



Teaching and Learning Policy

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Policy

1.0 Vision Statement

- 1.1 As a centre of excellence, all pupils at Cardiff Sixth Form College, on both A-level and GCSE courses, will be given an equal opportunity to learn in order to achieve their full potential. It is the aim of the College to create a desire to excel in an environment where expectations are high, training is rigorous and the culture is one of intellectual curiosity.
- 1.2 A variety of teaching styles are employed and pupils' performance is monitored and enhanced. It is the overall responsibility of all staff and pupils to evaluate their own performance, by knowing and understanding how they are performing. Staff at all levels can enhance and share strengths and identify potential for improvement.

2.0 College Aims

- 2.1 Cardiff Sixth Form College aims to:
 - provide a safe, stimulating, inspirational learning environment for all pupils and teachers
 - enable pupils to achieve their full potential by learning in a variety of ways and through providing a challenging, intellectually stimulating learning experience
 - use good practice identified during reviews and lesson observations to improve the quality of delivery and, therefore, learning at the College
 - provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications at both GCSE (Edexcel IGCSE) and A-level (WJEC) that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving College
 - set high expectations for all pupils in order to raise their aspirations; and
 - provide and raise standards of both teaching and learning.

3.0 Teaching

- 3.1 The points raised in this policy whilst preferable, are not an exhaustive list
- 3.2 The points raised in this policy apply to all lessons, regardless of course level
- 3.3 The College encourages good practice, together with teaching and learning methods that clearly suit the needs of the pupils and meet the aims of the college.

4.0 Planning and Preparation

4.1 Teachers should plan lessons which:

- allow pupils to progress in their learning
- include clearly stated objectives
- use a clear structure; namely starter, development of learning objectives and plenary, (when appropriate)
- use plenary sessions to summarise learning and help pupils to understand how to improve
- allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving and decision making
- are differentiated for varying needs by task, resources, outcomes and/or method
- use stimulating resources including use of ICT and e-learning,
- are differentiated as appropriate to the pupils
- use effective questioning to direct and challenge pupils
- meet external requirements
- are enjoyable and interesting.

5.0 Teaching strategies

5.1 Teachers should use teaching strategies which:

- allow pupils to experience a variety of appropriate learning activities.
- allow pupils to work both independently and collaboratively, which will contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to College policy
- use topics which are relevant and within pupils' experience
- allow the opportunity for others to deliver the lessons (e.g. other teachers).

6.0 Assessment, Recording and Reporting

6.1 This is in conjunction with the Assessment Policy

6.2 Teachers should:

- assess pupils' work regularly
- use analysis of assessments to inform their teaching and support pupils' progress;

- liaise with the Academic and Data Manager and the Senior Management Team to inform lesson planning, teaching styles, strategies for success etc. for all the pupils in the class
- use data to ensure pupils are working at their full potential and set targets to achieve these levels
- track pupils with regular assessments and reports which will indicate the level that they are on target to achieve
- inform parents and guardians of pupils' progress or underachievement.

7.0 Learning Support

7.1 Teachers should:

- use ISAMS to ensure that they know the particular requirements of every pupil in their class
- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented etc...
- consult with the Academic and Data Manager and the Senior Management Team about the needs of individual pupils as often as possible
- be prepared for lesson observations at all times.

8.0 Continuous Professional Development

8.1 Teachers should:

- continuously update their subject knowledge and teaching practice in line with the current developments and initiatives
- discuss teaching and learning at meetings in order to share good practice
- plan their own Continuing Professional Development programme in conjunction with their line manager or the Head of Academics, as part of the development process.

9.0 Learning

9.1 Pupils should:

- be prepared for lessons with the correct equipment
- complete homework to enhance their learning

- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- make positive contributions to class discussions
- follow the College Good Behaviour and Sanctions Policy
- take responsibility for improving their own learning
- ask for help when required.

10.0 Monitoring and Evaluation of Quality of Teaching and Learning

10.1 Classroom Teaching

10.1.1 Teachers are responsible for the progress of pupils in their classes and for evaluating their own performance and professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring pupil progress to ensure they achieve in-line with their set targets and College assessment procedures
- self-evaluation of their contribution to the policies and aspirations of their department and the College.

