Teaching and Learning

Strategy

Re-approved	**August 2024**
Review by	**August 2025**
Authorised by	**C Gavaghan (CEO)**

Overview

Derwent Training Association (Derwent Training) places the utmost importance on developing a self-reflective review culture to ensure that all activities, particularly those that are learner facing, continue to improve and develop and build upon good practice that can be shared across the organisation.

Derwent Training understands that teaching and learning is the most important activity that influences learners' behaviour and subsequently their success. Therefore, to achieve the highest quality delivery this guide outlines all processes that Derwent Training and its staff will undertake to ensure continuous improvement in all teaching and learning related activities takes place, including:

a) Teaching and Learning Strategy
b) Learning Walk process
c) Continuous Professional Development
d) Planning for Learning – SOW, LP
e) Observation of Teaching and Learning - Process
f) The Role of the Trainer

The Improving Teaching and Learning Strategy must be read in conjunction with:

1. The Quality Improvement and Assurance Strategy
2. The Assessment Framework
3. Quality Assurance and Improvement Process and Procedures

1. Teaching and Learning Improvement Strategy

1.1 **Introduction**

The purpose of this teaching and learning strategy is to formalise the Derwent Training's commitment to creating a whole organisation approach to meeting the needs and exceeding the expectations of all its learners. It is also to ensure there is a clear journey to outstanding for teaching and learning by using the good practice that exists and building capability of all staff to consistently work together to deliver an outstanding learning experience.

1.2 Vision for teaching and learning

To raise the quality of learning and the learners' experience of career focused education and training to excellent within the next 2 years by supporting and mentoring all staff to put learners and their learning and assessment at the heart of all we do at Derwent Training.

1.3 Assumptions
- All staff are determined to achieve a step change in ambition and high-quality experience for learners
- All learners, when placed on appropriate courses, are capable of achieving and progressing
- All staff are qualified or working towards trainer training qualifications and will be supported to achieve appropriate qualifications
- The learning experience can be improved through all staff reflecting on, experimenting with, and seeking opportunities to develop and improve their practice
- All staff are responsible for reviewing and self-assessing their own practice and identifying support needed to provide the best outcomes for all learners and committed to professional development

1.4 Approach
- Focus on learning and assessment rather than on teaching
- Focus on a holistic view of the learning experience
- Develop learning conversations across Derwent Training
- Develop cross team planning
- Build on initial and diagnostic assessment
- Embed quality improvement practice
- Embed observation within general practice including observation of remote delivery on conference platforms

1.5 What 'excellence in learning' means at Derwent Training by 2021
- All lessons are delivered to a good or better standard
- All learners have the opportunity to develop their English, Maths, and engineering and/or leadership skills
- 90% of learners are happy with the teaching and learning they receive
- 90% of learners remain in employment or progress to another educational programme

1.6 Priorities to achieve the vision

Key priority 1:
<u>To significantly improve the learning experience and outcomes for all our learners</u>

Curriculum
- A curriculum is offered through a rigorous and responsive planning process, that meets the needs of all learners and employers
- There are strong links with local employers and the local community
- Curriculum is enhanced through collaboration with employers and external opportunities
- Curriculum offers learners the opportunity to successfully progress in their chosen world of work or future academic study

Induction and initial assessment
- Effective induction is provided for learners on all programmes and evaluated through learner feedback
- Learners' starting points and progress are key, so that effective use of initial and diagnostic assessment ensure all needs are considered
- There is effective use of tripartite reviews to agree personalised SMART targets with learners, which are reviewed and updated regularly to ensure learner success

Planning
- Standards of expected practice are set with regards planning for learning and delivery of teaching and learning
- A team approach to planning schemes of work, timely assessment and lessons is embedded
- Schemes of work ensure learners acquire specific knowledge and skills and they embed ILT, employability, enterprise, equality & diversity, British Values and English and maths skills opportunities as appropriate
- Each lesson contains sufficient stretch and challenge for all learners
- Schemes of work, assessment planning and lesson resources are shared with learners

