



EVALUATING THE QUALITY OF OUR ACL PROVISION

Handbook for all staff, tutors and
sub-contractors (including Policy
and Guidelines)

2022 - 2023

Aiming 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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Handbook for staff, tutors and sub-contractors

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 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 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 that 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 of Wandsworth Council Lifelong Learning

This includes using Ofsted's Education Inspection Framework 2021 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)

Focused Review 1 – Safeguarding

Focused Review 2 – Quality of Education

Section 3: Observations of Learning Sessions (Pages 18 to 21)

Each section shows how you as staff, tutors and sub-contractors 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

Thorough evaluation of the impact of our provision and the difference courses and apprenticeships make to our learners, our communities and local employers, including Wandsworth Council, allows us to assess 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 2021.

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)

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 Lifelong Learning Monitoring and Advisory Group (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 safety procedures, as necessary.
- 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:

- 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 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

WCLL 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

SECTION 2: Focused Reviews on the following Two Specific Themes

1. Safeguarding

2. Quality of Education

Focused review 1: Safeguarding

This review focuses on identifying:

1. The extent to which learners feel safe and know what they need to do to protect themselves from extremism or radicalisation.
2. The extent to which learners feel protected from bullying, harassment or discrimination.
3. The understanding of learners regarding who they speak to and where to go if they have a safeguarding concern.
4. How staff deal with and report any safeguarding concerns quickly, consistently and effectively.
5. Safeguarding practices, understanding and training of staff within the place of learning.
6. How well learners understand and follow safe working practices relevant to their subjects or vocational area.
7. The reporting mechanisms used to monitor, record and report safeguarding concerns with a WCLL Learner.
8. Staff Safeguarding, online safety and Prevent CPD and what impact has this had for the provider.
9. Monitoring and safeguarding data how this is managed and used to identify any patterns or areas to address/monitor
10. How learners are informed about safeguarding and who to contact. What media format is used to educate learners and how effective is this method used.
11. The number of referrals made to external services to support learners
12. The impact and outcome of safeguarding action when taken.
13. Any feedback given following safeguarding action and the use of reflective practice.
14. The number of serious case reviews.
15. Any disciplinary action taken in relation to safeguarding actions policies or procedures.

1. Safeguarding Activities for Focused Review

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

The main sources of evidence for this review will be:

- Interviews/Wellbeing 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 sub-contractors.
- Review all Safeguarding recording procedures/records.
- 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.
- Learner access to the WCLL Learner Handbook.
- Review of staff CPD records relevant to safeguarding and the impact this training has for the provider and learners.
- Request and review reports of all safeguarding instances related to WCLL, actions taken and outcomes
- Maintaining a complete single Central Register
 - Ensuring that:
 - DBS is in place for all teaching/required staff and records recorded with WLL.
 - The Designated Safeguarding Lead (DSL) has attended training in the current year.
 - Staff members and learners are aware of who the DSL is and how to contact them.
 - The mandatory annual Safeguarding and Prevent training been completed/planned.
 - Managers have completed Safer Recruitment training.
 - Monitoring and addressing:
 - Safeguarding incidents with learners since August 22.
 - Safeguarding referrals to children/adult services, or external agencies.
 - Allegations against staff.
 - Site safety concerns that have been raised.
 - Awareness of County Lines and FE/HE Prevent News
- Updating your safeguarding policy last updated and ensure it includes details regarding Prevent and addresses issues arising due to increased digital provision.
- Ensuring that there is clear guidance on professional responsibilities and relationships with learners.
- Ensuring that staff are aware that they are responsible for disclosure of any criminal offences after completion of DBS and that they are requested annually to disclose any offences to the organisation.

Activities for Focused Review 1. Safeguarding

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

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 within the responsibility of sub-contractors
- 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 1. Safeguarding

In this Focused review, you may be asked to arrange for your manager to speak with your learners or let them know that they may be asked to participate in a telephone interviews. 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 the purpose and content of courses

WCLL 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: Quality of Education

This review focuses on identifying:

Intent:

- The relevance of our current courses in each strand of provision to WCLL's strategic objectives.
- How well they align with policies and priorities for London.
- The clear purpose (intended impact or endpoints) of each course. and the understanding of potential and current learners of the aims of the course and what their next steps could be in enabling them to achieve their personal goals.

Implementation:

- The extent to which tutors have expert knowledge of their subjects and how they are supported to address gaps so that learners are not disadvantaged by ineffective teaching.
- Tutors' continuous professional development especially in their subject area is appropriate, current and recorded.
- 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.

