



EVALUATING THE QUALITY OF OUR ACL PROVISION

Handbook for all staff, tutors and subcontractors (including Policy and Guidelines)

2021 - 2022

Working to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community

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Name originator/author:	Joss New - Deputy Head of Lifelong Learning
Contact details:	Joss.new@richmondandwandsworth.gov.uk T: 020 8871 5372 M: 07867 151502
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Handbook for staff, tutors and subcontractors

Evaluating the quality of Wandsworth Council Lifelong Learning's provision – Employability, professional learning and community learning.

(There is a separate handbook for the evaluation of apprenticeships)

Introduction

Wandsworth Council Lifelong Learning, part of Wandsworth Council, caters for over 8,000 learners each year across over 650 courses.

Our mission is "All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be demand-led, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community."

To meet this mission, we all need to work together to ensure that every learner on every course benefit from good quality provision that supports their development and enables them to achieve their learning goals.

We will do this by working with you to:

- identify and share good practice across the provision
- provide support and training to develop everyone's teaching skills and the learning resources you use to the same high standards.

We have therefore revised our approach to how we evaluate the quality of our courses. We have built on our current policy and practices for observing teaching and learning and we have adapted our policy and guidelines so that they are in line with:

- national and regional strategies inform and influence the curriculum
- the strategic priorities for London for adult learning and skills
- the aims and priorities for Wandsworth Council - for 2020 and beyond
- the objectives and priorities for us at Wandsworth Council Lifelong Learning

This includes using Ofsted's new inspection framework the Education Inspection Framework 2019 and its revised inspection methodology.

The activities to evaluate the content and the quality of our ACL courses and the difference they make to the people of Wandsworth are:

Section 1: Reviewing the content and aims of our courses (Pages 5 to 9)

Section 2: Focused reviews on the following specific themes: (Pages 11 to 17)

1. the purpose and content of courses
2. developing learners' skills, knowledge and behaviours
3. preparing all learners for their next step and/or enabling them to achieve their personal goals
4. ensuring all learners are safe
5. identifying the impact of our courses.

Section 3: Observations of learning sessions (Pages 18 to 21)

Each section shows how you as staff, tutors and subcontractors are involved in the review and evaluation activities and how you will receive feedback. Learners and stakeholders, such as employers and community organisers, are also involved.

SECTION 1:

Reviewing the content and aims of our courses

Planning and implementing Wandsworth Council Lifelong Learning provision

The planning cycle

1. Mission/Vision/Values

Our mission 'determines decisions about the courses we provide' why we provide them and what difference we want to make.



2. Strategic priorities

The mission statement is the overarching strategy. Key strategic influences include national strategies for adult learning and skills; regional priorities led by the GLA; and, Wandsworth Council's corporate objectives. WCLL interprets the strategies to implement up-to-date and relevant provision at a local community level.



3. Our curriculum offer

We use our strategic priorities and what we intend to achieve to agree the courses and apprenticeships that we offer each academic year. We consider who they are for and what difference they will make to individuals and local communities, including employers. How will they contribute to meeting Wandsworth Council's priorities for social and economic development?



4. Teaching, learning and assessment

In implementing our curriculum offer, we need to make sure that all our staff, tutors and apprenticeship team members have the up-to-date expertise and experience in their specialist subject and in teaching, coaching and supporting learners and apprentices. This is why we subcontract some of our ACL courses to specialist providers.



5. Evaluating the outcomes

What's the impact of our provision? What difference are our courses and apprenticeships making to our learners and our apprentices. To are communities and local employers, including Wandsworth Borough Council? How well are we achieving our mission to 'improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community'?

What Ofsted says about the content and the aims of provision

The Ofsted 'Further education and skills inspection handbook' is based on the Education Inspection Framework 2019.

This section is on the evaluation of the Intent of the Curriculum:

The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

- Leaders and managers have **selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need** in order to take advantage of the opportunities, responsibilities and experiences that **prepare them for their next stage in education, training or employment**. In this way, it can powerfully address social disadvantage.
- **It is clear what the curriculum is preparing learners for.** It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.
- **Leaders, managers and teachers have planned and sequenced the curriculum** so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- **The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.**
- **The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary.**
- The curriculum ensures that **all learners benefit from high academic, technical and vocational ambitions**. This means that the curriculum should be **ambitious for disadvantaged learners or those with SEND**, including those who have high needs, and should meet those needs. (Page 43, para 173)

Note: although Ofsted has not amended Part 2 of its Inspection Handbook for FE and Skills since the start of the coronavirus pandemic, it has made it clear that inspectors will explore how the curriculum has been adapted to take into account the impact on local communities. We shall do the same in our curriculum focused reviews.