Teaching and Learning
- Teaching and learning strategies are appropriate for the levels of programmes
- Curriculum and assessment opportunities are designed to ensure development of both employability and enterprise related skills
- Learning is facilitated though effective use of a range of appropriate learning technologies
- Learning opportunities seek to engage, stretch, and challenge individuals in all aspects of their learning journey
- Homework, course work and assignments promote independent learning
- Learners are empowered to take responsibility for their own learning

- Learners are given clear verbal guidance and written feedback on how to improve vocational skills alongside development of their English and maths as appropriate
- Individual learner needs are supported to enable all to achieve
- Successful learning for learners is promoted through regular and appropriate assessment together with detailed feedback on their work
- The learning that has taken place in each lesson is evaluated by the Trainer and actions taken as a result

Progression
- There is a holistic approach to progression, with social, personal and career aspirations recognised

Key priority 2:
To develop a staff culture for delivering high quality teaching and learning

- All learners are placed at the heart of all actions in Derwent Training
- Staff enthuse and inspire learners
- There is effective communication with learners through a variety of media
- Learners are listened to through a planned cycle of interactions
- 90% of learners rate teaching and learning good or better in the learner survey
- Actions are taken as a result of learner feedback
- 90% of lessons formally observed will be good or better by July 2021

Key priority 3:
To provide a supportive framework for trainer development that is implemented and monitored regularly

- A rigorous lesson observation processes is in place to monitor high quality teaching and learning is being delivered consistently at Derwent Training
- All teaching staff are observed at least once per academic year
- A number of observations to be carried out by external observers to allow for moderation and external scrutiny
- Training needs are identified from trainer reviews, lesson observations, appraisals, and other interventions at individual and Company level
- All trainers are given support to continually improve through a planned intervention as detailed in individual staff Personal Development Record
- A range of appropriate professional CPD opportunities are offered both internally and through external sources to ensure a high standard of delivery
- All staff will receive at least 3 training sessions per annum on teaching and learning development
- Staff are encouraged to visit other training providers to view best practice. All staff have access to vocational specific updating, to support delivery of teaching and learning in-line with current industry standards
- Staff are supported to make greater use of e-learning
- 100% of all courses have good quality learning resources available through a virtual learning environment (VLE)

- A range of learning approaches are promoted that best support the achievement of all learners with a particular focus on:
  - Active learning – through problem solving and activities which challenge learners
  - Learners' skills development to support employability and enterprise
  - Differentiation to support different learners' needs
  - Experiential learning
  - Co-operative learning
  - Personalised & differentiated learning
  - Equality and diversity are celebrated and promoted effectively
  - English, maths & employability are embedded
- Varied approaches to assessment for learning to make assessments accessible to all learners, including those with English as a second language or low literacy skills
- Stimulation of deep rather than surface learning through checks on learning, frequent assessment & feedback
- E-learning and use of technology to engage and inspire learners and their learning is fully embedded and used well

Key priority 4:
To provide a high-quality learning environment for all learners

- All staff have access to all required resources to deliver outstanding teaching
- All staff have the capability to embed e-learning into their curriculum through developing the use of VLE
- There is an increasing use of VLE to keep learners informed and support learning
- There is mutual respect between learners and their trainers and a sense of enjoyment in learning
- 95% learners enjoy their learning
- Learners want to attend, and they are comfortable in asking and answering challenging questions when in class
- A minimum of 90% learners attend their classes
- Learners' behaviour is appropriate and respectful, and they arrive regularly and on time for lessons reflecting professional expectations
- 95% learners arrive on time for lessons
- A learning environment exists where the learning is contextualised and linked to learners' own lives, interest, vocational context, and long-term career aims
- The environment is safe and secure
- The environment reflects the professionalism of industry

Key priority 5:
To share and celebrate good practice

- Devise bite sized training for specific groups from themes emanating from observation and Learning Walks, learner and staff need.
- Review coaching and mentoring strategies for 1:1 work

- Devise and implement shared practice solutions such as peer observations & learning walks.
- Filming peer practice and links to external resources to be shared with all staff as appropriate
- Developing reflective practice through a system of filming lessons and giving staff DVDs to watch in private as part of the reflection process
- Trainers graded as outstanding are invited to deliver mini training sessions for peers in course teams, or full training sessions on CPD days to other staff
- The CEO acknowledges outstanding teaching personally by writing formally to congratulate individual trainers.