10.2 Departmental Self-Evaluation

10.2.1 Departments are responsible for evaluating effective teaching of the subject, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvements. This is achieved by:

- evaluating the teaching of their subject and the planning of lesson. This information should then be used to identify and share effective practice and to lead action for improvement where necessary
- ensuring curriculum coverage, continuity and progress for all pupils
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement. These should be in line with College policies
- analysing and interpreting data on pupils' performance against national comparators and the College's expectations through an annual results review.
- setting expectations and targets and implementing actions for the achievement of individual pupils and key groups

- monitoring pupil's work by regular sampling of homework, classwork, pupils' responses and attitudes, in order to make a comparative evaluation of pupils' work against other classes, year groups and subjects to ensure quality consistency and to implement strategies for improvement
- observing teachers, both within their own subject and from other departments, at least annually and giving constructive feedback and learning from observation. This takes the form of a peer lesson observation and is recorded on a Peer Lesson Observation Form (see Appendix A)
- evaluating progress of teaching and learning targets in departmental meetings and an inter-departmental peer lesson observation (see Appendix C), in line with the College Development Plan

10.3 Quality Assurance

10.3.1 The College aims to assess each individual pupil's needs regularly for their learning. To help fulfil this, the Academic and Data Manager will:

- monitor all data inserted into ISAMS relating to individual pupils
- discuss with SMT the progress of pupils, highlighting pupils of concern and the measures to be taken to improve attainment.

10.4 Departmental Meetings

10.4.1 Members of the SMT regularly meet Heads of Department, (fortnightly if possible) in Head of Department meetings, departmental meetings and focus groups. The Deputy Head, Academic also meets each Head of Department separately once a week.

10.4.2 These meetings have the aim of:

- monitoring the effectiveness of leadership and management of their subject area
- monitoring actions and progress in departments
- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of teachers.

10.5 Reviews of Teaching and Learning

10.5.1 A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified. The aim is to:

- identify and share good practice

- evaluate the quality of teaching and learning in line with Estyn criteria and set targets for improvement
- track progress on teaching and learning issues identified in the College Development Plan
- identify key aspects of teaching for development by departments and for the whole College
- identify and support teachers seen as needing further development
- standardise monitoring procedures including lesson observations and work scrutiny, through both management lesson observations, (see Appendix B), peer lesson observations, (see Appendix A) and inter-departmental peer lesson observations (see Appendix C).

Appendix A – Peer Lesson Observation

CSFC Peer Lesson Observation Form

| | | |
|-----------------------------|--|----------------|
| Name of teacher observed: | Name of observer: | Course: |
| Date & time of observation: | Number of students on register: attending: late: | Male / Female: |

| OBSERVATION MATRIX <i>(refer to descriptors overleaf, tick 1 only)</i> | Strength | Present | Develop |
|--|-----------------|----------------|----------------|
| 1. Introduction, aims and learning outcomes | | | |
| 2. Learner challenge | | | |
| 3. Pace and structure of learning | | | |
| 4. Assessment for learning | | | |
| 5. Identification and support of individual learning needs | | | |
| 6. Identification and integration of syllabus into lesson | | | |
| 7. Questioning techniques | | | |
| 8. Review/recap/ summary of learning | | | |
| 9. Learner Achievement | | | |
| 10. Management of learning | | | |
| 11. Learning involvement and behaviour | | | |
| 12. Attendance and punctuality | | | |
| 13. Health and Safety (if applicable) | | | |
| 14. Equality and diversity | | | |

Examples of Best Practice for Dissemination (Are there any aspects of the lesson that are regarded as best practice and can be shared with other teachers/ courses?)

Priorities for Development (Are there any aspects of the lesson that are a priority for future support and development?)

Observed Tutor's Comment (The observed tutor should use this as an opportunity to comment on the feedback provided and to reflect upon the success of the lesson from their own perspective.)

Observer:_____

Date: _____

Observed Teacher:_____

Date: _____

Please use the below **Observation Matrix** for further guidance if required.