How Wandsworth Council Lifelong Learning reviews and evaluates the intent of its provision

1. Reviewing our mission/vision/values

Lifelong Learning Development Group (LLDG)

The work of the Lifelong Learning Development Group (LLDG) feeds into the LLMAG. The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision.

2. Reviewing our strategic priorities

Wandsworth Council's Corporate Objectives

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Deputy Leader and Cabinet Member for Employment, Skills and Business Development and other members of the group include the Assistant Director of Education (Early Help), the Head of Lifelong Learning, members of the business community and voluntary sector, a mental health specialist and an education and skills quality champion. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following statutory governance requirements:

- Ensuring Safeguarding is effective
- Monitoring of Health and Safety arrangements including adherence to the Government's requirements for Covid-19- related safety procedures.
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- All aspects of participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and Mathematics
- Learner profile information
- Progression data on all accredited programmes, including apprenticeships and identified unaccredited community learning courses
- The number of learners who are Wandsworth residents/non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities, including additional needs and priorities caused by the pandemic
- Learner satisfaction and feedback

How well the service has supported local residents to continue their learning since the start of the pandemic, especially those who may have disengaged when a lack of digital skills or technology prevented them from participating in online learning.

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities.

Your role in reviewing the strategic priorities

WLL Senior managers are keen to have your views about the needs of local communities and local employment opportunities and skills shortages.

3. Evaluating and reviewing our curriculum offer

The work of Lifelong Learning links to the Council's corporate objectives, with a particular emphasis on **Providing the best start in life, helping people get on in life and Encouraging people to live healthy, fulfilled and independent lives:**

- **Providing the best start in life** - By investing in early years' provision, family support, school improvements, mentoring, apprenticeships and skills training
- **Greener, safer, better neighbourhoods** - By working with our community to combat climate change and improve our environment and our neighbourhoods – keeping them green, clean and safe
- **More homes and greater housing choice** - By delivering a range of homes to suit different needs for people who live or work in the borough, particularly for those on lower incomes, while providing more help and support to people who rent either from the council or privately
- **Helping people get on in life** - By helping people secure new job opportunities and encouraging investment in the borough
- **Encouraging people to live healthy, fulfilled and independent lives** - By helping young and old stay safe, active and in control of their lives
- **Value for money** - By maintaining the lowest possible council tax, making every pound go further and ensuring that we live within our means

The management team already carries out the following activities to evaluate and review the appropriateness of the courses we offer, according to each delivery strand, and how well they contribute to our strategic priorities:

- review of data on recruitment of learners, according to learners' gender, ethnicity, age, wards
- review of data on retention and attendance
- learner/staff surveys
- course evaluations
- Sub-Contractor Monitoring meetings

Focused reviews introduced from September 2020 are based on specific themes.

The themes are:

1 Course intent and content. (See section 2, page 11)

- review of learning objectives in schemes of work and session planning documents
- focus group meetings with learners
- informal meetings with staff
- meetings with subcontractors.

Your role in reviewing our curriculum offer

It is important that you are clear about how your course/s fit in with our overall strategic priorities.

As members of staff, tutors and subcontractors, you (and your learners) are involved in the focused reviews on the purpose and content of courses and all course documents are also included in the review (i.e. schemes of work, Sequencing documents, ILPs, etc.)
(See section 2, page 11)

4. Evaluating the quality of teaching, learning and assessment

Every tutor, including those at subcontractors, will participate in a full observation of one of their sessions by trained manager. This will normally take part once a year. The aim of this activity is to give every tutor feedback on their strength and agree an action plan on how to share good practice across the provision and/or how to address any identified areas for improvement.
(See section 3, pages 18 to 121).

The following focused themes will include evaluating the quality of teaching, learning and assessment:

- 2. developing learners' skills, knowledge and behaviours (see page 12)**
- 3. preparing all learners for their next step and/or enabling them to achieve their personal goals (see page 14)**
- 4. ensuring all learners are safe (see page 15)**

Your role in evaluating the quality of teaching, learning and assessment

As a member of staff or tutor, it is important that you keep an up-to-date record of your experience and expertise, including any qualifications, a) in your specialist subject, b) in teaching and training, and c) in safeguarding and Prevent, and that you share this with your line manager(CPD Log).