Key priority 6:
To promote equal opportunities, diversity, and inclusion

- Equality and diversity and British values are embedded within schemes of work
- All learners are treated fairly, and diversity is actively promoted and celebrated
- All learners are respected, and feel safe and happy
- Positive images are promoted in learning resources
- Success of different categories of learners are tracked and findings are acted upon by the Equality and Diversity Group
- Specialist support is in place to ensure all learners reach their full potential
- A variety of assessment methods are offered to ensure all learners have maximum opportunity for success
- There is on-going training and updating for staff to ensure their understanding of equality and diversity.
- Additional learning support is used well to support and maximise learning for all.

1.7 Monitoring and Review
- In line with sector changes this strategy will be reviewed annually in terms of 'fit for purpose', key indicators and targets. These will be amended if appropriate by the CEO.
- Findings against targets will be measured and reported on to Directors, SLT, staff, learners, and employers (where relevant) and key measures of success alongside the strategic plan.
- Progress against the key indicators will be reported back regularly to Directors and staff

2. The Role of the Trainer at Derwent Training

2.1. At Derwent Training the successful trainer:
- Places learners at the heart of everything that they do
- Encourages trust and mutual respect between staff and learners
- Expects mature behaviour and a shared commitment to each other
- Sets high expectations for their learners, nurturing learner success and progression
- Is creative and innovative in pursuit of high quality and inspiring teaching & learning
- Is reflective and strives to improve
- Understands the importance of regular and constructive feedback and target-setting with regard to performance and behaviour
- Seeks opportunities to promote equality and celebrate the diversity of modern communities
- Develops collaborative relationships with employers, schools, and the wider community to extend learning opportunities
- Recognises the importance of the environment and sustainability in life and learning
- Understands the importance of value for money i.e., efficient, effective, and economic delivery of teaching & learning
- Engages in continuous professional development to acquire qualifications, skills, and vocational updates to assist their learners

The varied roles, activities and responsibilities of the trainer are outlined below:

2.2 Programme & Learner Management
All trainers will normally have duties as members of delivery teams and are expected to contribute to the coordination and the effective management of learners and the programme.

Contracted trainers will be expected to make an appropriate contribution to these duties.

Trainers within delivery teams are responsible for applying the Quality Assurance processes. All trainers are expected to champion equality & diversity, British values, English and maths and the use of Information Learning Technologies (ILT).

It is the responsibility of trainers to monitor their key performance indicators with regard to learner performance, such as attendance, retention, forecast achievement, value-added performance, and achievement via the tracking system.

2.3 Learner Support and Monitoring
It is the role of the trainer to monitor and support each of their learners, in both their educational attainment and behaviour standards to ensure that they reach their full potential.

Trainers need to work collaboratively with colleagues to support learners: by providing objective initial advice and guidance to ensure they are on the right

course at the right level; by setting SMART targets on Individual Learning Plans track and monitor learners against their individual targets.

It is the duty of trainers to identify learners who may be "at risk" of not successfully completing their course and those who need to be congratulated for noteworthy progress.

Where learners are at "at risk", trainers should engage with the full range of services such as Learning Support Services or external stakeholders such as parents, carers, employers to help such learners get 'back on track' and ultimately succeed.

2.4 Course teamwork

All trainers belong to Derwent Training and should be well informed about the range of provision available to learners and the support services available to them.

Trainers must engage in regular planning meetings to ensure that high quality learning takes place. This includes preparation of lesson plans, schemes of work and assessment schedules.

Trainers are expected to work within their course teams to prepare and update evidence files such as Internal Quality Assurance files.

The most successful course teams demonstrate a culture of self-critical reflection, evaluation, and quality improvement.

Derwent Training encourages its trainers to share ideas and best practice. Trainers will work in an open and collaborative environment where there may be regular visits to their classroom and routine sharing of their resources.

2.5 High quality teaching & learning

Schemes of work and lesson plans should be used to provide evidence of highly effective teaching and learning.

Differentiated learning is the key to personalised learner success. Embedding ILT as a tool for learning provides a varied learning strategy which should be used to actively engage the learner in their studies. Links to progression, work experience and equality & diversity are imperative to ensure that learners both see the relevance of their study and enhance their knowledge and skills in readiness for employment.

