



Cheshire College
South & West

Teaching, Learning and Assessment Standards Policy

Key Information	
Policy Reference Number	CCSW - TLA
ELT Post responsible for policy update and monitoring	Vice Principal - Innovation, Curriculum, and Quality
Date approved by ELT	24 November 2020
Date approved by governor's committee (if applicable)	01 December 2020
Date of next policy review	01 December 2022

I. Background

I.1 Introduction

I.1.1 The Teaching, Learning and Assessment Standards link to:

I.1.1.2 Count Me in For Feedback (PDR);

I.1.1.3 ETF Professional Standards for Teachers and Trainers in Education and Training 2014;

I.1.1.4 Department for Education Teachers' Standards; and

I.1.1.5 Capability Procedure

I.1.2 These standards apply to all academic staff, personal tutors, trainers, instructors and assessors, although the generic term 'teacher' is used.

I.1.3 The College is on a journey to become Outstanding and has in place a graded observation process to develop and fully support the professionalism of its teaching staff.

I.1.4 This policy provides teachers and stakeholders within the College with a framework and opportunity to understand and monitor teaching standards with the provision for quality improvement and impact assessment; together with a framework which supports structured development and resources for teachers and enables them to excel in innovative pedagogical practice and extend learners learning experience and potential.

I.2 Aims

I.2.1 This policy aligns with the College's 'Our Future' document and promotes the aspiration of an outstanding College by further improving teaching, learning and assessment.

I.3 Objectives

I.3.1 The Teaching, Learning and Assessment Standards define the expectations of Graded Observations, Peer Observations and Learning Walks (see Appendix 1) and ensures that there is clarity and consistency in approach from all curriculum areas across the College, ensuring that this links to other relevant performance management policies. It also outlines the College's commitment to the development of its staff.

I.3.2 The aims will be met through these objectives:

I.3.3 The **quality of teaching learning and assessment is the primary** driver for developing outstanding performance and outcomes for learners.

I.3.4 The College is **committed to supporting teacher development and the professionalism of its staff** and it strives to continuously improve the quality of education as part of an overall quality improvement strategy.

I.3.5 In addition to the development of the highest standards the College will **promote a professional, developmental model where outstanding and good pedagogical practice** is identified and shared.

I.3.6 A **supportive improvement strategy and resource** is available to teachers to enable and empower them to excel and deliver consistently high quality learning experiences, whilst working to reduce workload.

I.3.7 **Continually improving the standards of teaching, learning and assessment across the College.**

I.3.8 **Helping teachers identify individual and team training and development needs** through observation feedback and self-reflection and by the provision of specialist professional teacher and trainer support, coaching and development.

2. Quality Standards

2.1 Background

2.2.1 Key Strategic Aims:

- 2.2.1.1 To train and develop a robust and standardised team of Observers through an **in-house Observer Assurance Programme**.
- 2.2.1.2 **To train and develop all teaching and relevant support staff in the expectations that Ofsted has** for outstanding standards in teaching learning and assessment, against the Education Inspection Framework (EIF).
- 2.2.1.3 **To train curriculum leaders in observing learning and recording Learning Walks** and informing the continual quality improvement processes.
- 2.2.1.4 To regularly invite **College Governors to accompany the Assistant Principals and Curriculum Leaders on Learning Walks**, to enable them to gain further insight into day to day learning experiences within the College.
- 2.2.1.5 **To encourage a culture of openness and reflection in which all staff work together** to improve the experiences of our learners.
- 2.2.1.6 **To provide efficient and time saving processes** that help all staff to manage their workload effectively throughout the academic year.
- 2.2.1.7 **To provide qualitative and quantitative information** to consistently inform the College of the quality of teaching, learning and assessment, in order to lead to improvement.
- 2.2.1.8 **To support the development of appropriate skills, understanding and knowledge that will equip learners** for their current learning targets and prepare them for appropriate assessment and examination opportunities and enable them to achieve and to progress.
- 2.2.1.9 **To support and encourage staff in engaging learners to share responsibility for their own learning and assessment**, setting goals which stretch and challenge them.
- 2.2.1.10 **To ensure appropriate learning and teaching strategies are used**, including setting learning objectives and targets, good use of ILT, active learning and differentiation to enable all learners to succeed.
- 2.2.1.11 **To ensure the needs of individual young learners are met through personalised Study Programmes**, which includes Maths, English, employability skills, behavioural and tutorial support.