Subcontractors are required to keep these records of all their staff involved in WLL provision.

As members of staff, tutors and subcontractors, you (and your learners) are involved in each of the above focused reviews. (See section 2, page 12)

All tutors will be involved in the full observations of learning sessions at least once a year.
(See section 3, page 18)

Subcontractors will follow the arrangements for full observations as agreed in their service level agreement.

5. Evaluating the outcomes

Focused review '**5. identifying the impact of courses**' (see page 14) will involve gathering evidence on the difference our courses make to all our learners. Although data on learners' achievement of qualifications and certificates is a useful indicator of their achievement, greater focus is now on capturing:

- the skills, knowledge and behaviours all learners have developed to enable them to achieve their personal goals
- their progress from their starting points
- how their learning has enabled them to progress to the next steps in their careers or achieve their personal goals.

Your role in evaluating the Outcomes.

Staff and tutors will be expected to complete the processes required for focused review 5, such as the ILP and RARPA documents.

Subcontractors will have a list of information that they are required to provide in their service level agreements.

You and your learners will be involved in the other activities for this focused review, including at subcontracted providers.

SECTION 2:

Focused reviews on the following five specific themes

- 1. The Intent and content of our courses**
- 2. Developing learners' skills, knowledge and behaviours**
- 3. Preparing all learners for their next step and/or enabling them to achieve their personal goals**
- 4. Ensuring all learners are safe**
- 5. Identifying the impact of our courses.**

Focused review 1: The purpose and content of courses

This review focuses on identifying:

- How relevant are our current courses in each strand of to WLL's strategic objectives?
- How well do they align with policies and priorities for Wandsworth?
- How well do they align with policies and priorities for London?
- Are our courses reaching the intended target groups?
- Is the purpose (intended impact or endpoints) of each course clear? Do potential (and current) learners know the aims of the course and what their next steps could be? Do they understand how the course will enable them to achieve their personal goals?

Activities for Focused Review 1. The purpose and content of courses

WLL managers sample provision for each review under this theme. This may be according to: subjects or vocational areas; location of provision; subcontractor etc. The activities include:

- Review of data on recruitment, attendance and retention
- Interviews/surveys with community organisations and local employers to explore: their awareness of the relevant WLL courses; and their views on how well the offer of courses meet local needs etc.
- Review of course documents on the course aims and intended outcomes (i.e. in schemes of work, sequencing documents) and on learners' learning goals and/or intended next steps (i.e. in ILPs or similar documents).
- Interviews or focus groups with staff on how they identify the overall course aims and intended outcomes.
- Focus group/individual interviews with learners (or surveys) on how they found out about their course/s, why they have joined their course/s and what they intend/hope to achieve.

Note interviews and surveys may cover more than one focus review. Focus groups and interviews with staff and learners are carried out during pre-arranged visits to learning centres/courses.

How you will be involved in Focused Review 1. The purpose and content of courses

All staff and tutors are expected to record the overall aims and intended outcomes of their courses, including at subcontractors. These should be available to WLL managers on request. Where your provision is included in the sample, you will be invited to engage in a professional discussion with WLL about the extent to which your course/s contribute/s to meeting our overall strategic priorities, the challenges, any good practice or aspects for further development.

You will be asked to support any arrangements for gathering learners' views, including through focus groups or surveys

Feedback on each focus review on the purpose and content of courses

WWL managers will use the findings of each review activity to report on the above questions. This will be used for: reports to the Council and the board; curriculum planning; and the services' ongoing quality improvement cycle including self-assessment; curriculum planning. Subcontractors and individual tutors will be expected to participate in addressing all actions raised from this process and appropriate actions taken will all be recorded.

Focused Review 2: Developing learners' skills, knowledge and behaviours

This review focuses on identifying:

- the extent to which tutors have expert knowledge of their subjects and expert skills in teaching, including online learning, or how they are supported to address gaps, so that learners are not disadvantaged by ineffective teaching
- the extent to which managers and tutors have planned courses so that learners develop new knowledge and skills that build on what they already know and can do and so that learners can work towards defined end points
- how well tutors check learners' understanding in order to inform teaching and learning activities
- how well the resources, including technology and vocational resources, and learning environments support learner's development
- how well tutors support learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills relevant to the course aims and their personal goals.