Trainers need to reinforce and embed functional skills to improve English and maths in order to meet learner needs and to help to develop a more skilled workforce.

2.6 Assessment & Tracking

Learners need to be assessed regularly through formative assessment to ensure they have every opportunity to succeed at their individual level of ability.

Feedback should be timely, written, and constructive, providing positive reinforcement with suggestions on how to improve. Summative assessments need to be submitted through appropriate channels and marked in accordance with Awarding Organisations guidelines (where appropriate).

Team collaboration is required to ensure progress reviews provide an overall picture of learner performance across all subject areas. Trainers therefore need to track performance, set SMART targets, and identify "at risk" learners who need additional support to achieve, as well as celebrating learners who have met high levels of achievement.

All trainers need to engage in the internal and external quality assurance process in order to meet Awarding Organisation standards.

2.7 Administration & record keeping

It is a requirement of all trainers that learner documentation is maintained in good order. This means that it is imperative that registers are completed by the end of each working day in order to meet audit standards and to enable learner attendance to be monitored accurately.

Liaison with the exams office and administrators, to ensure learners are entered for the correct qualifications at the appropriate level and/or examinations, is a requirement of all trainers.

When learners fail to complete their course and leaves, the trainer must liaise with administration staff and ensure that all the necessary paperwork has been completed.

2.8 Championing our values

Derwent Training celebrates the high standards of learning and the diversity of our learners.

Trainers as role models are required to champion our values, the key ones being:

- regular and punctual attendance
- dressing appropriately
- behaving in a professional manner
- mutual respect
- open, appropriate, and positive relationships with learners and
- encourage a safe environment in which to work and learn

Trainers should continually develop their skills and knowledge through a variety of continual professional development activities including information technology, academic/vocational/ technical skills, pedagogy, and personal development, working at industry standards.

2.9 External Reputation

All staff can play a role in promoting the external image and reputation of the Derwent Training.

In liaison with the marketing function, trainers should maximise the opportunities to celebrate the success and achievements of their learners. This can be done through external press coverage or at awards events.

Teaching staff should at all times present a positive professional image when collaborating with external partners such as schools, parents or carers, employers, or the local community.

3. Processes to Support, Develop and Plan for Learning

3.1 Learning walks

Learning walks are an important part of the quality improvement cycle as they enable managers and other relevant staff to quickly check the progress of areas identified for improvement. In addition, they are a useful way to monitor day to day activities where timely intervention would prevent a mole hill becoming a mountain e.g., intervention could be quickly activated if the attendance and/or punctuality of learners in a lesson was observed to be poor.

Learning walks are ungraded but trainers who are observed during a Learning Walk will be entitled to feedback from the observer. This may form a part of a personal development plan, or it may just form part of a thematic review.

The process should be seen as part of the support and development process for trainers and inform CPD activities to ensure continuous improvement takes place.

All managers, as well as Directors, will be expected to undertake regular learning walks to check the quality of provision. These are independent of the formal observation process and will provide a day-to-day view of issues to be addressed or areas of good practice that can be shared with other areas. Learning walks will be a continuous process in that they will occur frequently and throughout the year. An observer may stay in a learning session from 5 to 20 minutes depending on the theme/s being reviewed. The information gathered from them will be used in a variety of ways, for example: to develop CPD activities, help inform development themes for a specific team where necessary, identify where additional resources may be required to help improve provision or check the progress against specified improvement actions.

Learning walks may be undertaken to review and comment on a variety of aspects of provision and delivery, such as:

- Attendance and punctuality of learners and staff
- Thematic reviews such as English and maths, Equality & Diversity, British Values
- To check the progress and impact of trainer's individual action plans
- To identify other more general issues such as adequacy of resources and rooming

The outcome of a learning walk will be recorded on the attached proforma, and a copy of the findings will be sent to the quality team for collation and analysis. This will form the basis of a report outlining the findings and what follow up actions need to be taken to ensure areas for improvement identified are actioned in a timely way.

Appendix 1 for recording form for learning walk outcomes.

