Observation of Teaching & Learning Policy 2026-27

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Policy Statement & Commitment

This policy outlines the principles and procedures for the observation of teaching, learning, and assessment at **Parenta Training Ltd**. The purpose is to maintain and enhance the quality of our provision, ensuring that every learner receives high-quality education and support. Observations are a collaborative process designed to celebrate strengths, identify areas for development, and promote a culture of continuous professional growth. They are a core component of our quality assurance and improvement strategy.

Observation of teaching, learning and assessment allows us to:

- Lead improvements in the quality of experience and achievement of learners
- Support identification and sharing of good practice
- Provide staff with an opportunity for reflection and self-analysis
- Help staff to learn from experience and have the opportunity to develop new ideas
- Gain feedback from learners about the quality of their experience
- Underpin a robust self-assessment

Scope

This policy applies to all **Tutor/Assessors (Observees)** and **Observers** at **Parenta Training Ltd**. It covers all aspects of teaching, learning, and assessment, including:

- Virtual and in-person one-to-one tutorials
- Group teaching sessions and workshops
- Workplace visits and practical observations
- Assessment and feedback sessions
- Inductions and Reviews

Principles of Observation

- **Developmental Focus:** The primary goal is to support the professional development of the Tutor/Assessor. The process is not punitive.
- **Collaborative Approach:** The Observer and Observee will work together to make the process transparent and effective.
- **Constructive Feedback:** All feedback will be objective, specific, and actionable, focused on improving learner outcomes.
- **Professionalism:** The observation will be conducted with mutual respect and professionalism.
- **Fairness and Consistency:** All observations will be conducted against a clear set of criteria to ensure fairness and consistency across all Observees.

Observations will be carried out a minimum of twice a year, these will usually be conducted by your designated Internal Quality Assurers, Teaching and Learning Managers, Colleagues (peer observation), Line Managers or representatives of external agencies such as Awarding Organisations, Funding Bodies or Ofsted.

Observation Cycle

Our observation cycle follows these steps:

Pre-Observation Meeting (For trainee teachers/tutors only within the first 3 months in role) (all staff in post for over 3 months will receive no notice observations)

- The Observer and the Observee will meet to discuss the upcoming observation
- They will agree on a date, time, and the specific session to be observed
- The Observee will provide the Observer with the relevant session plan, learning materials, and any other required documentation
- They will discuss the learner profile, the lesson's objectives, and any specific areas the Observee would like to receive feedback on

The Observation

- The Observer will attend the scheduled session
- The Observer will observe the delivery of the session, the learning environment, and the engagement of the learners
- Detailed notes will be taken against the agreed-upon observation criteria

Post-Observation Meeting

- This meeting will take place as soon as possible after the observation to ensure the feedback is timely
- The Observer will share their findings, starting with what went well, before discussing areas for improvement
- They will use the evidence from the observation to support all feedback
- Together, the Observer and Observee will agree on a brief action plan with specific, measurable, achievable, relevant, and time-bound (SMART) targets

Follow-up and Review

- The Observer will schedule a follow-up meeting to check on the progress of the action plan and provide further support if required
- The completed observation documentation and action plan will be stored securely

Roles and Responsibilities

Teacher/Tutor/Assessor (Observee):

- To engage constructively with the observation process
- To provide the Observer with all required documentation on time as requested
- To be open to feedback and commit to completing the agreed-upon action plan
- To participate in scheduled meetings

Observer:

- To conduct all observations in line with this policy (including the use of approved observation documentation)
- To provide timely, constructive, and evidence-based feedback
- To collaboratively agree on a clear action plan
- To ensure all documentation is completed accurately and stored securely
- To provide support to the Observee to help them meet their professional development goals

Observation Criteria

Observations will focus on the following key areas:

- **Planning & Preparation:** Is the session well-planned with clear objectives?
- **Delivery:** Is the Observee's delivery engaging and effective?
- **Learner Engagement:** Are learners actively involved in their learning?
- **Assessment:** Are formative and summative assessments used effectively to check understanding?
- **Differentiation:** Is the learning tailored to meet the needs of all learners, including those with SEND or other additional needs?
- **Professionalism:** Does the Observee maintain high standards of professionalism?

Observation Outcomes (Grading)

All observations will be graded based on the following outcomes:

Low Risk
The Teacher/Tutor/Assessor consistently demonstrates good practice across all criteria. The session is highly engaging and effective, leading to significant and sustained learner progress. The session is well-planned and delivered, and learners are engaged and making good progress. There may be minor areas for development identified. The Teacher/Tutor/Assessor is a role model for best practice.

Medium Risk

The Teacher/Tutor/Assessor's practice is inconsistent and falls below the expected standard in one or more key areas. The session may lack clear structure, learner engagement, or effective assessment. A targeted and robust action plan is required.

High Risk

The Teacher/Tutor/Assessor's practice is significantly below the expected standard and has a negative impact on learner progress, safety, or well-being. This grade will result in a formal action plan and enhanced monitoring.

Right to Appeal

If you disagree with the feedback and/or the observation grading, please inform your Observer at the time of feedback so that there is an opportunity to discuss these decisions and ideally resolve the situation informally.

The Observer will listen to the Observee's point of view and will use this feedback to make their final decision. The decision is then finalised; however, if you wish to appeal this decision, please email the Observer and your RTM or IQA (where different to your Observer), clearly stating your reasons for disagreeing using bullet points. The observation and corresponding observation records will be moderated within 10 working days by the Quality Manager or Head of Training, Quality and Curriculum, to review the observation decision. Once this has been reviewed, the moderator will respond to the Observee by email to inform them of the outcome. This decision will be final.

Policy Review

This policy will be reviewed annually by the Head of Training, Quality and Curriculum to ensure it remains relevant and effective.

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