Activities for Focused Review 2. Developing learners' skills, knowledge and behaviours

This focused review involves visits to classes. WLL managers will sample provision for each review under this theme. This may be according to: subjects or vocational areas; location of provision; subcontractor etc. They provision samples may be different from those selected for the other focused reviews.

- Managers will use prior information on tutors' backgrounds, relevant schemes of work etc. when selecting the classes to visit within the sample.
- Visit to classes should last no longer than 30 minutes. The aim of the review is to gain an overview of the quality of teaching specific to the above themes according to the selected sample.
- Online learning sessions may also be included, either at the time of the activities or recordings of them.
- Tutors may not receive notice of these visits, and if the learning activities being carried out are not relevant to the themes, the manager may arrange another visit.
- Managers may use this visit to ask learners questions related to the above themes, or they may arrange to do this at another time, including over the phone or using an online platform. They may also want to ask you a few questions, if appropriate.
- Managers may be accompanied by another member of WLL's team or a member of the subcontracted provider's staff.

How you will be involved in Focused Review 2. Developing learners' skills, knowledge and behaviours

You will not need to make any specific changes to your teaching during the visit. Please continue with your lesson as planned.

You may need to negotiate with the visiting manager the best time to talk to your learners about this theme. The manager may also want to ask you some specific questions.

Feedback on each focus review on the teaching to develop learners' skills, knowledge and behaviours

WWL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above.

Tutors will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Subcontractors will receive feedback recorded during their Monitoring meetings.

Focused Review 3: Preparing all learners for their next step and/or enabling them to achieve their personal goals

This review focuses on identifying:

- the extent to which learners receive information and advice on how they can use their learning to achieve their personal goals, where needed
- the extent to which tutors help learners identify clear achievement goals that support their progress to further learning or employment, or enable them to be more independent in their communities
- the extent to which the learning activities are relevant to enabling learners to achieve these goals, including learners with SEND.

Activities for Focused Review 3. Preparing all learners for their next step and/or enabling them to achieve their personal goals

Again, WLL managers will sample provision for each review under this theme. according to subjects or vocational areas; location of provision; subcontractor etc. They provision samples may be different from those selected for the other focused reviews.

The main sources of evidence for this review will be:

- interviews/surveys with learners – either through visits to classes or telephone/online
- interviews about their thoughts about the end point of their course and what happens next
- reviews of learners 'intended next steps' or personal goals or other relevant information on ILPs or other relevant documents
- interviews with tutors about their learners' next steps or personal goals and how they adapt their teaching and learning activities and resources accordingly.

How you will be involved in Focused Review 3. Preparing all learners for their next step and/or enabling them to achieve their personal goals

You will need to provide the WLL manager access to your learners' ILPs or equivalent.

You may also be asked to arrange for the manager to speak with your learners or let them know that they may be asked to participate in a telephone or online interview.

The manager may also like to have a professional discussion with you about your approaches to identifying learners' next step or personal goals and how you adapt your teaching and learning activities and resources accordingly.

Feedback on each focus review on how well learners are prepared for their next step and/or enabling them to achieve their personal goals

WWL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above.

Tutors will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Subcontractors will receive feedback recorded during their Monitoring meetings.

Focused Review 4: Ensuring all learners are safe

This review focuses on identifying:

- the extent to which learners feel safe and know what they need to do to protect themselves from extremism or radicalisation, including through the internet and social media
- the extent to which learners feel protected from bullying, harassment or discrimination, including through the internet and social media
- the extent to which staff deal with any issues quickly, consistently and effectively
- how well learners understand and follow safe working practices relevant to their subjects or vocational area.

Activities for Focused Review 4. Ensuring all learners are safe

Again, WLL managers will sample provision for each review under this theme. according to: subjects or vocational areas; location of provision; subcontractor etc. They provision samples may be different from those selected for the other focused reviews.

The main sources of evidence for this review will be:

- interviews/surveys with learners – either through visits to classes or telephone/online interviews about how safe they feel and why
- reviews of any incidents or cases, especially at subcontractors
- interviews with tutors on how they ensure that their learners can relate safeguarding, Prevent, British values and equality and diversity to their learning and their daily lives, or at work.