Observation Matrix

| No. | Key Criteria | Strength | Present | Develop |
|-----|---|--|---|---|
| 1 | Introduction, aims and learning outcomes | Comprehensive introduction – aims and outcomes explained, shared and displayed. Learners demonstrate clear understanding about learning purpose. | Clear aims and outcomes shared with learners at beginning of session. Learners clear about learning purpose. | Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing. |
| 2 | Learner challenge | Excellent learner challenge in which creative and varied approaches are used to involve and engage learners from the outset; highly appropriate for subject. | Good learner challenge throughout the lesson in which learners are engaged in active learning and forming own understanding. | Limited learner challenge but teacher makes some effort to vary approach and involve learners in forming their own understanding. |
| 3 | Pace and structure of learning | Pace clearly matches subject and learner level. Activities very well structured and timed to maintain interest and stimulate learning for all learners. (buzz) | Pace matches subject and most learners' needs and level. Most activities well timed and structured. | Overall pace promotes some learning and interest. Some activities insufficiently matched to learner/subject level. |
| 4 | Assessment of and for learning | Highly effective range of assessment for learning techniques used to check all learners knowledge/progress throughout. Progress and achievements recorded and evaluated regularly by the learner. Progress used to inform subsequent learning. | Range of assessment techniques used to enhance and check learning throughout. Learner is involved in the evaluation and recording of achievements. | Assessment used to recapitulate, consolidate and confirm learning but range of techniques limited (eg over reliance on questions and observation). Some involvement of learners in recording and evaluation of own learning |
| 5 | Identification and support of individual learning needs | Highly effective identification of individual learning needs through use of learner data in Basic skills, learning styles and SLDD. Excellent and clearly explained support provided through differentiated resources and activities – extension work, structured group/individual work and in-class support (as appropriate). | Good identification of individual needs through initial and diagnostic assessment techniques. Good individual support evident through development and use of resources, activities and support in lesson (where appropriate). | Some identification of individual learning needs plus initial and diagnostic assessment techniques. Some individual support evident through development and use of resources, activities and support in lesson (where appropriate). |

| | | | | |
|---|--|--|--|---|
| 6 | Identification and integration of syllabus into lesson | <p>Highly effective identification of syllabus objectives into the lesson. These are highlighted so all learners are aware of them. All learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p> | <p>Good identification of syllabus objectives into the lesson. These are highlighted so most learners are aware of them. The majority of learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link quite well with the aims and objectives of the lesson</p> | <p>Some identification of syllabus objectives into the lesson. These are highlighted so some learners are aware of them. Limited learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p> |
| 7 | Questioning techniques | <p>Highly effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills of Blooms taxonomy to challenge learners. Learner responses are clear and well-articulated. Questioning demonstrates differentiation.</p> | <p>Effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills with a greater balance of open questions. Learner responses are clear and demonstrate understanding.</p> | <p>Clear questioning strategy demonstrated. Questions are mostly challenging and open. Limited evidence of differentiation in the way questions are constructed. Learner responses are satisfactory but limited.</p> |
| 8 | Review/recap/summary of learning | <p>Highly effective review of learning at intervals throughout lesson and very clear (and creative) summary linked to learning aims / objectives and to next lesson.</p> | <p>Good review / recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.</p> | <p>Some review of learning and brief summary at end of lesson and brief reference to next lesson.</p> |
| 9 | Learner Achievement | <p>Outstanding standards of work. All learners demonstrating excellent knowledge and skills, which illustrate working well above standard for level and stage of programme.</p> | <p>Good standards of work. Learners using good skills and work at or beyond standard for level and stage.</p> | <p>Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme.</p> |

Appendix B – Management Lesson Observation

Management Lesson Observation Form

| | | |
|--|----------------|-----------------------------|
| Name of teacher observed: | Course: | Date & time of observation: |
| Number of students on register: attending: late: | Male / Female: | Room number: |
| OBSERVER JUDGEMENTS (<i>1 = Excellent. 2 = Good. 3 = Adequate and needs improvement. 4 = Unsatisfactory and needs urgent improvement (or N/A = not applicable)</i>) | | |
| Performance Indicator | Grade | |
| 1. Introduction, aims and learning outcomes | | |
| 2. Learner challenge | | |
| 3. Pace and structure of learning | | |
| 4. Assessment for learning | | |
| 5. Identification and support of individual learning needs | | |
| 6. Identification and integration of syllabus into lesson | | |
| 7. Questioning techniques | | |
| 8. Review/recap/ summary of learning | | |
| 9. Learner Achievement | | |
| 10. Management of learning | | |
| 11. Learning involvement and behaviour | | |
| 12. Attendance and punctuality | | |
| 13. Health and Safety (if applicable) | | |
| 14. Equality and diversity | | |
| Learning & skills development observed: | | |
| | | |
| Grade / Judgement: (Second observation necessary if grade 3 or 4 awarded) | | |
| Strengths: | | |
| | | |
| Areas for Development: | | |
| | | |
| Evaluation: | | |
| | | |
| Comments by Observee: | | |
| | | |

Please use the Appendix Observation Matrix for this Management Lesson Observation Form for further guidance if required.

Learner Voice

Following the observation identify the questions that you wish to ask the learners. At last 3 questions must be based on the learning process and 3 on learner support and systems. Please indicate the question asked by circling the number.

