

Lesson visit policy 2023

**Purpose**

Our mission and values

Our purpose is raising aspiration and raising achievement. We do this by creating an inclusive learning environment where all learners and staff are valued, inspired and confident. We do this because we all share a relentless determination that every learner can succeed.

Supporting our purpose is a commitment that we will:

* Deliver Outstanding Customer Service
* Excellence in Teaching and Learning
* Serve the Communities of Bradford and Keighley
* Provide a safe and enjoyable place to learn and work.

This policy focuses on developing high quality teaching, learning and assessment and aligns with the both the ETF Professional Standards and the current Ofsted approaches to reviewing teaching and learning and assessment and monitoring learner progress through a variety of measures.

**Scope**

This policy applies to all types of Teaching, Learning and Assessment offered by The Skills for Work team including:

* Online learning
* Classroom and community provision
* Enrichment activities
* Pre-induction activities including taster sessions.
* Apprenticeship provision both on and off the job training
* Formative and summative assessment and feedback to all learners
* Peer visits

A range of approaches to ungraded lesson visits will be used including developmental visits of teaching, learning and assessment, informal learning walks, work scrutiny, peer visits and environmental learning walks. A summary of these is attached in Appendix \*\*\*\*\*

A range of quality improvement processes will be used to support staff to develop their professional practice including monitoring and reviewing outcomes for learners, peer support involving participation in communities of practice, self-assessment, and quality improvement planning.

This policy focuses on two ungraded lesson visits per year, will be no notice and not linked to performance management. Judgements on the quality of lesson visits will indicate if learners are making **Progress** or, if learners are not making progress, then the judgement will be **No Progress**

Lesson visits will use a range of evidence to ensure that all learners make progress in the 4 key Ofsted judgment areas:

* Quality of education
* Personal development
* Behaviour and attitudes
* Leadership and management

Sources of evidence that will be used to support judgments based on lesson visits include:

Discussion with teachers and subject leaders about:

* The curriculum that learners follow.
* The intended end points towards which those learners are working.
* Their view of how those learners is progressing through the curriculum.

Reviewers’ activities will include:

* Reviews of curriculum plans or other long-term planning (in whatever form they are produced)
* Visits to classes, workshops and other activities including teaching and training.
* Scrutinising work produced by learners.
* Interviews with learners
* Discussion with teachers about how often they are expected to record, upload and review data.
* Discussions with teachers and leaders about the content and pedagogical knowledge of teachers, and what is done to support teachers, including remote teaching.
* Discussions with staff, including specialist staff, who support learners in developing their knowledge, skills, and behaviours.
* Where relevant, discussions with subject leaders and teachers about how the curriculum has been delivered remotely and reviews of learners’ work completed remotely.

**Visits to ‘On’ and ‘Off the Job’ Training**

These visits may require prior notification to the Assessor of the date and time of the visit. This will be to check timetables, requirements for PPE and other health & safety or security arrangements that need to be put in place prior to and during the visit.

The On and Off the Job visit will provide evidence to support the same 4 judgment areas and how well the Assessor is meeting the expectations outlined in the following section of this policy.

In addition, the reviewer will have the opportunity to make judgements on the following:

* The Teachers ability to develop and agree an assessment plan and targets with the learners and review progress.
* The Teachers ability to plan and effectively undertake a review.
* Set meaningful and achievable targets.
* Provide strategies and support for the further development of the learner’s maths, English and Employability Skills
* How well learners are prepared to take their next steps.

To judge the quality of education the reviewer will consider the following criteria:

* How well leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local, regional, and national employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.
* How the curriculum is coherently planned and sequenced towards cumulatively developing sufficient knowledge and skills for future learning and employment.
* If teachers are ambitious for all their learners, including those with SEND and those who have high needs, and how this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.
* That learners study the intended curriculum. Teachers ensure this by teaching all components of the full programmes of study.
* That teachers have expert knowledge of the subject(s) and courses they teach.
* Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners’ understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary, but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter.
* The work that teachers give to learners is demanding and ensures that learners build knowledge and acquire skills, improving on what they already know and can do.
* Teachers encourage learners to use subject-specific, professional, and technical vocabulary well.
* Teachers work effectively with support staff to ensure that all learners achieve as they should.
* Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
* Teachers use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
* Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers and trainers select and produce – in a way that does not create unnecessary workload for staff – reflect an ambitious intention for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living, and employment.
* Any remote education is well integrated into the programme of education/training and is well designed to support the wider implementation of the curriculum.
* Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate and available, impact is reflected in results from national examinations, which meet government expectations, or in the qualifications or apprenticeship standards obtained.
* Learners are ready for the next stage of education, employment, or training. They have gained qualifications or have met the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study. Learners with SEND/high needs have greater independence in making decisions about their lives.