3.2 Continuous Professional Development

All staff are required to be fully qualified or working towards their teaching qualification. Contractual trainers are also required to be fully qualified or working towards their qualification.

There will be a staff development week each academic year and this is mandatory for all staff. These may involve trainers undertaking industry updating. These will be identified on the quality cycle calendar and will be identified through the performance review process and training needs analysis meetings. The performance review will be conducted yearly and is a competency-based approach.

Training will be provided that is identified on the action plan. The training is deemed essential, and managers will monitor attendance.

3.3 Planning for Learning

Scheme of Work

The requirement is that a scheme of work is produced by all teaching staff in advance of the start of each course and qualification. Schemes of work must be approved by the Quality Manager who advise on content such as:

- the range of learning activities
- the development of English and maths
- the promotion of Equality & Diversity and British Values
- development of employability and wider activities
- application of resources
- Additional Learning Support
- differentiated activities and the appropriate and consistent use of ILT

Schemes of work must be available on VLE, so they are accessible to all, and copies held in course files.

Schemes of work will be completed prior to the summer break and/or before the start of a new academic year. They will be audited by the Quality Manager to ensure the quality meets the required standard.

Lesson Plans

All classes must have clear evidence of planning to ensure that every learning session is productive for learners. Evidence of planning does not have to be in a prescribed format, but it does need to clearly outline the following aspects for example:

- Learning outcomes i.e., the point of the session
- Outline differentiated outcomes for individual learners
- Identify any support needs for individual learners
- Indicate how learning will be checked throughout the session
- Opportunities to promote of Equality & Diversity, English and maths and British Values

However, so that staff have clear guidance to ensure they meet these requirements the lesson plan has been combined with the scheme of work to make it easier and more relevant to the planning of each session. The scheme of work has an additional section under each week's plan to show how individual learners needs will be met in each session. This can be handwritten and should be related to the learning outcomes within the scheme of work and show the progress learners are making through the length of the course. This should also be kept in a trainers file and on the shared drive for reference

If trainers choose to use any other process to evidence planning for learning, then please send a copy to the Quality Manager for approval prior to use.

Group Profiles

The group profile should be an integral tool when planning learning sessions to ensure strategies adopted meet the needs of all learners within the group i.e., strategies to stretch and challenge the more able and support strategies for those that require them.

As such each course must have a group profile which is updated at least termly and sampled during course file audits and lesson observations. The profile will outline the starting point of each learner on the course, their level of English and maths and any support needs that should be in place to help ensure that they are able to stay in learning and achieve.

Appendix 2 & 2a for the group profile proforma and example.

4.   Observation of Teaching and Learning - Process

4.1   Policy Statement

Government and inspection body outcomes make it clear that the bar for quality has now been raised and all provision should be good or improving. Derwent Training, as a professional organisation, has made the judgement that it should strive for teaching that is judged to be outstanding overall.

Lesson observation is the point at which a judgement on quality is made, but it is the aim of Derwent Training to ensure that staff experience the whole lesson observation process as being supportive, developmental, and fair. The purposes of the observation process are set out below. All staff can expect that they will receive good quality and timely support to address the points raised as a result of their observation.

4.2 Purpose of Observation

- To evaluate the impact and effectiveness of teaching and learning on learner achievement

- To improve teaching and learning through constructive feedback and training to ensure learners receive a good experience and achievement rates are high

- To provide information to ensure the staff development programme is relevant to ensure trainers are fully supported to continuously improve

- To ensure that all staff will be able to access individual support and development to meet their needs as identified through their observation

- To provide evidence to back up judgements made in the self-assessment report regarding the quality of teaching and learning

- To ensure staff performance, development and review targets are in part linked to the quality of teaching and learning

4.3 Cycle of Observations

Instead of risk rating for staff being used to generate ad hoc observations, during the academic year formal graded observations will be undertaken within a cycle of Internal Quality Reviews, when all staff within the team will be observed. This observation will normally be used as the trainer's annual observation for formal reporting procedures. However, in some instances it may be more supportive to carry out an individual trainer's observation prior to the scheduled Internal Quality Review, if they are for instance: new to Derwent Training, new to teaching or undergoing a support programme identified through a previous observation or appraisal. If this is the case the member of staff would not normally be observed again during the Internal Quality Review unless it was part of an on-going support programme.