2.2 Management of Quality

- 2.2.1 **The Executive Leadership Team approves the policy framework and the overall monitoring and reviewing of systems and procedures.**
- 2.2.2 The **Assistant Principal Quality and Foundation English & Maths will present reports** as required for the Executive Leadership Team, Governors, and external stakeholders to reflect the emerging issues.
- 2.2.3 **The Executive Leadership Team**, supported by representatives from the curriculum management and the quality team, **will meet as part of scheduled quality meetings** to assess progress against the action plans and key performance indicators.
- 2.2.4 **New Observers will have a greater proportion of their observations moderated** than experienced observers.
- 2.2.5 **The Quality Team comprises the Assistant Principal Foundation English & Maths and Assistant Directors.** They will provide regular Quality Impact Reports to the Executive Leadership

Team, College Leadership Team and Governors. Curriculum Area Support Activity (CASA) will be used to identify progress made and the impact this is having on the learning and the learner experience.

2.2.6 **Issues and actions arising from Curriculum Area Support Activity will be incorporated into the relevant development plan or the Continuous Improvement Plan for the Curriculum Area**, and subsequently inform the College Self-Assessment and Quality Improvement Planning processes.

2.3 Scope

2.3.1 College Teachers

2.3.1.1 Observations of all timetabled classroom activity will be in scope for observation.

2.3.2 Work Based Learning and Instructors / Instructor Demonstrators

2.3.2.1 Observations of work-based learning / Instructor sessions taking place in College (in workshops, classrooms and review sessions) and of assessment taking place in the workplace are incorporated into the scope of this policy.

2.3.2.2 The observer may split the observation by dropping in and out of the session. The purpose of this is to ensure the observer gathers evidence of the progress learners make over the session, which may extend beyond the timing of a standard timetabled lesson; this would be agreed in consultation with the observee. The expectation is that the observer may also speak to learners and/or staff where appropriate.

2.3.3 Partnership Provision

2.3.3.1 All sub-contracted partnerships are required to have robust quality assurance policies and processes. Managers within the providers will be expected to undertake observations of teaching, learning and assessment and to make records of these available to the College as part of their Self-Assessment. The Observer Assured team member linked to the Partnership will also undertake observations of teaching, learning and assessment in each provider, in line with the College Franchise Guidelines.

2.3.4 Higher Education

2.3.4.1 Higher Education provision will be included in the Curriculum Area Support Activity for the curriculum area in which the provision sits and will be undertaken in accordance with this policy.

2.3.5 Self-Employed and Agency Staff

2.3.5.1 Self-employed and Agency staff will require Graded Observations and are required to attend mandatory training where necessary. They are not entitled to developmental training but are encouraged to attend sessions in their own time (and cost) subject to the agreement of their Assistant Principal.

2.3.5.2 For staff on short fixed term contracts, developmental observations early in the contract will be followed by a Graded Observation undertaken by their Assistant Principal (Curriculum Leader/member of the Quality team) and will take place within the first term or sooner (where their contract is for a shorter period of time).

2.3.6 Tutorials

2.3.6.1 Tutorials are subject to the same level of quality assurance / improvement as lessons. This includes Learning Walks and Graded Observations. Graded Observations of group tutorials are classified as 'Satisfactory' or 'Unsatisfactory'. This is further described within the 'Observation of Group Tutorial Procedure'.

3. Observations

3.1 The College has an approach to the quality improvement of teaching and learning which aligns to a holistic approach of teacher development. This involves:

3.1.1 **Learning Walks:** These are **not graded** and the purpose is to enable the Assistant Principals and members of the College Leadership Team to measure the development and practice of staff development activity and its impact upon learning and the learner experience. An open-door culture is encouraged with a focus on sharing and support.

3.1.2 **Graded Observations:** Each teacher receives a minimum of one Graded Observation per year, and the grade awarded is taken forward into their Count Me In for Feedback review (PDR). Each teacher will have objectives relating to continuous pedagogical improvement within their Personal Development Action Plan. Each teacher will have an Observation Record and Development Plan which provides a record of all Graded Observations and the development points / actions that are set as a result.

3.1.3 **Observer Assurance:** Those observers carrying out Graded Observations will need to validate their ability to observe annually through the 'Observer Assurance' process.

