



POLICIES & PROCEDURES

Lesson Observation & Moderation Policy

Reviewed on: 20/06/2022

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Signed: *C W Foley*

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PURPOSE

The purpose of the Lesson Observation and Moderation Policy is to:

- quality assure the delivery of learning and teaching
- develop tutors and assure high standards of learning and teaching in all direct and subcontracted delivery
- identify where further support and mentoring is required
- identify and share best practice

Sub-contracted providers who undertake, teaching and assessment must ensure that their policies meet the Oxford Energy Academy and examination boards required standards.

STANDARDS AND TARGETS

Grade 1 - Outstanding. Mentor – good practice exemplar

Grade 2 - Good. As above (with minor actions for improvement)

Grade 3 - Requires Improvement. Reobservation within an agreed timescale. Action plan and agreed actions for improvement which may include mentoring, CPD, peer observation, etc, implemented prior to reobservation.

Grade 4 - Inadequate. As above including specific retraining as appropriate

REQUIREMENTS

All tutors delivering Oxford Energy Academy programmes should be observed delivering a BPEC programme at least once annually with the following exception.

- Where a grade 3 or below has been observed
- on request if the teacher feels he/she needs support

Those tutors who have not taught before for the Oxford Energy Academy should be observed during their first teaching programme.

RESPONSIBILITY

The observation and maintenance of the quality assurance process is management led and the overall responsibility for monitoring the implementation of the scheme rests with the directors who will review the policy every two years.

PROCEDURES AND OUTCOMES

Classroom and workshop observations are an essential element in the continuous process of improving standards of teaching and learning.

Procedure for Lesson Observation

- Observations will be carried out by a director of Oxford Energy Academy
- Observations will not necessarily last for the entire duration of a teaching session but tutors can expect to be observed for a maximum of 45 minutes
- A provisional grade (1-4) will be given for each observation and be confirmed to the tutor on the Observation Record following moderation by a director
- All Observation Records and feedback are confidential
- The Action Plan resulting from the observation will be monitored by the directors and recorded.
- Directors will confirm action plans have been completed in contract monitoring meetings

Before the Observation

- Notice of three working days will be given for the observation visit, except during OFSTED Inspections
- All teaching and course documentation can be found on BPEC's website or on Oxford Energy Academy's U Drive

Teachers can use their own course documentation, if preferred, providing that it meets the minimum standard set by Oxford Energy Academy and has been agreed with the directors.

During the visit

- The observer can arrive at any time during the session and will introduce themselves to the tutor.
 - The observer will observe for a maximum of 45 minutes
 - The tutor will make the learners aware of a possible visit and reassure them of the process
 - The tutor file and all materials appropriate to that session should be available to the observer
 - The observer will make notes during the session
- The observer will talk to the learners and look at their work and Individual Learning Plans. The questioning of learners by the observer will be informal but professional. It will not personalise issues to do with the tutor or raise doubts in learners' minds about the programme of learning.

Feedback

Feedback arrangements to the tutor will be agreed prior to the observation and the extent of the initial feedback will depend on the available time and circumstances of the class. However, the major strengths, areas for improvement and provisional grade should be discussed.

Feedback arrangements must ensure sufficient time for both observer and tutor to allow the session to be reviewed thoroughly and take the opportunity to review and reflect on the teaching practice observed. It is recommended that both the tutor and the observer set aside at least 30 minutes to ensure that this process is developmental and involves a 'two-way' professional dialogue between the tutor and the observer.

Tutors should be advised that the observer may reflect on the observation before detailed feedback is provided and a provisional grade decided.

Tutors will be reminded that they will receive written feedback after moderation.

Tutors should also take an active part in the evaluation during the feedback of their performance and be involved in the review of the session and their subsequent actions for improvement.

Questions on the observation report focus tutors to evaluate on what went well and what could be improved.

Moderation

The observer (if external) will complete the Oxford Energy Academy record form and send it to the directors for moderation within 5 working days of the observation.