Additional observations may also be arranged on a sample basis for specific quality monitoring purposes e.g., tutorials, delivery of English and maths or the promotion of equality and diversity or British values.

If all trainers are not observed during IQR process they will be observed outside of this cycle.

4.4 New trainers on probation

Trainers on probation will receive an observation within the first 3 months of commencing employment. They will have a further observation at 6 months. If they receive a grade 2, 3 or 4, this will be addressed through the probationary review and support put in place. Once a trainer has completed probation, they will then be observed under the Internal Quality Review scheme.

4.5 Procedure for Observations

The Internal Quality Review will mimic an Inspection. Staff will receive notification on Thursday of an inspection the following Monday in a particular curriculum area. Observations will take place Monday to Friday and feedback. Where possible, trainers will have no more than two observations as part of an IQR where they teach across different curriculum areas.

These observations will contribute to the graded observation profile.

The training for observations will be conducted in-house. The CEO will determine the final list of observers following training and based on competency and priorities. Refresher training will be provided yearly. Observers will meet together at least once a term to share good practice and moderate observation feedback. Observations will form part of the other duties within job descriptions and not be classed as contact time.

Refer to Quality Improvement and Assurance Framework for additional Information regarding all activities to be covered in an IQR.

4.6 Preparation for Observation

- All observers must be trained on observation and giving feedback before observing

- Briefings and/or training sessions will be available to all teaching staff on the observation arrangements

- The trainer must have available a copy of the register, scheme of work, record assessment, group profile and evidence of planning for the observed session

- Learners must bring their files/portfolios to the lesson to contribute to the evidence

- Learner feedback will also be considered as part of the IQR in order to give a holistic view. Evaluations from learners will include learner feedback, course evaluations as well as additional evidence that trainers can submit demonstrating feedback from their learners.

4.7 During the Observation

- The observation will be graded only if the observer stays for at least 40 minutes in the session being observed, this may be at the beginning, the middle or the end of a session depending on the length of any given session

- The observer should sit where s/he can observe both trainer and learner(s). When observing a remote session, the observer will observe with their camera and microphone switched off to reduce an interference with the delivery.

- The observer may ask to look at learner work during a face-to-face observation

- The observer will talk to learners whilst the learners are engaged on individual or small group tasks or after the session during face-to-face observation

4.8 Grading

- Grading should concentrate on issues clearly within the control of the trainer:

    Grade descriptors:
    Grade 1 = Outstanding
    Grade 2 = good
    Grade 3 = requires improvement
    Grade 4 = inadequate

- Poor attendance and punctuality will be considered when making judgements about the quality of the session observed. External guidelines are clear that attendance is a key consideration when judging the quality of learning and teaching i.e., are learning sessions interesting, are they meeting the needs of all of the learners, are learners supported sufficiently well to enable them to attend?

4.9 Feedback

- Oral feedback must be given as soon as possible after the observed session and, in any event, within 3 working days. This can be in person or if agreed between the trainer and observer, by telephone. Hard copy will be provided within 5 working days

- Feedback must include judgement statements on strengths and areas for development and be constructive and supportive.

- The trainer should be given a copy of the completed feedback sheet.

4.10   Action following observation and feedback

- If a trainer is graded 2, 3 or 4, then an action plan is put in place that details CPD to be undertaken, other appropriate support such as mentoring, industrial experience and looking at best practice.

- It is important that trainers undertake the training identified on the action plan and critically assess their own performance. Their line manager will monitor the action plan. This will be completed within a reasonable timeframe in consultation between the line manager and the trainer.

- If a trainer is awarded an 'Outstanding' grade they will be expected to undertake sharing of good practice activities with colleagues in agreement with their line manager.

- Staff judged to be grade 3 will be expected to engage in a period of supported development overseen by their line manager. They will normally be expected to be ready for a re-observation not more than 4 weeks after the original observation to check their progress against their action plan, this re-observation will be undertaken following the same guidelines as for all graded observations

- If a further period of support is deemed necessary to ensure improvement to grade 2 is achieved, this will be agreed, and a timeframe set to complete the additional actions in.