3.2 Definitions and Expectations

3.2.1 Open Door Culture for Peer Sharing and Support

3.2.1.1 An open door culture, where peer sharing and support are the norm, is encouraged in all areas and across the College. All classrooms and learning environments are expected to have an open door policy for observers or managers to enter for the purposes of engaging with or monitoring learning, or support for teachers.

3.2.1.2 When it is essential that learners remain undisturbed, such as for the purposes of formal assessments, tests or examinations, a formal College notice will be placed on the outside of the door.

3.2.2 Learning Walks

3.2.2.1 Learning Walks enable Governors and College Leaders to measure the impact of the development and practice of staff development and/or the learner experience. Learning Walks may take place at any time throughout the academic year.

3.2.2.2 During a Learning Walk the observer will generally spend 5-15 minutes in a class and where appropriate will speak to learners and/or staff. The session **will not be graded** and teachers/assessors will receive feedback via Curriculum Observer. A teachers/assessor's name will be recorded on the Learning Walk form to monitor the frequency of Learning Walks taking place.

3.2.2.3 Observers will normally be a member of the College Observation Team, who may be accompanied by a College Governor.

3.2.2.4 All observers will observe practice with reference to the Focus5 framework:

- 3.2.2.4.1 Planning for learning
- 3.2.2.4.2 Attitudes to learning
- 3.2.2.4.3 Progress in learning
- 3.2.2.4.4 Knowledge and skills
- 3.2.2.4.5 Goals and aspirations

3.2.2.5 A Learning Walk may also take place during an online session. If an observer plans to conduct a Learning Walk on a live online session, the teacher/assessor will receive notice the day before. If the observer does not plan to visit a live session but look through the Teams site and chat to learners using the chat function, the teacher will not receive any notice. Regardless of the activity, the teacher will still receive feedback.

3.2.2.6 An Online Learning Walk may not always include viewing a live lesson, i.e. An observer may access a Teams site and look at the resources within the Team, the chat history, speak to learners using the chat function.

3.2.2.7 Assistant Directors will be assigned to their teachers' Teams sites. In the first instance, it will be the Assistant Director conducting the Learning Walk.

3.3 Graded Observations

3.3.1 Teachers will receive a minimum of one formal Graded Observation per academic year. The expectations are that:

3.3.1.1 Teachers will be given two working days' notice of a one-week window for a Graded Observation.

3.3.1.2 The Observer will not be a teacher's line manager (*but may be for re-observations to measure progress made against actions*).

3.3.1.3 For academic year 2020/21, formal observations will not be carried out on live online sessions.

3.3.1.4 The observation will be graded as either:

1 - Outstanding | 2 - Good | 3 - Requires Improvement | 4 - Inadequate

3.3.1.5 Without disrupting the lesson, observers may talk to learners about what they are doing and view work in learners' files where appropriate. This will enable observers to assess learners' acquisition of new knowledge, skills and overall progress made over time. The focus of this will be around the themes of, for example, how useful they have found teacher feedback in enabling them to set targets, their engagement in learning, stretch and challenge and their progress.

3.3.1.6 During an observation, an observer will look at the course's online Teams site. An observer will also look at how the course approaches online learning, if appropriate. This activity will be known as a Digital Dive and is an additional activity to provide support and feedback to the teacher/assessor. This will not affect the outcome of the observation.

3.3.1.7 The College has an open and transparent process for the observing and recording of Graded Observations. **Observees have the right to appeal an observation grade.** Observers understand that any appeal is not a challenge to their professional judgement but exists to provide a check on misunderstandings of fact or misinterpretation.

3.3.1.8 An **appeal will be considered by the Vice Principal** (Innovation, Curriculum and Quality) if it satisfies one of the following criteria:

3.3.1.9 The observee believes that during the feedback stage it is clear that the lesson observer has made a factual error in coming to a grading judgement.

3.3.1.10 The observee believes that there has been a misunderstanding on the part of the lesson observer around the levels of learning taking place in the session.

3.3.1.11 There has been a deviation from the expected Teaching and Learning standards by the lesson observer.

3.3.1.12 Further details on the appeals process are available with the '*Graded Observation Appeals Procedure*' document.