Impact:

- 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 skills knowledge and behaviors 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 2. Quality of Education

WCLL 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:

- How relevant our current courses are in each strand of to WLL's strategic objectives.
- How well they align with policies and priorities for Wandsworth.
- How well they align with policies and priorities for London.
- Reviewing whether our courses reaching the intended target groups.
- Reviewing the clear purpose (intended impact or endpoints) of each course. and the understanding of potential and current learners of the aims of the course and what their next steps could be in enabling them to achieve their personal goals.
- Review of data on recruitment, attendance and retention.
- Interviews/surveys with community organisations and local employers to explore their awareness of the relevant WCLL courses and their views on how well the offer of courses meet local needs etc.

- Staff or tutors, to 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).
- All tutors will be involved in the full observations of learning sessions at least once a year. (See section 3, page 18)
- Sub-contractors will follow the arrangements for full observations as agreed in their service level agreement.
- 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 or surveys with learners 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 2. Quality of Education

All staff and tutors are expected to record the overall aims and intended outcomes of their courses, including those engaged by sub-contractors. These should be available to WCLL managers on request.

Where your provision is included in the sample, you will be invited to engage in a professional discussion with WCLL 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 the focused review on the Quality of Education

WCLL 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 service's ongoing quality improvement cycle including self-assessment and curriculum planning.

Sub-contractors and individual tutors will be expected to participate in addressing all actions raised from this process and appropriate actions taken will all be recorded.

Supporting documents for Focused Reviews

A separate pack is available for WCLL managers and sub-contractors with the templates relevant to recording the results and actions from each of the focused reviews.

SECTION 3: The Skills Matrix

The purpose of the Skills Matrix is to provide good quality teaching and learning to every learner who joins a WCLL-funded course. We have therefore developed a system to enable every tutor to evaluate and develop their teaching skills against agreed expectations for their professional development.

- 1. How we have developed the Skills Matrix**
- 2. The benefits of the Skills Matrix for tutors, learners, WCLL and its partners**
- 3. How the Skills Matrix works for you**
- 4. What is needed to make this work**
- 5. Your next steps - What you need to do get started**

1. How we have Developed the Skills Matrix:

A consultative approach to developing the staff Skills Matrix.

- The leadership and management team have agreed generic expectations for teaching and learning.
- The WCLL Quality Assurance Manager and providers' managers will consult with tutors to agree the Skills Matrix for the subject area.

Professional constructive discussions to completing the Skills Matrix

- All teaching staff will evaluate their own skills using the expectations and discuss their thoughts with their line managers.
- The professional discussions will focus on the extent to which tutors agree that they exceed, meet, partially meet or not meet the expectations they have agreed.
- WCLL and its partners will use a Skills Matrix for all team members to identify opportunities for sharing good practice and developing their skills.

2. The benefits of the Skills Matrix for tutors, learners WCLL and its partners

- This approach builds on this strength by further developing all tutors' teaching skills.
- This is a collaborative approach to evaluating and improving the quality of teaching within teaching teams.
- The approach focuses on identifying and sharing good practice to develop the skills of all tutors.
- Identifying where you may not be meeting the agreed expectations is an opportunity for developing your skills and not for embarrassment or shame.

- The observations of teaching and learning and walk-throughs are used as part of the discussion.
- Professional discussions, peer observations, good practice videos and sharing materials are the norm. This is about reflective practice.
- All the criteria focus on the impact of teaching on learners' experience in the classroom, their development and their preparation for their next step.
- Learners, therefore, benefit from good quality teaching across all WCLL's community learning provision.
- The process can be linked to the Education and Training Foundation professional teaching standards.

3. How the Skills Matrix works for you

Step 1: You reflect on your teaching as you read through each criterion in the Skills Matrix agreed for your area. You should also use any feedback from your previous OTL or learning walk records. Use feedback from your learners and colleagues, and your managers.

Step 2: You make a decision for each criterion in the Skills Matrix as you complete it.

- Am I meeting this expectation? (M)
- Am I exceeding it? (E)
- Am I partially meeting it? (P)
- Am I not meeting it? (N)

Step 3: You hold a professional discussion with your line manager to agree:

- Your Skills Matrix evaluation
- How you share good practice with your colleagues
- An action to enable you to develop your skills and expertise further
- When you will review your progress towards the action plan.

4. What is needed to make this work

- Commitment and enthusiasm across WCLL's community learning provision to develop our own teaching skills and the skills of our colleagues.
- Open and honest reflection on our own teaching.
- Time and resources for professional discussions.
- Time and resources for sharing Tutor Best Practice, including through peer observation, making and watching short videos of exemplary teaching.
- Recognition and celebration of improvements to our practice.