- Staff judged to be grade 4 will be offered a period of supported development. The Company's intention through this process is to aid and support to help a trainer graded 4 to reach an acceptable standard of teaching. Grade 4 indicates that a trainer is not performing to a minimum acceptable standard of teaching.

- The CEO will allocate a suitable member of staff to work closely with the staff member concerned which may involve undertaking a period of paired teaching and a targeted developmental action plan with an agreed provisional re-observation date.

- The time for development will depend on the circumstances but the re-observation should normally take place not more than 4 working weeks from the first observation. The provisional re-observation date can be brought forward, depending on developmental progress.

- The Quality Manager must ensure that the appropriate support and training is provided prior to the re-observation.

- The re-observation will normally be conducted by the original observer to ensure consistency of approach, but staff may request that the CEO also be present to discuss and agree the final grade with the observer. The CEO may bring in an external trained observer if necessary

- A trainer who is given a grade 4 at re-observation following development work as outlined above will meet with the Quality Manager to discuss their performance and whether further support would cause an immediate improvement.

- The manager will follow all support plans up with the member of staff through the normal processes for improving performance including 1:1 meeting and the Professional Development Review process.

4.11   Grade 1 incentives
If a trainer is graded outstanding in the observation and their attendance, retention, lateness KPIs are all above the Company target, they will receive a personal letter of congratulations from the CEO.

4.12   Capability
All trainers are expected to improve their overall teaching and learning as this improves the learner experience. If a trainer is graded 4 and their achievement rates are poor, the capability procedure may be invoked. If a trainer is graded 3 and their achievement rates are poor, the action plan will be monitored, and Derwent Training may consider invoking the capability procedure if the actions identified on the plan are not followed without good reason.

If following re-observation an hourly paid trainer is graded 4, their contract may be terminated with the appropriate notice.

4.13 Appeal against grading
- All observees have the right to appeal against a judgement if they believe they have been inappropriately graded. A trainer must appeal in writing to the CEO not more than 5 working days after receiving their written feedback

- However, the only acceptable grounds for appeal will be:
  - procedural irregularity;
  - evidence that the Observer has not followed guidelines for observations;
  - evidence that the Observer has not been trained to the required standards;
  - evidence that the observer has a personal bias against the trainer; or
  - new information has become available that is relevant.

There is no appeal against informal observations, learning walks or peer observations.

- In the case of bias, it would be expected that any concerns that an Observer had of personal bias against a trainer would have been signaled to the

Quality Manager before the observation took place so that this can be dealt with as part of the observation process planning

- If the appeal is upheld a re-observation will be arranged as quickly as possible, by the CEO normally within 10 working days of receipt of the appeal against the first observation

- The re-observation will normally be conducted as a joint observation with the original observer and the CEO. The CEO may bring in an external trained observer if deemed appropriate

- The result of this re-observation following appeal will form the formal grading outcome of the first observation. Staff judged to be grade 3 or 4 at this stage will then be referred for support under 'Action following Observation and Feedback', as set out above

- No further appeal will be accepted following a re-observation

Appendix 3 and 3a for all observation instruments

Appendix 1
Learning Walk Record

<u>NO</u> grade is given for the session, but the trainer/assessor is entitled to feedback. The data collected will help to inform cross Company CPD activities and to target support or the sharing of good practice observed with other staff.

Subject or Course and Level	Date	Time	Duration	Trainer	Manager

ref	Themes:	Strength (S) Requires Improvement (RI) Inadequate (I)	Comments
1			
2			
3			
Points to feedback:			
Staff signature:			
			Date
Observers signature:			
			Date