3.4 Expectations of the Observer and the Line Manager

3.4.1 The expectations of the observer are that:

- 3.4.1.1 Observers will be trained for the purposes of forming judgements and grading using Ofsted Education Inspection Framework criteria and will have successfully completed the Observer Assurance Programme.
- 3.4.1.2 The observation will be in line with the Education Inspection Framework standards.
- 3.4.1.3 Teachers will normally receive verbal feedback within 48 hours (2 working days) of the observation. This is dependent upon the working patterns of both the Observee and Observer and being able to ensure that a dedicated feedback timeslot is achievable.
- 3.4.1.4 Observers will normally share the Graded Observation Record with the Observee and Line Manager within 5 working days. Again, this is dependent on any other mitigating circumstances for both the observer and the observee.
- 3.4.1.5 The Line Manager will meet with the Observee in a timely period in order to discuss the Graded Observation Record in detail and discuss and update the Observee's Observation Record and Development Plan which informs the teacher's Performance Development Review.

3.5 Observer Assurance - Ofsted Standards

- 3.5.1 Observers will be trained to observation standards with reference to:
 - 3.5.1.1 The Professional Standards for Teachers and Trainers in Education and Training (*Education and Training Foundation, 2014*)
 - 3.5.1.2 Ofsted Education Inspection Framework
 - 3.5.1.3 Joint observations with Ofsted Inspectors; or external consultants/partners.
 - 3.5.1.4 Writing and delivering constructive feedback
 - 3.5.1.5 Supporting teachers in reflecting on their practice
 - 3.5.1.6 Supporting teachers in identifying areas for improvement and for sharing good practice.
- 3.5.2 Trained Observers will be required to collate evidence (*such as examples of written feedback etc.*) and submit it to the Assistant Principal Quality and Foundation English & Maths. The Observer team will be required to submit individual evidence on an annual basis for standards verification, to maintain their 'Observer Assurance' and be a member of the 'Observer Assured' team.
- 3.5.3 All members of the Observation team will undertake a paired observation within the first observation window for the purposes of standardisation. All external observers will also undertake at least one paired observation within their contract for the purposes of standardisation and the development of the internal observation team.

3.6 Expectations of the Observee

- 3.6.1 Teachers will be expected to have available to the Observer their Group Folder (*physical or digital*) which will include a minimum of:
 - 3.6.1 Course Overview (*available digitally*)
 - 3.6.2 Session Plan
- 3.6.2 The Observee should reflect on the session delivered and observed, identify their own strengths, areas for development.
- 3.6.3 In addition, they should reflect upon proposed SMART action points for their own development. This is to be used as a vehicle for discussion during the post-observation professional discussion with the Observer and help to inform their Observation Record and Development Plan.
- 3.6.4 Observees will access the specific training and development activities and events, as indicated on the Observation Record and Development Plan, as part of their continuous professional development, and this will be followed through by their line manager as part of their Performance Development Review.

3.7 Recognition of Outstanding Practice

- 3.7.1 The College recognises that all teachers who are observed delivering good and outstanding learning require support and encouragement to continue to maintain the highest standards and to develop innovative and engaging learning opportunities. These teachers have the opportunity to contribute towards the College's continual journey of improvement and innovation. The aim is to develop pedagogical expertise and develop the resources for further and higher education.
- 3.7.2 Where consistently outstanding practice is demonstrated, e.g. teachers who receive 2 consecutive Outstanding lesson observations, contribution to Outstanding Value Added results etc. will be recognised by the College through the opportunity to receive an 'In recognition of Outstanding TLA iPad'. **(This is limited to one iPad per member of staff).*

**(N.B due to the value of this gift the College is required to declare the gift in the P11D return and subsequently there may be a small gift tax liability for the employee.)*

