteria (E&D toolkit used)…………………………………………………….Yes/No 2. Readability of hand-outs tested ……………………………………………Yes/No 3. Range of technologies available creativity used  (including use of VLE)……………………………………………………………Yes/No\* 4. Availability of ICT for use out of lessons……………………………….Yes/No 5. Availability of other resources to help learning  out of lessons ……………………………………………………………………….Yes/No\* |  |  | R  I | LEARNING MATERIALS/RESOURCES  **GRADE 1** – High quality learning materials and resources including information and communication technology (ICT) are available and used by staff and learners during the session  **GRADE 2** – Good use of resources, including ICT  **Other** – Requires improvement |
|  | RESOURCES – TIME  Lesson starts on time……………………………………………………………Yes/No\*  Learners return from breaks on time…………………………………...Yes/No  Timing of activities good – with no inactive periods…………..…Yes/No\*  (154, 157, 152, 152, 153, 154) |  |  | R  I | **TIME**  **Grade 1** – time is used very well and every opportunity is taken to develop crucial skills successfully. (49-1.3, 49-1.5)  **Grade 2** – This Is used well to develop crucial skills.  **Other** – Requires Improvement |
|  | RESOURCES – PEOPLE (CARE & SUPPORT)   1. Effective care and support provided  i.e. Tutor, LSA, Tutor or peers)……………………………………..……….Yes/No\* 2. People resources creatively used  (class visits, peer support etc.)……………………………………..……….Yes/No 3. Prompt support provided when required……………………………..Yes/No\* 4. Support provided between sessions……………………….…………….Yes/No 5. Tutor monitors support provided by LSAs and peers…………….Yes/No 6. Monitoring of learners’ participation and progress leads to prompt action to address identified problems………………….Yes/No\* | 1 | 2 | R  I | **PEOPLE (CARE AND SUPPORT)**  **Grade 1** – The tutor use sharply focused and timely support and intervention, matches individual needs accurately. Consequently, the development of learners’ skills and understanding is exceptional. (Excellent use of people, accommodation and high quality learning resources)  **Grade 2 -** The tutor uses appropriately targeted support and intervention, matches most learners’ individual needs effectively.  **Other** – Requires improvement |
|  | RESOURCES – OPPORTUNITIES TO CATCH UP ON MISSED WORK  There are effective strategies in place to help the learner catch up with missed work during and outside learning sessions including the use of ICT   1. Learning set outside learning sessions…………………………………Yes/No\* 2. Hand-outs…………………………………………………………………………….Yes/No\* 3. Learning materials to use outside learning sessions…………….Yes/No 4. Websites provided to help learners progress……………………….Yes/No 5. Use of the VLE etc. (E&D)……………………………………………………..Yes/No 6. Availability of ICT out of the session ……………………………………Yes/No   (152, 153, 155) | 1 | 2 | R  I | **Grade 1** – Excellent additional support outside learning session motivates learners to secure the best possible opportunities for success in their learning and progression.  **Grade 2** – Good additional support outside learning session helps learners to succeed in their learning and progression.  **Other** – Requires improvement |
|  | RESOURCES – ADVICE AND GUIDANCE  Course outline in course file………………………………………………………Yes/No\*  Clear timely instructions, information and guidance given throughout the session to enable learners to gain greater learning autonomy and decrease dependence on others……………………………………………....Yes/No\*  (163) |  |  | R  I | **ADVICE AND GUIDANCE**  **Grade 1** – Advice, guidance and support motivates learners to secure the best possible opportunities for success in their learning and progression.  (49-1.9)  **Grade 2** – Advice and guidance provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression. (50-2-7)  Other – Require Improvement |