NB: Return one copy Quality Manager

Appendix 2 and 2a

Group Profile								
Family Name	**First name**	**Highest English qual and diagnostic level**	**Highest Maths qual and diagnostic level**	**Comments on any relevant issues that may impact on the learner being successful at Company e.g., health issues, attendance, safety etc.**	**Actions required to support identified needs: including specific differentiation strategies and targeting English and maths.**	**Target Grade**	**Stretch Grade**	**Intended Progression Destination**
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Family Name	First name	Highest English qual and diagnostic level	Highest Maths qual and diagnostic level	Comments on any relevant issues that may impact on the learner being successful at Company e.g., health issues, attendance, safety etc.	Actions required to support identified needs: including specific differentiation strategies and targeting English and maths.	Target Grade	Stretch Grade	Progression
Group Profile - <u>EXAMPLE</u>								
XXXX	XX	GCSE D Grade & L2 DA	GCSE E Grade & E3 DA	XXXXX is keen and well organised. She is sometimes frustrated at others who lack those skills and feels they hold her back.	Provide extension tasks, stretch, and challenge with extended and probing questions. Provide opportunities for independent learning activities and to lead on feedback. Give maths calculations in advance allowing more time for XXXX to work out weights and measures. Target maths through agreeing outcomes at the start of the session.	D	D	Wants to join the Police Force as an officer. Wants to be a Special Constable first.
XXXX	XX	GCSE E Grade & L1 DA	GCSE D Grade & L2 DA	XXXX is able but doesn't always achieve good results as she finds it difficult to focus and can distract others.	Ensure XXX is clear on task instructions and monitor progress on tasks regularly. Carry out checks on learning through targeted questioning. Set ILP targets with XXX on using appropriate grammar and punctuation in each session and monitor.	M	D	Armed Services-Navy.
XXXX	XX	GCSE D Grade & L2 DA	GCSE D Grade & L2 DA	XXXX is a very able learner who works well on his own and with others often completing work quicker than classmates.	Ensure XXX has extension tasks and is pushed to achieve his potential. Monitor XXX completing tasks and encourage him to work independently to investigate and research at home. Give additional maths calculations	D	D	University, then graduate entry into Police.

Appendix 3

Observation form

Trainer:			Status:		
Observer (1):			Observer (2):		
Observation Date:			Start and end time		
Course title:			Course Code:		
Course level:			Duration of lesson		
Venue:					
Lesson type:			Lesson activity:		
Type of learners:			Age 16-19:		Age 19+:
No. on register:			No. attending:		No. late:

Teacher status: FTP – Full-time permanent, PTP- Part-time permanent, HPL Hourly paid
Lesson types: C- Whole Class, G- Group work, I- Individual work, M- Mixture of previous 3 types, X other.
Activity: T- Theory, P- Practical, M- Mixture theory/practical, A- Assessment

Summary of lesson

This lesson was Outstanding/Good/Requires Improvement/Inadequate because

Comment on all areas even if to confirm no evidence seen			
Category	Subcategory	Grade (O,G,RI,I)	Evaluative judgement
Planning	Lesson Planning (including SMART learning objectives)		26
	Classroom management (including layout, H&S, and routines)		
	Development of English & maths		
Progress	Progress and quality of Learners		
	Challenge & pace		
Delivery	Embedding E&D & British values		
	Differentiation and engaging activities		
	Use of ILT		
Attendance & Punctuality	Attendance & punctuality		
Assessment	Checking learning		
	Feedback		

Action Plan to be signed off by and progress monitored by the Observees Line Manager

Performance indicator:	Areas for improvement	Action	Who?	By when?	Progress review – date & sign

Signed by observer:		Name of observer:		Date agreed	
Signed by trainer/assessor:		Name of trainer/assessor:		Date agreed	

Appendix 3a

Grade descriptors: quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Observers adopt a 'best fit' approach that relies on the professional judgement of the observation team.

Outstanding (1)
- Learners are curious, interested, and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.

- Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.

- Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.

- Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.

- Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.

- Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.

- Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.

- Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

- Staff promote, where appropriate, English, mathematics, ICT, and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)
- Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.

- Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe, and skillfully question learners

during learning sessions. They reshape tasks and explanations and provide feedback

to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.

- Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.

- Staff assess learners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify and support effectively those learners who start to fall behind.

- Staff set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.

- Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.

- Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.

- Staff develop, where appropriate, learners' English, mathematics, ICT, and employability skills to prepare them for their future progression.

Requires improvement (3)
- Teaching, learning, and assessment are not yet good.

Inadequate (4)

The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following applies.

- Teaching and/or assessment is poorly planned.

- Weak assessment practice means that teaching fails to meet learners' needs.

- Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

- Learners are not developing English, mathematics, ICT, or employability skills adequately to equip them for their future progression.

- Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.

- As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.

- Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.