4. Curriculum Area Support Activity

4.1 Procedure

- 4.1.1 Curriculum Area Support Activity (CASAs) are scheduled into the College's Quality Calendar without stating the Area to be reviewed. All areas will be risk assessed on a range of criteria to decide the order of CASA completion. The criteria include previous outcomes for learners, TLA profile, staffing changes and area self-assessment. The area will be given two working days' notice, prior to the CASA, by the Assistant Principal Quality and Foundation English & Maths. This is to enable areas to measure progress against their Continuous Improvement Plan (CIP) and identify areas of best practice or improvement. The Assistant Principal and the Assistant Director of the selected area will have the responsibility of informing their staff of the forthcoming CASA and ensuring the smooth running of the activity. The Assistant Principal should inform both the Assistant Principal Quality and Foundation English & Maths as soon as possible, within the two-day window, of any changes to normal timetabling, planned assessments, examinations or visits which would preclude Learning Walks.
- 4.1.2 Within the Curriculum Area Support Activity each member of staff may have up to two learning walks scheduled against a timetabled class. On occasions the session may be stopped (where appropriate) to speak to learners and/or staff. During the CASA meetings will normally be scheduled with Assistant Principal, Assistant Directors and curriculum staff.
- 4.1.3 The Curriculum Area Support Activity compiles and reviews information drawn from a range of sources to ascertain the progress made within the area and identify areas for development. These may take the form of a 'deep dive'. These will include (not an exhaustive list):
- 4.1.3.1 Planning for Learning
 - 4.1.3.2 Learner Tracking
 - 4.1.3.3 Learner Voice
 - 4.1.3.4 Feedback to Learners
 - 4.1.3.5 WLH and Work Experience/Placements
 - 4.1.3.6 Outcomes, Progression and Destinations for Learners
 - 4.1.3.7 Attendance
 - 4.1.3.8 ProMonitor
 - 4.1.3.9 Digital Dive
- 4.1.4 Digital Dives will take place during Curriculum Area Support Activity (CASA). This will involve a wider look at a course's approach to online delivery. Activity may include learner focus groups, Teams Trawl, analysis of attendance and performance data for online sessions.
- 4.1.5 All Curriculum Area Support Activity documentation will be stored, edited and shared in a management file in SharePoint.

4.1.6 The duration of the CASA will normally be four working days, with verbal feedback provided at the end of the CASA window. A report will be produced for the area within 10 working days and identify action points arising from the CASA. These action points are required to be added to the area CIP.

4.2 The Curriculum Area Support Activity Team

4.2.1 Those members of staff forming the team during Curriculum Area Support Activity may comprise of:

- 4.2.1.1 Vice Principal – Innovation, Curriculum and Quality
- 4.2.1.2 Assistant Principal Quality and Foundation English & Maths
- 4.2.1.3 Assistant Principal Curriculum
- 4.2.1.4 Assistant Directors

5. Professional Standards

5.1 Teachers at the College will place learners at the centre of all that they do and as such they are responsible and accountable for ensuring the highest possible standards in teaching and conduct. Teachers work in line with the College's values and within the best interests of learners.

5.1.1 Teaching Standards

5.1.1.1 Set high expectations which inspire, motivate and challenge learners

- a. establish a safe and stimulating environment for learners, rooted in mutual respect
- b. set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

5.1.1.2 Promote good progress and outcomes by learners

- a. be accountable for learners' achievement, progress and outcomes
- b. be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these aspects
- c. guide learners to reflect on the progress they have made and their emerging needs
- d. demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
- e. encourage learners to take a responsible and conscientious attitude to their own work and study.

5.1.1.3 Demonstrate good subject and curriculum knowledge

- a. have a secure knowledge of the relevant subject(s), foster and maintain learners' interest in the subject, and address misunderstandings
- b. demonstrate a critical understanding of developments in the subject(s), and promote the value of scholarship
- c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

5.1.1.4 Plan and teach well-structured lessons

- a. impart knowledge and develop understanding through effective use of session time
- b. promote a love of learning and intellectual curiosity
- c. set homework and plan other Wider Learning activities to consolidate and extend the knowledge and understanding learners have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching

- e. contribute to the design and provision of an engaging curriculum within the relevant subject(s).

5.1.1.5 Make accurate and productive use of assessment

- a. know and understand how to assess the relevant subject(s).
- b. make use of formative and summative assessment (including MAP and Academic Progress Points) to secure learners' progress
- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.

5.1.1.6 Manage behaviour effectively to ensure a good and safe learning environment

- a. maintain behaviour in classrooms in line with the 'Student Code of Conduct' and take responsibility for promoting good and courteous behaviour both in classrooms and around the College.
- b. manage classes effectively, using approaches which are appropriate to learners' needs to involve and motivate them
- c. maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.

5.1.2 Personal and Professional Conduct

5.1.2.1 Teachers are expected to demonstrate consistently high standards of personal and professional conduct.

5.1.2.2 Teachers uphold the College's values by:

- a. treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b. having regard for the need to safeguard learners' well-being
- c. showing tolerance of and respect for the rights of others
- d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e. ensuring that personal beliefs are not expressed in ways which exploit learners' vulnerability or might lead them to break the law.