Learning Process

1. Is the lesson typical of those you normally receive?
2. Do you feel you are making progress?
3. Are teachers' explanations are clear?
4. Is teaching within the course of good quality?
5. Is there a range of learning and teaching styles within lessons?
6. Is technology used effectively in the course?
7. Are lessons normally challenging and stimulating.
8. Are you aware of the actions you need to take to improve your performance?
9. Do you think course learning materials and resources are of good quality?
10. What changes would you like to see implemented?

Learner Support and Systems

11. Are teacher / student relationships within the class positive?
12. Do you think sufficient support is given to you in class?
13. Do you get constructive feedback on how to improve your work?
14. Do you feel well prepared for external examinations?
15. Is equality and diversity supported in the course?
16. Would you recommend this course to a friend?

Recorded Feedback from Learners:

LEARNING AND TEACHING ACTION PLAN

Name:

Overall Judgement / Grade achieved:

| Good Practice | Suggested methods of disseminating this good practise amongst the department | Suggested methods of disseminating this good practise amongst the college |
|---------------|--|---|
| | | |
| | | |

| Area(s)for Development | Suggested Actions | Due Date | Actions taken to date | Evidence of Improvement | Date Completed |
|------------------------|-------------------|----------|-----------------------|-------------------------|----------------|
| | | | | | |
| | | | | | |
| | | | | | |

Observer Signature:

Observee Signature:

Date Action Plan Agreed: Review Date:

Observation Matrix

This can be used to assist in the completion of the Management Lesson Observation Form

| No. | Key Criteria | Strength | Present | Develop |
|-----|---|--|---|---|
| 1 | Introduction, aims and learning outcomes | Comprehensive introduction – aims and outcomes explained, shared and displayed. Learners demonstrate clear understanding about learning purpose. | Clear aims and outcomes shared with learners at beginning of session. Learners clear about learning purpose. | Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing. |
| 2 | Learner challenge | Excellent learner challenge in which creative and varied approaches are used to involve and engage learners from the outset; highly appropriate for subject. | Good learner challenge throughout the lesson in which learners are engaged in active learning and forming own understanding. | Limited learner challenge but teacher makes some effort to vary approach and involve learners in forming their own understanding. |
| 3 | Pace and structure of learning | Pace clearly matches subject and learner level. Activities very well structured and timed to maintain interest and stimulate learning for all learners. (buzz) | Pace matches subject and most learners' needs and level. Most activities well timed and structured. | Overall pace promotes some learning and interest. Some activities insufficiently matched to learner/subject level. |
| 4 | Assessment of and for learning | Highly effective range of assessment for learning techniques used to check all learner's knowledge/progress throughout. Progress and achievements recorded and evaluated regularly by the learner. Progress used to inform subsequent learning. | Range of assessment techniques used to enhance and check learning throughout. Learner is involved in the evaluation and recording of achievements. | Assessment used to recapitulate, consolidate and confirm learning but range of techniques limited (e.g. over reliance on questions and observation). Some involvement of learners in recording and evaluation of own learning |
| 5 | Identification and support of individual learning needs | Highly effective identification of individual learning needs through use of learner data in Basic skills, learning styles and SLDD. Excellent and clearly explained support provided through differentiated resources and activities – extension work, structured group/individual work and in-class support (as appropriate). | Good identification of individual needs through initial and diagnostic assessment techniques. Good individual support evident through development and use of resources, activities and support in lesson (where appropriate). | Some identification of individual learning needs plus initial and diagnostic assessment techniques. Some individual support evident through development and use of resources, activities and support in lesson (where appropriate). |

| | | | | |
|----|--|--|--|---|
| 6 | Identification and integration of syllabus into lesson | <p>Highly effective identification of syllabus objectives into the lesson. These are highlighted so all learners are aware of them. All learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p> | <p>Good identification of syllabus objectives into the lesson. These are highlighted so most learners are aware of them. The majority of learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link quite well with the aims and objectives of the lesson</p> | <p>Some identification of syllabus objectives into the lesson. These are highlighted so some learners are aware of them. Limited learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p> |
| 7 | Questioning techniques | <p>Highly effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills of Blooms taxonomy to challenge learners. Learner responses are clear and well-articulated. Questioning demonstrates differentiation.</p> | <p>Effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills with a greater balance of open questions. Learner responses are clear and demonstrate understanding.</p> | <p>Clear questioning strategy demonstrated. Questions are mostly challenging and open. Limited evidence of differentiation in the way questions are constructed. Learner responses are satisfactory but limited.</p> |
| 8 | Review/recap/summary of learning | <p>Highly effective review of learning at intervals throughout lesson and very clear (and creative) summary linked to learning aims / objectives and to next lesson.</p> | <p>Good review / recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.</p> | <p>Some review of learning and brief summary at end of lesson and brief reference to next lesson.</p> |
| 9 | Learner Achievement | <p>Outstanding standards of work. All learners demonstrating excellent knowledge and skills, which illustrate working well above standard for level and stage of programme.</p> | <p>Good standards of work. Learners using good skills and work at or beyond standard for level and stage.</p> | <p>Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme.</p> |
| 10 | Management of learning | <p>Behaviour and standards professionally and vocationally appropriate and demonstrate high mutual / learner value / respect.</p> | <p>Relationships in the lesson reflect vocational / professional context. and learners value each other.</p> | <p>Instructions generally clear. Appropriate working relationship overall.</p> |