How you will be involved in Focused Review 4. Ensuring all learners are safe

As with the other focus reviews, you may also be asked to arrange for the manager to speak with your learners or let them know that they may be asked to participate in a telephone interview. Special arrangements may be needed if your learners have special educational needs or disabilities or need an interpreter.

The manager may also like to have a professional discussion with you about your approaches to embedding safeguarding, Prevent, British values and equality and diversity into your course/s.

Feedback on each focus review on safeguarding learners

WWL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above. Tutors will receive brief verbal feedback against the themes. Their line manager will also be informed of the feedback given.

Subcontractors will receive feedback recorded during their Monitoring meetings.

Focused Review 5: Identifying the impact of our courses

This review focuses on identifying:

- what (skills knowledge and behaviours) learners have learnt and the progress they have made compared with their starting points
- the progress learners have made towards their personal goals
- how recent leavers have benefited from their learning
- the impact of the provision on local communities.

Activities for Focused Review 5. Identifying the impact of our courses.

These focus reviews involve three types of activities:

- a) work scrutiny during visits to classes, including interviews with learners
- b) review of records of learners' progress and destination data
- c) interviews/surveys with local stakeholders

WLL managers will sample provision for each review under this theme. according to: subjects or vocational areas; location of provision; subcontractor etc. They provision samples may be different from those selected for the other focused reviews.

a) Work scrutiny will involve:

- reviewing written or practical work learners have produced over time – may be work
- talking to learners and/or staff about the work and learners' development and progress since beginning their programme
- asking learners to explain how they produced a specific piece of work or carried out an activity recently, how they judge it and where it sits in terms of their other work.

b) The review of data and documents will involve reviewing:

- learners' ILPs or equivalent and records of their achievement
- data on achievement of qualifications
- destination data

c) interviews/surveys with local stakeholders will involve

- gathering the views of community organisers, employers and other local stakeholders on the contribution the sampled courses have made – i.e. this may be through an individual learner's case study or examples of increased volunteers or support with a recruitment drive etc.

How you will be involved in Focused Review 5. Identifying the impact of our courses.

For the work scrutiny: you may be asked to arrange a suitable time for a WLL manager to talk to your learners about their work and make any special arrangements as required. Your learners may want to bring in samples of their recent work or demonstrate their progress through a video clip or in an online meeting.

For the document review, you should have learners' ILPs and records of progress ready for review. This should include any tracking documents you use. The manager will let you know if these documents will be reviewed during the work scrutiny visits. You may also have

information on learners' destination or case studies of learners' achievements you would like to be part of this review. The manager will give you a template to use for these.

You may like to suggest **community organisers, employers or stakeholders** that you feel would provide useful feedback relevant to your course/s

Feedback on each focus review on identifying the impact of our courses.

WWL managers will use the findings of each review activity to report on the above questions. This report will be according to the selected sample and will use as for Focus Review 1 above.

Tutors involved in class visits will receive a summary of the findings for that visit.

Managers will discuss with tutors the best way to share any good practice across the provision, including at subcontractors.

Supporting documents for Focused Reviews

A separate pack is available for WWL managers and subcontractors with the templates relevant to each of the five focused reviews and guidance on how to use them.

SECTION 3: Observations of learning sessions

The Wandsworth Council Lifelong Learning (WCLL) commitment is that all tutors and assessors will be observed at least once in every academic year.

The aim of session observations is to improve continuously the quality of teaching, learning and assessment for all our learners through a professional developmental process.

These observations of learning sessions will be in addition to the focused review visits (that have replaced the former learning walks) outlined in Section 2, above. You may or may not be involved in one or more focused review visits, depending on whether your courses are selected in the sample for each review

1. The purpose of observations of learning sessions is to:

- enhance all learners' experience of learning and support their development and progress towards their personal and/or career goals
- ensure that the quality of teaching, learning and assessment is continuously improving
- promote an open-door culture in which tutors and managers engage in professional discussion on tutors' current practice and development needs
- provide each tutor, including at subcontractors, with objective written feedback on how well their courses and teaching skills support their learners; identifying good practice to share across the provision and opportunities for training, coaching and support for developing practice further, as required
- Identify and share good practice across the service
- enable WCLL to be accurate and aspirational in its self-assessment of teaching, learning and assessment and areas for development, alongside evidence from the focused reviews.

2. The focus of the observations of learning sessions

The criteria below will be used for all session observations, as relevant to what is observed during that session.