5. Your next steps

1. Gather evidence about your teaching. This could include:
2.
 - Your schemes, work, lesson plans or group profiles.
 - Examples of learning materials or activities you have developed.
 - Feedback from any OTLs or learning walks.
 - Examples of the impact of any training or CPD, or of any research you have carried out.
 - Feedback from your learners or colleagues.
3. Complete the Skills Matrix for your area.
4. Agree a time to review your Skills Matrix with you line manager.

SECTION 4: 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 continuously improve the quality of teaching, learning and assessment for all our learners through a professional developmental process.

The observations of learning sessions will be in addition to the focused review visits (which 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 those with sub-contractors, with objective written feedback on how well their courses and teaching skills support their learners
- Identify and share good practice across the service
- Identify opportunities for training, coaching and support to develop practice further, as required.
- 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.

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 needs in order 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 learners' existing knowledge 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.
 - Tutors ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently within contexts that are relevant to learners' 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 and to support their progress to their next steps and/or for their daily lives.

Impact of the session – the difference it 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' development of their understanding, and the increase in their ability to gain, extend and improve their skills and not simply memorise 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 and contact their line managers if they have any queries.
- **WCLL senior managers** will ensure that all observers, including those with sub-contractors, 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** will 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** will let the tutor know in advance if they will be accompanied by another manager or member of a subcontracted provider.
- **The observer/s** 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 and copies of handouts.
- **The observer** will ask learners' permission before looking at their ILPs, record of work, course folders/books or other documents.
- **The observer** will agree with the tutor and learners the most appropriate opportunity to talk to learners, using the criteria in this handbook (above).

- **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** will 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 in the Skills Matrix (as evidenced during the observation). The categories are:
 - **Exceeding expectations (E)**
 - **Meeting expectations (M)**
 - **Partially/not meeting expectations (P)**
 - **Not meeting expectations (N/A)**

Note: Observers and tutors 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, support the planning of CPD for staff and the sharing of best practice

- **Every tutor will discuss their action plan** following this discussion. The action plan will identify:
 - Actions that tutors and managers will take **to share the tutors' good practice** across the service – e.g. videos, document sharing 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 etc.)
 - Actions that tutors or managers will take **to address any 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 for feedback on improvements they have made in aspects of their teaching or their course/s. These will 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

- The 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 those with sub-contractors or as stated 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 stated in the SLA.

Supporting documents for Session Observations

See Appendix 1 for the 2022-2023 observation form and action plan.

See Appendix 2 for the 2022-2023 Observation Notification form.

See Appendix 3 for the Skills Matrix criteria

APPENDIX 1: Observation form and Action Plan 2022-23

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		No Late > 20mins	
Register <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Evidence of Planning <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Learner Profiles <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Course File <input checked="" type="checkbox"/> <i>(Does not impact on Teaching & Learning)</i>	Y <input type="checkbox"/> N <input type="checkbox"/>
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>							

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. 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. 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.

Please add examples of good practice

Overall evaluation

Tutor feedback comments:

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

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Name of staff:

Mentor:

E = Exceeds expectations; M = Meeting expectations; P = Partially meets expectations;
N = Not meeting expectations N/A

Aspect	Expectations	Codes			
Clarity of intent	Purpose of the course fits in with the WCLL priorities, the GLA and Council drivers and learners' needs.				
Planning learning objectives	Every lesson is planned so that learners know what they will learn, in line with the course intent and their own goals (ILP) and what success looks like.				
Planning learning activities	Tutors use learners' starting points and their personal goals (ILP) to plan and sequence each learning activity				
Learning resources and activities	Learning activities and resources are appropriate for adults and are set in contexts relevant to learners' interests and goals (ILP), and do not over rely on published materials.				
Checking all learners' understanding	At every stage of the session, tutors make sure that all learners 'get it', know what they need to do to achieve a learning objective or to take part in an activity, why, and what is expected of them.				
Making sure all learners make progress.	Tutor reshapes tasks and explanations to tackle any misunderstanding and increase learning. Additional tasks challenge learners who have already completed main task.				
Setting and achieving appropriately high standards	The quality of learners' work prepares them to achieve to standards required for their next step (ILP).				
Embedding employability/ Personal Development	Learning activities develop learners' skills for their next step, including digital skills, English and Maths and employability skills (problem solving, team working etc.)				
Learners' engagement	Learning activities challenge all learners and enable them to develop skills, knowledge and understanding. They can relate the activities to their own lives.				