| | | | | |
|----|------------------------------------|---|---|---|
| 11 | Learning involvement and behaviour | All learners actively involved and engaged. Learners display high levels of motivation and interest. Ask and answer questions well. High levels of cooperation, interaction and learners use / take initiative in learning and take responsibility where appropriate. | Good involvement and engagement of learners. Good level of interest and attention. Learners are motivated and happy. Some examples of effective co-operation, interaction and initiative. | Satisfactory involvement and engagement of learners. Learners stay on task for the majority of lesson. Answer questions; do what has to be done and nothing more. |
| 12 | Attendance and punctuality | Learners display commitment to learning through excellent record of attendance and punctuality (90%+ attendance and good punctuality). | Good attendance and punctuality records (85% attendance and all / nearly all learners on time). | Satisfactory attendance and punctuality (80% and above attendance and most learners on time). |
| 14 | Health and Safety | Highly effective group / individual management. Clear directions and health and safety stressed throughout. | Good management of group activities. Clear instructions and good emphasis on health and safety. | Satisfactory management of group. Health and safety appropriate. |
| 15 | Equality and diversity | Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour towards each other skilfully; they show great awareness of equality and diversity in teaching sessions | Equality and diversity are promoted and learners' behaviour towards each other is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully | The promotion of equality and support for diversity in teaching and learning are satisfactory |

Lesson Observation Checklist

Please use this as a memory aid of what we hope to see in lessons

| Planning | Quality of Learning/ Delivery of Session |
|--|--|
| Lesson Plan | Lesson contains learning outcomes / objectives |
| Learners with additional learning needs planned for | Recap of previous and links to future tasks |
| High quality learning resources | Learners know what to do |
| High expectations of all students | All learners actively engaged and participate |
| Stimulating and challenging session for all students | Differentiated learning activities |
| A stimulating learning environment | Targeted & differentiated questioning |
| Targeted & differentiated questioning | High quality learner contributions |
| Stretch & challenge of most able by extension activities | Good attendance and punctuality |
| Effective use made of ILT | Learners are well supported |
| Equality & diversity clearly addressed | Health & Safety appropriately monitored |
| | Assessment is undertaken |
| | Effective additional learning support |

LESSON OBSERVATION JUDGEMENTS

| | |
|-----------------|--|
| 1= Excellent | All students demonstrate high standard of learning. Individuals fully differentiated on tasks and activities. Inspired, stretched, challenged and supported over and above expected level of performance, to meet individual learning outcomes. High standard of learner's work. |
| 2= Good | All learners demonstrate learning. Individuals motivated and working well above expected level of performance. Good differentiation of tasks to meet individual needs and learning outcomes. Good standard of learner work. |
| 3= Satisfactory | Most learners demonstrate some learning. Evidence of planning but insufficient differentiation. Lesson has objectives and learners know what is expected of them. Learners working productively at expected level. Majority of students' work satisfactory. |
| 4= Inadequate | Little learning takes place. Standard of learner work unsatisfactory. Inadequately planned, differentiated and executed lesson. Aims not met or at appropriate level for course. |

Appendix C – Inter-departmental Peer Lesson Observation

Inter-departmental Peer Lesson Observation Form

| | | |
|-----------------------------|-------------------|---------|
| Name of teacher observed: | Name of observer: | Course: |
| Date & time of observation: | Topic covered: | |

What aspects of the lesson did you enjoy?

Examples of good practice that could be relevant to your own teaching that you could possibly adopt for your use:

Observed Tutor's Comment (The observed tutor should use this as an opportunity to comment on the feedback provided.)

Observer: _____

Date: _____

Teacher Observed: _____

Date: _____