5.1.3 Teaching Standards and Capability

5.1.3.1 The College recognises that teachers want to give their best to learners and adopt a professional approach to meeting the national standards for teaching learning and assessment and the expectations of College.

5.1.3.2 The College is committed to supporting teachers to reach and maintain the required standards, but where standards are deemed to not meet the College's expectation an assessment will be made by the appropriate members of the College Senior Leadership Team together with the line manager as to the next steps. The following are considered in order to make an assessment:

5.1.3.2.1 Graded Observations (3.1.3)

5.1.3.2.2 Teaching Standards (5.1)

5.1.3.2.3 Personal and Professional Conduct (5.2)

5.1.3.3 Please note, a single 'requires improvement' / 'inadequate' graded observation result will not necessarily invoke the capability procedure but will result in the aforementioned assessment. However, where the assessment does result in the capability procedure, the process / timings shown in *Appendix 2* will be followed.

5.1.3.4 A weekly staffing meeting is held to review and confirm the position of staff within the capability process. The attendees of the meeting are:

- 5.1.3.4.1 Assistant Principal Quality and Foundation English & Maths
- 5.1.3.4.2 Assistant Principal Curriculum
- 5.1.3.4.3 Assistant Principal Apprenticeships and Employer Engagement
- 5.1.3.4.4 Vice Principal Organisational Development and Learner Services

6. Development Practice

6.1 Engaging in professional developmental practice is key to further improving Teaching, Learning and Assessment within the College. This will be facilitated/supported through:

6.1.1 **Staff Continuing Professional Development (CPD)/Count Me In For Learning:** Led and informed by the strategic needs of the College, and the needs and aspirations of staff. This is informed via outcomes from lesson and peer observations, Learning Walks, staff Performance Development Reviews etc.

6.1.2 **Staff Development Days:** At regular intervals throughout the academic year, staff are invited to take part in a carousel of training aimed at developing well-rounded, high performing practitioners. These are placed strategically throughout the calendar and allow staff to contribute fully and without distraction. Feedback from staff on these days, in conjunction with the results of the staff questionnaires inform the content moving forwards.

6.1.3 **The 'Quality Hub':** This is where the quality team reside and staff are welcomed and encouraged to engage in pedagogical discussion and innovation.

6.1.4 **The 'CCSW Professional Induction Programme':** All new members of staff to the College receive a comprehensive induction. This covers all aspects of the College and, for teaching staff, includes a Teaching and Learning Induction which gives a clear overview of the College's strategy and vision. These sessions include a development session covering 'Teaching Fundamentals':

- Creating an environment for learning (behaviour for learning)
- What does 'outstanding learning' look like?
- Planning for learning
- Assessment for learning
- Improving questioning as a key strategy in assessing learning
- Planning outstanding teaching and learning

In addition, it includes:

- The structure of the College and our expectations
- Introduction to the College Teaching, Learning and Assessment process
- Introduction to the College Observation process
- Introduction to the College's key learning resources / zones

The Induction process is managed over a designated period and for each new member of staff the following support is provided and recorded.

- Allocation of support from an Assistant Director
- Allocation of a curriculum mentor / buddy
- Opportunity to peer observe two teaching / assessment sessions delivered by experienced staff as part of their development
- Opportunity to attend a suite of learning development sessions
- Peer observations to receive developmental feedback prior to formal observation

- Further developmental support thereafter throughout probation period
 - Formal observation in each half term of the probation period
- 6.1.5 **Your Hour:** An opportunity for all staff across the College to use one hour per week to contribute to CPD.
- 6.1.6 **Learner Voice:** Learner Voice feedback will inform the Curriculum Area Review outcomes. Learner Talks will take place during each CASA with a range of learners to reflect the provision in scope. However, in addition, teachers are encouraged to seek informal feedback from their learners on their views as to the enjoyment, learning and progress they made with in the lesson. This also enables the teacher to develop skills as a reflective practitioner.
- 6.1.7 **Peer Observation:** This is the supportive developmental feedback given by peers to enable the development of innovative teaching, learning and assessment, and the sharing of good practice (*see below*).
- 6.1.7.1 Peer Observation and Reflective Practice
- 6.1.7.1.1 Peer observations are not graded and are seen as the opportunity to practice developmental pedagogy or to share good practice. They should not be regarded as the assessment of Education Inspection Framework standards.
- 6.1.7.1.2 Peer observations are part of an individual teacher's Observation Record and Development Plan and need to be completed within the required time frame. Peer observation can focus on a range of themes to support the development of innovative teaching and learning.
- 6.1.7.1.3 Peer observation themes and criteria are agreed by the teacher and the relevant Assistant Director and Quality to provide a structured opportunity for teachers to research, practise new skills, reflect, share good practice and extend their horizons.
- 6.1.7.1.4 The peer sharing and support arrangements will be defined by the Assistant Principal in consultation with Faculty staff, referencing the demands of the College priorities, curriculum innovation projects and the specific requirements of the curriculum.