|  | RESOURCES – USE OF ICT/ILT IN CLASSROOMS   1. ILT/e-Learning used to enhance learning……………………………..Yes/No\* 2. Use of interactive board (Learners and Tutor)………..……………Yes/No 3. Use of PowerPoint as a tool……………………………………………….…Yes/No 4. Use of videos………………………………………………………………………..Yes/No 5. Use of audio clips etc……………………………………………………………Yes/No 6. Use of ILT to assess learning (Quizzes etc.).…………………………Yes/No 7. Use of VLE (if appropriate)…………………………………………………..Yes/No 8. Use of online learning. (if appropriate)……………………………....Yes/No 9. Independent computer work.. (If appropriate..…………………..Yes/No   (100, 102, 154, 155, 157) | 1 | 2 | R  I | **Grade 1** – Excellent use of high quality communication technology (ICT) are available and used by staff and learners during learning and assessments sessions (49-1.5)  **Grade 2** – Good use of good quality communication technology (ICT) are available and used by staff and learners during learning and assessment sessions. (50-2.3)  **Other** – Requires improvement |
|  | TEACHING, LEARNING and ASSESSMENT  T & L – LEARNING ACTIVITIES   1. Includes high but realistic expectations ……………………………….Yes/No\* 2. Includes and wide variety of learning activities…………………….Yes/No\*   Group/Pair work…………………………..Yes/No  Group/Pair discussion…………………..Yes/No  Independent work………………………..Yes/No  Lecture………………………………………….Yes/No  One-to-one…………………………………..Yes/No  Research……………………………………….Yes/No  Role Play……………………………………….Yes/No  Practical Work……………………………….Yes/No  Presentation…………………………………Yes/No  Demonstration……………………………..Yes/No  Questions and answers………………..Yes/No  Other, Which?   1. Are challenging……………………………………………………………………..Yes/No\* 2. Encourages and develops independent learning………………….Yes/No\* 3. Allows participation in group learning………………………………….Yes/No 4. Promotes full learner interaction and participation……………..Yes/No 5. Motivates and engages all learners……………………………………..Yes/No 6. Motivates and encourages most learners…………………………….Yes/No 7. Checks on learning……………………………………………………………….Yes/No 8. Includes development of broader skills such as  communication, teamwork, leadership,  taking responsibility, reflective thinking and problem solving…………………………………………………………………………………...Yes/No 9. Develops appropriate employability skills- WBL & JMC………...Yes/No 10. Includes reflective thinking (questioning and reflecting on  learning)…………………………………………………………………………………Yes/No   (96, 145, 148, 152, 152, 152, 154, 165, 152, 16) | 1 | 2 | R  I | **LEARNING ACTIVITIES**  **Grade 1** – Much of the teaching, learning and assessments are outstanding and never less than consistently good. As a result the vast majority of the learners consistently make very good and sustained progress during the session. The tutor has consistently high expectations of learners and demonstrates this in a range of learning environments. The tutor and the other staff motivate most learners to participate in a wide range of learning activities. Teaching generates high levels of enthusiasm for participation in, and commitment to, learning and develops high levels of resilience, confidence and independence in learners when they tackle challenging activities. (Meets all the items on the list).  (49-1.1, 49-1.2, 49-1.3, 49-1.4, 50-1.7)  **Grade 2** – Teaching, learning and assessment are predominantly good. As a result, learners make good progress. The tutor has high expectations of all learners. Tutors and other staff enthuse and motivate most learners to participate in a wide range of learning activities. Teaching generally develops learners’ resilience, confidence and independence when taking new challenging activities. (Meets most items on the list).  **Other** – Requires improvement |
|  | T L &A – DIFFERENTATION   1. Differentiated learning outcomes/objectives……………………….Yes/No\* 2. Group/Pair work……………………………………………………………………Yes/No 3. Independent work………………………………………………………………..Yes/No\* 4. Differentiated work………………………………………………………………Yes/No 5. Differentiated Materials……………………………………………………….Yes/No 6. Extended activities……………………………………………………………….Yes/No\* 7. Meets all learning styles (V, A & K)……………………………………….Yes/No 8. Prompts on walls to support low ability learners………………….Yes/No 9. Differentiated questioning techniques used effectively……….Yes/No\*   (141, 153, 153) |  |  | R  I | **DIFFERENTATION**  **Grade 1 –** Effective well-judgedand often imaginativedifferentiated teaching and learning strategies which match individual needs accurately (includes most on the list) (49-1.3)  **Grade 2** – Appropriate teaching, learning and assessment strategies which match most learners’ individual needs. (50-2.2)  **Other** – Requires Improvement |