Aspect	Expectations	Codes			
Approaches to teaching	Tutors enable learners to develop their own strategies for learning and independence by cutting down own their tutor talk time.				
Handing over the knowledge and skills	Tutors provide/ elicit ideas and tips for learners to develop skills knowledge and behaviours.				
Learning outcomes	Learners can explain clearly the difference the session is making, what they are learning how they will apply their learning.				
Safeguarding, Equality and Diversity and British values	When appropriate, opportunities are used to promote – Safeguarding, E&D and BV and these are embedded naturally into learning activities				
Other – relevant to the subject area					

Please add in Development areas that were agreed last year: If the tutor is new to WCLL then just put N/A

20-21 OTLA Action Points	
Development areas:	Progress Update on previous Development areas:

APPENDIX 2: Observation Notification - 2022-23

As part of the WCLL 2022-2023 Observation policy, please accept this as 2 days’ notice for your observation.

The aim of lesson/session observation is to continuously improve teaching, learning and assessment. The ethos of lesson observation is developmental, and lessons are not graded. The process involves an emphasis on self-reflection on professional practice from tutors and assessors and a coaching approach from observers, to elicit productive, analytical discussion that leads to strong, useful development plans.

Feedback should be given by the observer at the end of the observation. If this is not possible, a phone or Teams meeting will be scheduled within 5 days of the observation. The meeting takes the form of a Professional Discussion in which the observer uses coaching techniques to encourage the tutor/assessor to reflect productively on how their practice impacted on learning and progress within the session. The Tutor/Assessor will have a chance to reflect and comment on the process.

Name of Observer						
Observer contact details (email/phone numbers)						
Name of Co-observer						
Name of Tutor						
Tutor contact details (email/phone numbers)						
Course Title & Level						
Provider Name & Site Location						
Date and time of session						
Delivery method						
For online delivery, list the learning platform used and joining instructions here						
Please can you email the observer the following documents prior to your observation. (Session plan/group profile/sequence of work document and any lesson documents)						
Note: If possible, the observer would like to talk to the learners at a convenient time within the observation						
Type of Learning Activity to be observed ✓						
Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning

I am very much looking forward to meeting you and observing your session.

APPENDIX 3: Skills Matrix - 2022-23

Name of staff:

Mentor:

E = Exceeds expectations; M = Meeting expectations; P = Partially meets expectations;
N = Not meeting expectations N/A

Aspect	Expectations	Codes			
Clarity of intent	Purpose of the course aligns with the WCLL priorities, the GLA and Council drivers and learners' needs.				
Planning learning objectives	Every lesson is planned so that learners know what they will learn, in line with the course intent and their own goals (ILP) and what success looks like.				
Planning learning activities	Tutors use learners' starting points and their personal goals (ILP) to plan and sequence each learning activity				
Learning resources and activities	Learning activities and resources are appropriate for adults and are set in contexts relevant to learners' interests and goals (ILP), and do not over rely on published materials.				
Checking all learners' understanding	At every stage of the session, tutors make sure that all learners 'get it', know what they need to do to achieve a learning objective or to take part in an activity, why, and what is expected of them.				
Making sure all learners make progress.	Tutor reshapes tasks and explanations to tackle any misunderstanding and increase learning. Additional tasks challenge learners who have already completed main task.				
Setting and achieving appropriately high standards	The quality of learners' work prepares them to achieve to standards required for their next step (ILP).				
Embedding employability/ Personal Development	Learning activities develop learners' skills for their next step, including digital skills, English and Maths and employability skills (problem solving, team working etc.)				

Aspect	Expectations	Codes			
Learners' engagement	Learning activities challenge all learners and enable them to develop skills, knowledge and understanding. They can relate the activities to their own lives.				
Approaches to teaching	Tutors enable learners to develop their own strategies for learning and independence by cutting down own their tutor talk time.				
Handing over the knowledge and skills	Tutors provide/ elicit ideas and tips for learners to develop skills knowledge and behaviours.				
Learning outcomes	Learners can explain clearly the difference the session is making, what they are learning how they will apply their learning.				
Safeguarding, Equality and Diversity and British values	When appropriate, opportunities are used to promote – Safeguarding, E&D and BV and these are embedded naturally into learning activities				
Other – relevant to the subject area					

Development Plan					
Date	Support required	Action agreed	Review date	Updates	Comments

Development Plan					
Date	Support required	Action agreed	Review date	Updates	Comments