The directors will review the grade and evidence provided within 5 working days of receiving the observation report. Where further clarification is required, or if the evidence is not sufficient to justify the grade, this is discussed immediately with the observer, who provides further evidence or alters the grade.

A copy of the moderated report will be sent by email to the tutor and Oxford Energy Academy within 5 working days from moderation.

If the tutor requests it, the observer will discuss the observation further with the tutor in a meeting or by phone, depending on availability and circumstances.

General tutor development needs identified through the process will be collated and discussed at standardisation meetings by directors.

Appeals

If the tutor disagrees with the observer's provisional grade, then initially this should be discussed with the observer at the observation.

If, after subsequent discussion, the tutor still disagrees with the provisional grade the tutor must contact the directors by email within 5 working days. The report will be reviewed, and the directors will contact the tutor to discuss the issues within 5 working days.

Following the discussion and review of the evidence, the decision by the directors will be made and communicated to the tutor within 5 working days to uphold the original grade or to carry out a second observation by an alternative observer.

OUTLINE RESPONSES TO LESSON OBSERVATION RATINGS FOR TEACHERS

GRADE 1 - Outstanding

Teaching staff who receive a rating of 'Outstanding' may be invited to share their good practice with colleagues during tutor meetings/events, and the opportunities for sharing good practice will be discussed and recorded at the feedback session.

All grade 1 reports should be sent to the directors, they will be used for sharing good practice and will be acknowledged with tutor receiving a congratulatory card from Oxford Energy Academy in recognition of their achievement.

GRADE 2 - Good

Those teachers who receive a rating of 'Good' are demonstrating a high standard. However, advice on areas for further development will be given on the observation, to move practice from 'Good' to 'Outstanding' wherever possible.

Opportunities for sharing good practice may also be identified and Oxford Energy Academy observers will complete an action plan if required and tutors will report back on their progress in the allotted time.

GRADE 3 - Requires improvement

Those tutors who receive a grade 3 rating will be given a set of recommendations for improvement by the observer. The tutor will be referred to Oxford Energy Academy's Directors, who will contact the tutor to arrange a mentoring session.

Mentoring and action plan will then be agreed with the tutor to improve the teaching to a grade 2 or 1.

The tutor will be re-observed within 3 months and if this results in a further Grade 3, the support and/or mentoring must continue and a further re-observation within two months arranged.

A further grade 3 would result in the tutor no longer being approved to teach Oxford Energy Academy's funded classes. Tutors will be subject to the capability procedure.

Progress against the plan/s and further staff development needs will be reviewed by the directors and the progress monitored with the directors at the termly contract monitoring meetings.

GRADE 4 - Inadequate

Those tutors achieving a rating of 'unsatisfactory' will be provided with a more intensive action plan. The Oxford Energy Academy observer will refer the tutor to the director who will contact the tutor and agree the support required with the tutor.

A detailed mentoring and action plan will be drawn up and the mentor will be responsible for informing the directors on the progress made within the agreed timescales.

A further observation date will be agreed with the observer to identify progress made within three months. If this results in a further grade 4 the tutor will be unable to teach on Oxford Energy Academy's funded classes. Oxford Energy Academy substantive tutors will be subject to capability procedure.

If this results in a grade 3 the support and/or mentoring must continue and a further re-observation within two months arranged. Tutors with this grade will be required to undertake a range of monitored activities with a view to improving their rating to 'Good'.

These activities must include some of the following:

- ongoing support/mentoring from a director or external mentoring /coaching
- taking part in an internal/external CPD training activity
- e-learning modules if required
- working with a best practice peer, including peer observations
- engaging in team teaching activities
- attending meetings/briefings.

Note: The re-observation grades for grades 3 & 4 will replace the original grades in the provider grade profile.

GRADE DESCRIPTORS

Grade 1: OUTSTANDING

- Consistently outstanding session.
- Very well planned, using a wide variety of teaching and learning and assessment strategies.
- Attention to individual learner needs and learning styles.
- Regular, precise learner feedback recorded.
- Learners indicate high satisfaction levels with and proactive involvement in the learning.
- A "wow" factor.