**Staff new to the department**

All new teaching staff will participate in at least one lesson visit and one peer visit within the first 6 weeks. Further visits through the year will be undertaken to support professional development.

**Evidence available**

Techers are expected to have lesson plans, schemes of work available. There is no prescribed format for these, and they do not need to be paper based copies. In addition, it is expected that ILPs including RARAPAP ILPs, and training plans will be up to date and made available to the reviewer. The reviewer will also need access to review registers.

**The Feedback Cycle**

Feedback is the most important element of a visit and will be used to support the development of professional practice in line with the ETF professional standards to enable continued development of:

* Professional Values and Attributes
* Professional Knowledge and Understanding
* Professional Skills

All visits will have an action plan regardless of whether learners are making progress or not. This action plan will form part of the CPD record and will be updated after each visit. Verbal visit feedback will take place within to working days of the observation and will be discussed during a 1:1 meeting with the reviewer. These meetings will take the form of a professional discussion. Written feedback will be given within 5 working days of the lesson visit.

Where learners are found to be not making progress a further visit will be scheduled within 4 or 6 weeks as agreed with the teacher. During this time teachers will be supported to improve in elements of their practice through a range of coaching and peer mentoring strategies. Should the following visit demonstrate no progress the cycle will continue. If no progress is made after 3 visits this will be considered as a cause for concern and will become an indicator of Capability.

**Appeals Complaints**

* Stage 1 Discuss informally with the reviewer.
* Stage 2 Discuss with line manager to investigate and decide if a further visit would be appropriate.
* Stage 3 State their grounds for appeal or complaint in writing to the line manager within 7 working days.
* Stage 4 Appeal to the SfW Manager in the event of the line manager being the reviewer the operational lead from either Family Learning or Adult skills Service will conduct the interviews and any further observations.

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| **Appendix:** |  |
| **Staff:**  | **Reviewer:**  |
| **Provision type:** | **Lecturer Status:** | **FT** | **PT** |
| **Date of lesson visit:**  | **Start Time:**  | **Duration:** |
| **Learners on Register:** | **Course:**  |
| **Learners Present:** | **Attendance:**  | **Venue:** |
| **No of Latecomers:** | **Level:**  | **E** | **1** | **2** | **3** |
| **Context:** |
| **Curriculum intent*** Does the curriculum support the progressive development of learners’ knowledge, skills, and behaviours?
* Is the curriculum well-planned and logically sequenced to build on previous teaching and learning?
* Is the curriculum aligned to learners’/employers’ needs? (And local/regional needs, where appropriate).
* Is the curriculum fully inclusive for all learners?
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| **Curriculum implementation*** Are staff appropriately knowledgeable and experienced, and do they use this knowledge and experience effectively to promote learning?
* Are appropriate teaching and learning strategies used effectively to develop learners’ knowledge, skills, and behaviours over time?
* Are learners with identified needs provided with effective support, to ensure that they make sustained progress over time, in line with that of their peers?
* Are support staff managed appropriately and utilised effectively?
* Is learning well planned and effectively managed?
* Is the work that tutors provide learners sufficiently demanding, and does it support the progressive development of learners’ knowledge, skills, and behaviours?
* Are a range of high-quality resources and learning materials used effectively to both support and promote knowledge and skills development?
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| **Assessment** * Do staff use appropriate assessment strategies effectively to check rigorously learners’ understanding in lessons?
* Is assessment information used well to inform curriculum planning, and to inform teaching and learning?
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| **Behaviour and attitudes*** Do staff have high expectations of their learners?
* Do learners attend well and arrive on time for their lessons?
* Is learning well-managed?
* Do learners demonstrate good behaviour and positive attitudes to learning?
* Are their high levels of respect between both staff and learners, and learners and their peers?
* Are effective behaviour intervention strategies (and appropriate support) used effectively for those learners with particular needs?
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| **Personal development*** Does the curriculum extend beyond the requirements of the qualification, and facilitate learners’ broader development?
* Does the curriculum provide learners with regular and meaningful opportunities to develop their knowledge and understanding of British values?
* Do staff promote an inclusive learning environment that meets the needs of all learners?
* Do staff promote, and raise awareness of, equality of opportunity and cultural diversity?
* Are learners provided with an effective careers programme that provides them with appropriate advice and guidance and support, so they are able to make the appropriate choices for their next steps?
* Does the curriculum develop learners’ understanding of physical and emotional wellbeing?
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| **Work scrutiny*** Is learners’ work of a consistently high standard?
* Does learners’ work clearly evidence progressive development of knowledge, skills, and behaviours over time?
* Do staff provide regular constructive written feedback to learners on how they can develop further their knowledge, skills and understanding?
* Is their clear evidence that learners use this feedback appropriately to make further improvements to their work?
 | **+/-** |