Appendix I

Types and Purposes of Observations

Graded Observations	Learning Walks	Peer Observations
<p>A judgement of Teaching Learning and Assessment against professional teaching standards. Observers may talk to learners and/or staff. The observee will receive verbal and written feedback.</p>	<p>Observations generally lasting 5 – 15 minutes. Drop into learning, and non-assessed. Collecting evidence of TLA practice. No individual feedback given to teachers, but at summative Curriculum Area level. Observers may talk to learners and/or staff.</p>	<p>Observation by peer to allow the teacher observer to reflect on their own and observee's practice and to give informal feedback to the observee.</p>
Formal and Graded 1-4	Quality information, Support and Development - Ungraded	Planned and Developmental Feedback - Ungraded
<p>Observer: College Observer External Observer Employers</p>	<p>Observer: College Observer External Observer College Governor Employers</p>	<p>Observer: Teacher</p>
<p>Purpose(s) 1. Standard of TLA for individual teacher 2. Standards of TLA across College 3. Part of data impact measure 4. Support development of Outstanding TLA</p>	<p>Purpose(s) 1. Provide teachers/assessors with support and developmental feedback 2. Monitor use of TLA practices required 3. Data informs staff development and the Learning Hour 4. Data informs impact improvement 5. Provides opportunity for staff to develop as observers</p>	<p>Purpose(s) 1. Trusted feedback on new / innovative teaching strategies 2. Progress informs teacher's Observation Record and Development Plan 3. Pedagogic development 4. Provides opportunity for staff to develop as observers</p>
<p>Directly informs: Teacher's individual Observation Record and Development Plan.</p>	<p>Directly informs: Quality Impact Reports</p>	<p>Directly informs: Individual teacher Observation Record and Development Plan</p>
<p>Contributes to: Curriculum Area Support Activity (data table) Area SAR & CIP College planning-resourcing for staff development. College SAR & CIP.</p>	<p>Contributes to: Resource Planning Staff Development CPD</p>	<p>Contributes to: Sharing of good pedagogical practice through on-going development of TLA.</p>

Appendix 2: Teaching that Requires Improvement or is Inadequate

1ST GRADE 3				
A	B	C	D	
A1 3	INF B1 1 or 2	C1 1 or 2		
		C2 3	D1 1 or 2 D2 3 D3 4	
		C3 4	D4 1 or 2 D5 3 D6 4	
	B2 3	INF C4 1 or 2	C4 1 or 2	D7 1 or 2 D8 3 D9 4
			C5 3	D10 1 or 2 D11 3 D12 4
			C6 4	D13 1 or 2 D14 3 D15 4
		F C7 1 or 2	C7 1 or 2	D16 1 or 2 D17 3 D18 4
			C8 3	D19 1 or 2 D20 3 D21 4
			C9 4	
4 WEEKS	3 WEEKS	2 WEEKS	2 WEEKS	

COLOUR KEY	CELL KEY
 Not in / out of capability process	POSITION REF. CAPABILITY STAGE
 Informal capability	OBS. GRADE
 Formal capability	NEXT POSITION
 Final Investigatory Formal Interview	

1ST GRADE 4

A	B	C	D
4	1 or 2	1 or 2	
		3	1 or 2
		4	3
			4
		1 or 2	1 or 2
		3	3
		4	4
		1 or 2	1 or 2
		3	3
		4	4
		1 or 2	1 or 2
		3	3
		4	4
4 WEEKS	3 WEEKS	2 WEEKS	2 WEEKS

COLOUR KEY

	Not in / out of capability process
	Informal capability
	Formal capability
	Final Investigatory Formal Interview

CELL KEY

POSITION REF.	CAPABILITY STAGE
OBS. GRADE	
	NEXT POSITION

** N.B it is only possible to iterate from stage D to C once