Grade 2: GOOD

- Consistently good with some very good elements.
- Well planned, using some variety in teaching and learning and assessment strategies.
- A learner-centred approach with regular learner feedback recorded and some differentiation.
- Learners are satisfied and aware of their progress

Grade 3: REQUIRES IMPROVEMENT

- Session is well planned but there is little variety in teaching and learning strategies.
- Assessment strategies are in place but not focused.
- The session appears too teacher-centred or not sufficiently managed.
- Minor breach in H&S or E&D requirements.
- There are missed opportunities to facilitate learning

Grade 4: INADEQUATE

- Insufficient planning and attention to learner needs.
- Many missed opportunities to facilitate learning.
- Poor recording of learner progress and lack of feedback.
- Serious breach in H&S or E&D requirements.
- Inadequate response to administration requirements

Mentoring for Newly Appointed Tutors

Directors will ensure that newly appointed tutors are supported and have regular reviews of their schemes of work and session plans including a review of the teaching and learning strategies planned.

Peer Observations

Directors should facilitate teaching staff to participate in Peer Observations where possible. This enables teaching staff to informally, but systematically, observe other teaching staff teaching, particularly those teaching in other subject areas.



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Tutors participating in this activity are expected to reflect on their learning from observing other staff and to identify how their teaching skills will develop as a result.

As good practice, directors should ensure that all tutors complete at least one peer observation a year.

STANDARDISATION OF LESSON OBSERVATIONS

Joint Lesson Observations (JLO)

WBTC provider observers will be observed via Joint Lesson observations, on a risk basis. This will involve Oxford Energy Academy's accompanying observers from WBTC to carry out dual observations. This process involves observing a lesson alongside the regular observer then discussing the strengths and areas for development each has identified and the overall judgements of the observer.

Both observers will record the observation and make a judgement. WBTC observer's rating for the observed lesson will be the accepted rating for that lesson and that observer will give feedback to the tutor as per their observation procedure.

Both observers will discuss, at an appropriate time after the lesson, and feedback to each other, comparing identified strengths and areas for improvement and justifications for ratings given. A summary JLO record will be completed by the WBTC observer and returned to the Directors once the observation report has been received.

If the grade is not agreed and the grade awarded by the Oxford Energy Academy is lower, then a second joint lesson observation with the observer will be arranged within one month. If on this occasion the Oxford Energy Academy grade is still lower, then the observation grades for that observer will be moderated down according to the difference in the observations.

The observer will not be able to observe Oxford Energy Academy classes until further action has been taken and it will also affect the quality risk rating of the Provider. Oxford Energy Academy will notify the provider in writing of the results of the second observation.

Actions following this are

- advise observer to attend further training
- provider can identify an alternative observer
- Oxford Energy Academy could undertake observations until further notice
- after 3 months if the observer is to return then another JLO must be arranged.

Standardisation of Observations

The directors will organise a yearly standardisation meeting. In preparation, providers must send to the directors a copy of a grade 1,2,3, and 4 (if awarded) reports. One or more representatives from all observation teams should attend to share and discuss the observation and moderation practice and to reach a common understanding of the standards.

Observation activities will include:

- observing observation training videos and follow up activities, reviewing observed strengths and areas for improvement.
- reviewing Oxford Energy Academy records to compare written comments and feedback
- sharing Good Practice, activities from observation training events

Sharing and Developing Best Practice

To establish a common view of what is best practice in teaching and learning, this section provides examples of national guidelines, inspection evidence and models of teaching and learning.

These identify the boundaries of what we, understand 'best practice' to be.

The model for sharing best practice which sets out the stages and processes for identifying, validating, and sharing good practice is shown in Appendix 1 and is based on the QIA research and publication *"Little Acorns Taking Root"*.