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| **Overall quality of education (Impact)*** Do learners demonstrate detailed knowledge and understanding of their subjects?
* Are all learners making sustained progress (from their different starting points) in developing their knowledge, skills, and behaviours over time?
* Do learners achieve their qualifications, or meet the required standards?
* Do those learners with identified needs (including disadvantaged learners) make progress in line with their peers?
 | **+/-** |
| **Grading decisions based on:** |
| **Key strengths:**  |
| **Key areas for improvement:** |
| **Status** | **Progress** |  | **No Progress** |  |
| **Date:** |
| **Dual Visit: Y / N** | **Name of 2nd Reviewer:** |

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| **Action Plan Following Lesson Visit****Key recommendations for improvement:** |
| **CPD Requirements /Requests** (to be agreed by Manager and Reviewer) |

Appendix:

Learning Walk Template

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| Reviewer: |
| Theme: |
| Date |
| Notes |
| Good Practice |
| Area(s) for Improvement |
| Area(s) of concern |
| Concerns addressed by: |
| Brief description of solution |
| Completed by: |
| Date: |

**Peer Visit Template**

 The template can be utilised when undertaking peer learning visit with colleagues but is not required in every instance.

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| **Name of Reviewer** |   |
| **Name of Staff**  |   |
| **Date** |   |
| **EVALUATION OF TEACHING PRACTICE**  |
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| **HOW COULD I DEVELOP WHAT I HAVE SEEN IN MY OWN TEACHING PRACTICE?**  |
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|  **ENVIRONMENT VALUATION AUDIT (EVA) TEMPLATE** |
|   |   |   |   |   |   |   |
|   | **Work Area:** | Date:  |   | Score: |   |
|   |   |   |   |   |   |   |
|   | **Check Item** | **Score** |
| 1  | Are there any unnecessary materials left lying about   | 0 | 1 | 2 | 3 | 4 |
| 2  | All cupboards and supplies are marked appropriately   | 0 | 1 | 2 | 3 | 4 |
| 3  | Do the shelves have signage showing which items go where   | 0 | 1 | 2 | 3 | 4 |
| 4  | Walkways are free and wall notices are set up clearly   | 0 | 1 | 2 | 3 | 4 |
| 5  | All documents & tools are arranged rationally to facilitate picking up and returning them   | 0 | 1 | 2 | 3 | 4 |
| 6  | All equipment and furniture are arranged in a suitable manner conducive to active learning   | 0 | 1 | 2 | 3 | 4 |
| 7  | All tutor and learner personal items are kept tidily and safely whist in the classroom   | 0 | 1 | 2 | 3 | 4 |
| 8  | All floors kept clean and free of waste  | 0 | 1 | 2 | 3 | 4 |
| 9  | Lanyards on both staff and students are worn appropriately   | 0 | 1 | 2 | 3 | 4 |
| 10  | The bins are being emptied on time  | 0 | 1 | 2 | 3 | 4 |
| 11  | Do learners habitually sweep floors and wipe equipment without being told  | 0 | 1 | 2 | 3 | 4 |
| 12  | All equipment to be returned to its home location at the end of the lesson   | 0 | 1 | 2 | 3 | 4 |
| 13  | Is there a process for logging equipment in and out for students   | 0 | 1 | 2 | 3 | 4 |
| 14  | Are employees and learners wearing the correct PPE and is it dirty or oil stained   | 0 | 1 | 2 | 3 | 4 |
| 15  | Are safe systems of work and risk assessments visible | 0 | 1 | 2 | 3 | 4 |
| 16  | QR codes on Moodle available for processes and operation of machinery  | 0 | 1 | 2 | 3 | 4 |
| 17  | Safeguarding, Prevent and EDI promotion are displayed and promoted including expected standards of behaviour   | 0 | 1 | 2 | 3 | 4 |
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| **WORK SCRUTINY RECORD**  |
| Class   |   |  |  |
| Focus  | Judgement   |  |  |
| Is the work marked ‘regularly’?   |   |  |  |
| Is constructive feedback provided? (Not just confirmatory ticks)  |   |  |  |
| Do learners respond to marking?  |   |  |  |
| Does the teacher revisit the feedback to check the follow up has been done?  |   |  |  |
| Is there evidence that this is having a positive impact? (e.g., same mistakes not being made)  |   |  |  |
| What do learners think about the marking?  |   |  |  |
| Are there any recommendations for the teacher?  |   |
| Name of reviewer  |   |

Equality and Diversity

The EqIA for this policy is available on

Linked Policies and Procedures