|  | T & L ASSESSMENT   1. Assessment (framed around learning objectives) is  explained……………………………………………………………………………….Yes/No 2. Tutor checks what learners already know about the subject to be taught at beginning at session………………………………………Yes/No\* 3. All learning outcomes are assessed……………………………………….Yes/No\* 4. Regular accurate assessment takes place……………………………..Yes/No\*  * Self-assessment…………………………………….Yes/No * Peer assessment…………………………………..Yes/No * Differentiated questioning…………………...Yes/No * The use of ILT to assess (Quizzes etc.)…..Yes/No * Assessment of personal learning and  thinking skills – WBL………………………………Yes/No * Include verbal and written feedback to  help the learner progress……………………..Yes/No   (100, 144, 148, 154, 157, 157, 156) | 1 | 2 | R  I | **ASSESSMENT**  **Grade 1 –** The tutor checks learners’ understanding effectively throughout the learning session and uses skilful questioning which deepens learners’ knowledge and understanding. (49-1.4) The learners’ progress is assessed regularly and accurately and assessment is discussed so that the learner knows how well they have done and what they need to improve (i.e. Self-assessment , peer assessment, questioning and other forms of formative assessment) (44, 154, 156)  **Grade 2 –** Thetutor assesses the learners**’** regularly and accurately and assessment is discussed so that the learner knows how well they have done and what they need to improve (i.e. Self-assessment, peer assessment, questioning and other forms of formative assessment). The tutor also uses skilful questioning which deepens learners’ knowledge and understanding. (50-2.3, 50-2.4)  **Other** – Requires Improvement |
|  | **T & L EQUALITY AND DIVERSITY**   1. Teaching learning and assessments promote equality and diversity, discrimination, harassment stereotyping, bullying and cyber  bullying …………………………………………………………………………………..Yes/No 2. The tutor draws on the experience of group  members ……………………………………………………………………..………..Yes/No 3. The tutor directs questions to seek responses from a  range of different learners ………………………………………………….Yes/No\* 4. The tutor encourages harmonious relationships between different groups of learners………………………………………………….Yes/No\* 5. The tutor addresses inappropriate language and  behaviour by learners …………………………………………………………..Yes/No\* 6. The tutor encourages learners to work with others from different backgrounds through the way the group is  organised……………………………………………………………………………….Yes/No 7. Learners are actively engaged in the lesson………………………….Yes/No\* 8. Activities celebrate different age groups, sexes, cultures or religious backgrounds……………………………………………………….Yes/No   (164, 165) |  |  |  | **Grade 1 –** Equality and diversity are integrated fully into the learning experience. Staff manages learners’ behaviour skilful; they show great awareness of equality and diversity in teaching sessions i.e. Meets the new requirements of the E&D toolkit.(50-1.8)  **Grade 2 –** Equality and diversity are promoted and learners’ behaviour is managed well, although some work is still needed to fully integrate aspects of equality and diversity into learning. (50-2.6)  **Other –** Requires Improvement |