Intent of the session - Planning of learning

- Relevance and clarity of learning aims and objectives for all learners
 - the clarity of learning objectives and how well they link to the overall aims of the course and learners' individual aims and goals
 - that all learners are clear about their own learning objectives for that session
- Relevance of planned learning and assessment activities
 - that the learning and assessment activities are appropriate to the achievement of the learning objectives and the course as a whole
- The use of initial assessment to identify individual learning goals, build on prior learning and meet priorities for new learning

- Flexibility in the planning to according to learners' different rates of progress
 - tutors' use of initial assessments and their understanding of each learner's progress and development need to plan and adapt learning activities to ensure that all learners will make progress towards the objectives for that session
- Planning of the use of resources
 - the quality and range of learning resources and activities, relevant to the learning objectives for that lesson

Implementation of the session – teaching, learning and assessment

- Ensuring all learners are engaged
 - learners understanding of the purpose of each activity and their role in it
 - that the activities are adapted as required so that they are at an appropriate level for each learner
 - that all learners can participate and benefit from each activity, including through online or blended learning
 - that additional support is planned well and provided, as required, including the use of peer support or specialist support tutors
- Presenting concepts and skills, and checking learning and progress
 - Learning activities are sequenced, so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points
 - Tutors enable learners to understand key concepts, presenting information clearly and promoting discussion.
 - Tutors check learners' understanding effectively and identify and correct misunderstandings.
 - Tutors use assessment to check learners' understanding in order to inform teaching.
 - Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently in contexts that are relevant to learners planned next steps and learning goals.
- The promotion of a positive learning environment
 - The learning session enables all learners to develop behaviour and attitudes, including employability skills, that support their learning and prepares them for their next steps
- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.
 - All learners feel safe and are safe, and follow appropriate safe working practices
 - Learners develop their understanding of equality & diversity, British values, health & safety, safeguarding and the Prevent duty within the context of their course, where appropriate.
- Learners' development of English, Maths, ICT & Employability Skills
 - Learners develop the English, Maths, ICT and Employability Skills within the context of their course, where appropriate, and to support their progress to their next step and/or for their daily lives.

Impact of the session – the difference is makes for all learners

- Learners' progress towards the lesson objectives and their personal goals
- Learners' development of new skills, knowledge and behaviour and their ability to apply them independently and in appropriate contexts
- Learners' develop of their understanding, and the increase in their ability to gain, extend and improve their skills and not simply memorise disconnected facts.

3. The process for observations of learning sessions

Before the observation

- **Tutors** should ensure that they are familiar with the (above) criteria used for the observations. They should contact their line managers if they have any queries.
- **WCLL senior managers** will ensure that all observers, including those at subcontractors, have the appropriate qualifications and experience to carry out observations and have successfully completed the required training.
- **The observer** will give the tutor two-days' notice of the observation using the standard form.
- **The observer** should check that the group has not received a visit for a focus review within the previous week or that one is planned in the following week.

During the observation

- **Tutors** are expected to continue teaching the session as originally planned. They should not prepare any documents specifically for the observation.
- **The observer** should let the tutor know in advance if they will be accompanied by another manager or member of a subcontracted provider.
- **The observer/s** should introduce themselves to the learners.
- **Tutors** should ensure that the observer has access to: the register; a group profile (or similar), notes relevant to the planning of the session; copies of handouts.
- **The observer** should ask learners' permission before looking at their ILPs, record of work, course folders/books or other documents.
- **The observer** will check with the tutor and learners the most appropriate opportunity to talk to learners, using the criteria (above) in this handbook
- **The observer** will take notes using these criteria during the visit.
- **Observations** should not normally last longer than an hour.
- **The observer** and the tutor will agree a time for the professional discussion soon after the observation.

Feedback to tutors and line managers

- **Observers** should provide tutors with a summary of the feedback within a week of the observation. This may be over the phone. It will cover the overall evaluation of the session, including the strengths and development areas.
- **All tutors** will receive the completed observation form within three weeks of the observation. This will be through a one-to-one meeting. In this professional discussion, the observer and tutor will agree the categories for each of the 13 criteria on the form (as evidenced during the

observation). The categories are:

- **Exceeding expectations (E)**
- **meeting expectations (M)**
- **partially/not meeting expectations (P)**

Note: They will use the 'Guidelines on the session observation criteria.' The purpose of the categorisation is to enable managers to gain an overview of the quality of the provision for self-assessment, curriculum planning and to support the planning of CPD for the staff.