The 2014 Professional Standards

These standards, devised by the Education & Training Foundation with the support of practitioners, aims to help teachers and trainers use the standards and apply them to the context in which they work. The standards set out:

- set out clear expectations of effective practice in education and training
- enable teachers and trainers to identify areas for their own professional development
- support initial teacher education and provide a national reference point that organizations can use to support the development of their staff

The Standards can be found on the following link

<http://www.et-foundation.co.uk/supporting/programmes/professional-standards/>

GOOD PRACTICE PROFILE FOR TEACHING

Using the above standards, it is possible to identify an outline of a checklist of the main skills that a teacher should have to be able to demonstrate good practice.

Knowledge

"Ensure that knowledge of own specialist area is current and appropriate to the teaching context". (Professional standard C P1.1)

"Plan teaching sessions which meet the aims and needs of individual learner's and groups using a variety of resources, including new and emerging technologies". (Professional standard D P1.2)

Engagement

“Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and to encourage independence”. (Professional standard B P2.2)

Ability to Enthuse

“Implement appropriate and innovative ways to enthuse and motivate learner’s about own specialist area”. (Professional standard CP2.1)

Feedback

“Use feedback as a tool for learning and progression”. (Professional standard E S 4)

Assessment

“Devise, select, use and appraise assessment tools, including, where appropriate, those which exploit new and emerging technologies”. (Professional standard E P 1.2)
(Adapted from an example in Collegenet 2007 ‘Reflective observation’ training)

Also from Ofsted annual reports:

Ofsted Outstanding Lessons

Planning

“Teaching is very well planned, and all courses have detailed and thorough schemes of work”.

Classroom environment

“The display of relevant technical information, charts, posters and learners' work on the walls of the classrooms contributes to a welcoming and stimulating learning environment”.

Aims

“The aims of every lesson are displayed and shared with learners at the start “.

Recap

“Each lesson begins with an initial test, revision or review questions, which provides a stimulating start and a chance to reinforce learners' understanding of earlier work”.

Presentation skills

“Teachers are knowledgeable and enthusiastic, and the best are inspirational, skilfully imparting their passion to learners”.

Variety of teaching strategies

“In the best lessons, teachers use a wide range of imaginative teaching strategies. These include revision games, group and pair work, debates and presentations”.

Questioning

“Learners are expected to articulate answers to questions in some depth, and are gently discouraged from monosyllabic responses”.

Integration of key skills

“In the better teaching, key skills opportunities are identified by teachers, enabling learners to map and record their key skills work appropriately”.

Differentiation

“In the best lessons, activities have been devised that will stretch and challenge the more able learners and also enable the weaker learners to learn effectively”.

Promotion of ILT

“Teachers offer useful and interesting website addresses to assist learners with their research.

Computer-based resources are used effectively for learning and good use is made of Internet research”. (New inspection criterion 2005 –9 ‘Interesting and relevant use of ILT’)

Assessment and targets

“Marking is meticulous, and feedback gives learners clear guidelines on ways to improve their work. Learners are set demanding minimum performance standards at the start of their course”.

Developing learner skills

“Learners learn how to be critical and analytical as well as gaining good subject knowledge. They understand complex issues and theories and demonstrate high levels of evaluative skills.

Additional skills, such as group work and oral skills, are well developed through the teaching and learning methods used in the classroom”.

Summation

Learning is constantly checked and summarised well at the end of lessons”.

Independent learning

Very high quality, extra material is available for extension activities

WAYS OF SHARING BEST PRACTICE

The Directors will produce a schedule of CPD events for all tutors in which sharing best practice and teaching and learning strategies will be a focus. Sub-contracted providers will be asked to share best practice at network meetings and at sharing good practice events.

Sharing best practice will be done through:

- network meetings: where workshops are arranged which focus on
- teaching and learning issues that arise from observations and staff development, and tutors given the opportunity to share their best practice
- collecting Provider grade 1 details including the identification of best practice and sharing via the Provider Update or CPD events
- recording of lessons and presentations or interviews with tutors and learners
- mentoring arrangements made by observers as a result of Grade 1 lessons