|  | **T & L – ENGLISH, MATHS AND FUNCTIONAL SKILLS DEVELOPMENT**  (Mainly for Work Based Learning and JMC)  Tutor helps to develop literacy, numeracy and language skills if appropriate. Every opportunity is taken to develop crucial skills successfully including being able to use their literacy and numeracy skills.   1. Feedback on learners’ work (correcting of spelling, grammar  and inaccuracies)……………………………………………………………….…Yes/No 2. Support with vocabulary to be used during lessons…………….Yes/No\* 3. Learners’ do their own reading during lessons……………………..Yes/No 4. Extending activities to include literacy based tasks………………Yes/No   (142, 152, 158, 160, 160, 161) |  |  |  | **Grade 1 –** Teaching of functional skills is consistently good with much outstanding and tutors enthuse and motivate learners to participate in a wide range of learning activities (50-1.7)  **Grade 2** – Teaching of functional skills is generally good enthusing and motivating learners to participate in a wide range of learning activities.  (50-2.5)  **Other –** Requires Improvement |
|  | **T & L** – Checks are made to see that all learners have learned  during the session (E&D)…………………………………………………………….Yes/No\*  (100, 106, 144, 144) |  |  |  | **Grade 1 –** The very large majority of learners make good and sustained progress in learning sessions. (40-1.1)  **Grade 2 –** Learners make good progress. (50-2.1**)**  **Other –** Requires improvement |
|  | **T & L –** A review is taken to ensure that all learning outcomes  have been met or whether some need to be carried over   to the lesson……………………………………………………………………Yes/No\*  (144) |  |  |  |  |
|  | **T & L –** Lesson brought to a clear conclusion………………………………Yes/No\* |  |  |  |  |
|  | **MONITORING PROGRESS  ILPs, MARKED WORK, LEARNER FOLDERS, REVIEWS, PORTFOLIOS ETC.**   1. ILPs have SMART learning targets which relate to the  qualification/course of study………………………………………………..Yes/No\* 2. Learners are set challenging long and short term targets………Yes/No\* 3. Personal Targets have been set…………………………………………….Yes/No\* 4. Records (ILPs, learners’ work, Portfolios) show regular  reviews with clear and constructive written feedback,  so that the learner knows how well they are doing and  what to do to improve. (E&D, ECM)………………………………………Yes/No\* 5. Quick progress and achievement recorded…………………………..Yes/No\* 6. Progress and achievement are clearly recorded for  all learners…………………………………………………………………………….Yes/No 7. For non-accredited courses; RARPA fully met and recorded: (I.e., Aim, Initial Assessment, Challenging Learning Outcomes, Formative Assessment, Summative Assessment and destination/progression)……………………………………………………...Yes/No\* 8. The effectiveness of learning outside sessions is reviewed…..Yes/No   (97, 100, 101, 106, 144, 145, 146, 153, 156, 156, 156, 158, 159) | 1 | 2 | R  I | **Grade 1 –** Learners are achieving very well and some exceptionally well in relation to their starting points. (42-1.1)  **Grade 2 –** Learners are achieving well and making at least the progress expected with the majority making better than their expected progress given their starting points. (42-2.31**)**  **Other –** Requires Improvement |

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|  | QUESTIONS FOR THE LEARNERS |  |
|  | 1. Were you given a course outline when you started the course?   (162) |  |
|  | 1. What are the lessons normally like? |  |
|  | 1. What are your targets?? When are you due to complete?   (158) |  |
|  | 1. How do you catch up if you fall behind? (E&D) |  |
|  | 1. Are you happy with the support you are getting? What additional support do you need? (E&D, ECM) |  |
|  | 1. Do you enjoy your lessons? Why? (ECM) |  |
|  | 1. Have you ever experienced discrimination, harassment, stereotyping, bullying, and cyber bulling at MACLS? What can you do if you do experience that? (E&D, ECM) |  |
|  | 1. What does safeguarding mean to you? Who would you go to if you feel unsafe? (Safeguarding/E&D/H&S/ECM) |  |
|  | 1. What would you do if you want to make a complaint or give compliments? |  |
|  | 1. What are you going to progress to when you are finished here?   (151, 162) |  |
|  | 1. How can the lessons be improved? |  |
|  | 1. What can you now do, which you couldn’t do before the lesson? How will you use these skills?   (100) |  |
|  | 1. Why is it important that you improve your English and Maths? How has this lesson helped you with that?   (160) |  |