- **Every tutor will discuss their action plan** following this professional discussion. This action plan will identify:
 - Actions that tutors and managers will take **to share the tutors' good practice** across the service – e.g. video clips, document sharing (what a good one looks like) etc.
 - Actions that tutors and managers will take **to improve tutors' practice and develop their skills** (e.g. training courses, coaching or mentoring, the adoption of different approaches or practices, peer observations of tutors who are adept at the specific aspect of teaching etc.)
 - Action that tutors or managers will take **to address any identified gaps or deficiencies** in organisational processes or resources etc.
 - All action plans will have target dates for review/completion – to be followed up by the line managers.

Follow-up observations

- **Tutors** may request a follow-up observation when they would like feedback on improvements they have made in specific aspects of their teaching or their course/s. These would be used to update the action plan.
- **Managers** and tutors may arrange for peer observations to share good practice or to pilot new approaches or resources etc.

Monitoring the quality of the session observations

- WCLL Quality Manager has overall responsibility for the quality of session observations and the role includes:
 - approving each observer as competent for the role, including at subcontractors or as in the SLA
 - moderating the quality of the observations through sampling the completed forms and action plans and carrying out joint observations with each observer.
 - Attendance to CPD sessions as in the SLA.

Supporting documents for Session Observations

See Appendix 1 for the session observation form and action plan.

A separate pack is available for WWL managers and subcontractors with the documents required on session observations.

Observation of Teaching, Learning and Assessment

Name of Observer							
Name of Co-observer							
Name of Tutor							
Course Title & Level							
Provider Name & Site Location							
Online session details (Platform/log in details)							
Date and time of session							
Start Time of Observation				End Time of Observation			
Session Number / of				Length of stay on Programme (Apps)			
No on Register				No present at start			
No Late < 10 mins				No Late > 10 mins			
Register <input checked="" type="checkbox"/>	<input type="checkbox"/> Y	Evidence of Planning <input checked="" type="checkbox"/>	<input type="checkbox"/> N	Learner Profiles <input checked="" type="checkbox"/>	<input type="checkbox"/> N	Course File <input checked="" type="checkbox"/> <i>(Does not impact on Teaching & Learning)</i>	<input type="checkbox"/> Y
Type of Learning Activity ✓							
Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning	
Context of the Session <i>(including aims & objectives)</i>							
<p>-</p>							

Observation of Teaching, Learning and Assessment**Learning activities observed**

(List the learning activities during the observation – this is so that the tutor can relate your feedback to the section of the session you observed.)

Judgement statements - Strengths

Identify which aspects of the activities worked well for all learners – and then consider why they were effective and the impact this had on the learners – this will enable you to identify the strengths.

Use judgement words and a short description or example.

Judgement statements – Areas for Development

Identify which aspects of the activities that did not work well for all learners – and then consider why they were not sufficiently effective and the impact this had on the learners – this will enable you to identify any developmental areas. Use judgement words and a short description or example.

Observation of Teaching, Learning and Assessment

Please consider the list below as you make your judgements. You should cover most of the items, depending on the type of learning activities observed. Please insert + for positive feedback and – for not so positive and +/- for a mix of the two.

+/-

Clarity of the purpose of the course for learners	
Relevance and clarity of learning aims and objectives for all learners	
Relevance of planned learning and assessment activities	
Planning of the use of resources	
Flexibility in the planning to according to learners' different rates of progress	
The use of initial assessment to identify individual learning goal and build on prior learning	
Tutors qualifications, training & subject knowledge.	
Variety of delivery, pace of the session & methods of assessment	
Presenting concepts and skills and checking learning & progress	
The promotion of a positive learning environment	
The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.	
Learners' development of English, Maths, ICT & employability skills	
Personal Development. Behaviour & Attitude	
Learners' progress towards the lesson objectives and their personal goals	
Learners' development of new skills, knowledge and behaviour and their ability to apply them	
Other (Including aspects previously identified as a development or training need):	

Please add examples of good practice

Overall evaluation

Tutor feedback comments: *Reflection statement based on comments and feedback in the professional discussion.*

Observation of Teaching, Learning and Assessment

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20-21 OTLA Action Points

Development areas:	Progress Update on previous Development areas:

21-22 OTLA Action Points

Development required	Support required	By whom	By when	Progress Update