

# Progress observation

“Direct observations in learning sessions and, where appropriate, in the workplace will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that staff and support assistants have on learners’ progress over time.” (Ofsted Inspectors’ Handbook guidance 2015 )

Ofsted 2015+ expects lesson observation teams to look beyond the classroom and to consider “learners’ progress over time” in order to arrive at robust judgements on the effectiveness of Teaching, Learning and Assessment (TLA). The inspection focus has shifted from overall learner engagement within classrooms to how far each learner has made progress against their starting points. This focus on individual progress is emphasised across all four aspects of Ofsted 2015+ inspection framework.

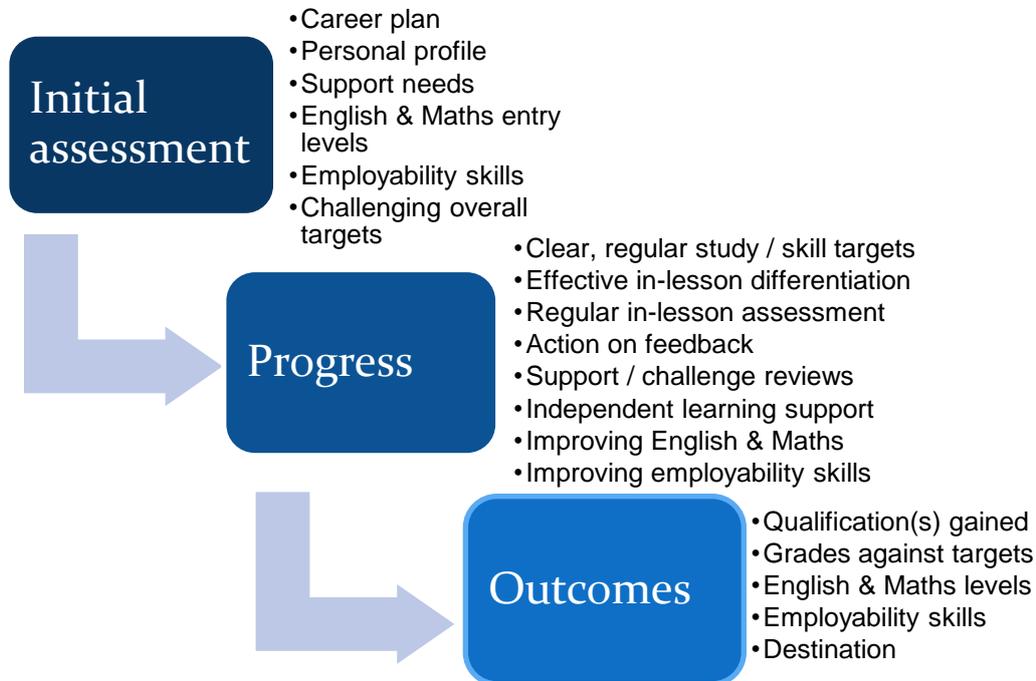
Leadership & management	Teaching, Learning & Assessment	Personal Dev. Behaviour & Welfare	Outcomes for Learners
“How effectively leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or underachieves.”	“Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps.”	“Learners are confident and self-assured. Their excellent attitudes to learning have a strong, positive impact on their progress.”	“Learners make substantial and sustained progress from their different starting points.”

Essentially we do not teach classes, we teach groups of individuals who all happen to be in the same room. This distinction between lessons and individuals lies at the heart of the new 2015+ Ofsted inspection framework and is reflected in Ofsted’s decision not to grade individual lessons in favour of judging the value added for each individual. Lesson observation teams need to evolve and to embrace ‘Progress observation’ i.e. reflecting on the quality of the ‘learner journey’ from initial assessment to destination. Observing lessons, observing specified themes and conducting learning walks will form part of this evidence but Ofsted also specifies the importance of:

- “evaluation of learning materials and their use by learners,
- the use of technology to deliver and assess learning,
- examining what learners know, understand, can do and make as a result of their learning.”

‘Progress observation’ may be best implemented by ‘observing’ the learner journey against a series of standard measures to judge ‘value added’ and by translating ‘feedback’ into a Professional Dialogue’.

The learner journey

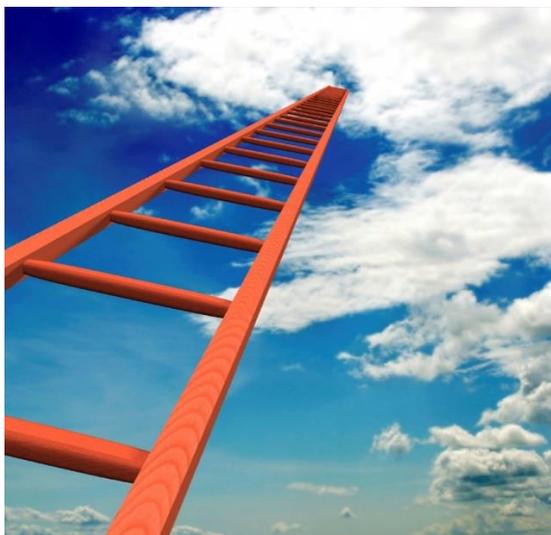


Initial assessment provides the baseline for ‘progress observations.’ Aim for a more holistic profile of each individual beyond English and Maths attainment e.g. career plans, social and sports interests, community involvement, charitable involvement, home background, part-time jobs, employability skills, ICT confidence. This wider profile will assist in addressing Personal Development, Behaviour and Welfare criteria as well as TLA. Our aim is to promote overall well-being and self-confidence: not just exam success. In advance of classroom observations observers should discuss the ILPs with the teacher to gain an overview of the ability range, entry standards and any behaviour or progress concerns. This advance discussion can be very beneficial for teachers to highlight issues and to provide a focus for the observation and the post observation Professional Dialogue. Observations should focus on differentiation and the setting of sufficiently demanding work i.e. matching the level of the course, the grading hierarchy within the course, sufficient stretch and challenge for the more able, support for the less able and the often overlooked ‘silent middle’. Ofsted states, “ensure that observations include attention to the quality of learning for individuals and different groups of learners.” Observers should consider:

- What has the teacher asked them to learn? ( including stretch and challenge)
- How well are they learning it? ( engagement with teaching strategies and resources)
- How far and to what extent have they all learnt it? (across ability levels)

Lesson observers should also be aware of the three year trend for success rates / achievement. Above benchmark? On benchmark? Below benchmark? A summary of destinations should also be examined to consider how far the learners step-up into a higher course, progress to university or relevant employment.

Explore the benefits of ‘Progress Observation’ and how to implement in a one day workshop facilitated by Bradley Lightbody. Email [bradley@collegenet.co.uk](mailto:bradley@collegenet.co.uk)



# A learning culture

- To offer your local community first class and world class opportunities
- To provide a portal for individual advancement
- To share the excitement and pride of high academic and skill development

How far do 'Learning Walks reveal a learning culture? Ofsted criteria states, "*Leaders, managers and governors have created a culture that enables learners and staff to excel*". Learning Walks should extend beyond noticeboards to extended learning via the VLE, course materials, wider enrichment opportunities and reflect Learner View questions.

Aspect	Visible evidence	Yes	No
<b>Raising horizons</b> Mission, vision, values communicate clear direction and purpose.	<ul style="list-style-type: none"> <li>• Mission statement</li> <li>• Photographs of Governors, Principal and senior managers</li> <li>• You said...We did... feedback</li> <li>• Curriculum displays</li> <li>• Newsletters to parents/carers/employers</li> </ul>		
<b>High expectations</b> Celebration of success in all fields and future career destinations.	<ul style="list-style-type: none"> <li>• Exam successes</li> <li>• Sporting successes</li> <li>• Destinations of past learners</li> <li>• Links to employers</li> <li>• Employment successes</li> <li>• University successes</li> </ul>		
<b>Celebrating diversity</b> A sense of welcome, belonging and celebration for all.	<ul style="list-style-type: none"> <li>• Welcome statements</li> <li>• Cultural displays</li> <li>• Recognition of different faiths and festivals</li> <li>• Role model photographs</li> <li>• A safe, secure environment</li> </ul>		
<b>Whole person</b> Personal enrichment opportunities, active citizenship & British values.	<ul style="list-style-type: none"> <li>• Charity fundraising activities</li> <li>• Community / social links</li> <li>• Trips and visits</li> <li>• Learner council / union displays</li> <li>• Enrichment opportunities</li> <li>• Citizenship / British Values themed displays</li> <li>• Prevent strategy awareness</li> <li>• Health and fitness related displays</li> <li>• Safeguarding displays</li> </ul>		
<b>Praise and awards</b> Regular but earned praise and awards for learners and staff	<ul style="list-style-type: none"> <li>• Photographs of staff award winners</li> <li>• Photographs of learner award winners</li> <li>• Best attendance prizes</li> <li>• Learners' of the month</li> <li>• Competition successes</li> </ul>		

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# Addressing differentiation

Ofsted refers to the need to, “*inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged.*” The criterion highlights the two extremes of the ability spectrum but those in the middle also need significant support to achieve their full potential. Beyond the three broad ability groups, as summarised below, there are also ‘at risk’ groups whose performance needs to be closely monitored. Progress observation encourages a Professional Dialogue about the relevant barriers to learning for groups and individuals and replaces the standard feedback focus on ‘*strengths and improvements*’ with ‘*issues and actions*’. This approach reflects Ofsted’s 2015+ guidance, “*Where meetings take place, the key main focus will be on evaluating the impact of actions taken by providers’ staff on learners’ personal development, their learning and progress and/or their outcomes*”. Progress observation is a supportive process that involves observations but also wider evidence to arrive at an overall grade for Teaching, Learning and Assessment.

Independent learners



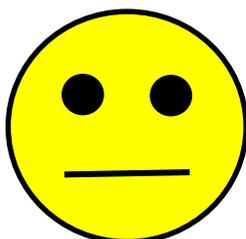
## Characteristics

Above average entry qualifications. High personal motivation. Often hold firm career plans. Contribute well in the classroom and regularly engage in independent study. Expected to gain high

## Key actions

Extended learning tasks  
Challenge tasks / competitions  
Peer teaching / coaching.

Dependent learners



## Characteristics

Average entry qualifications. Co-operative students who complete what is asked of them but often passive in the classroom. Uncertain career plan and fulfil independent study when prompted. Expected to pass.

## Key actions

Raise horizons / career plan  
Clear ‘what to study’ support  
Week to week study targets

Directed learners



## Characteristics

Struggled to match entry standards. Often low self-esteem and low personal confidence. No clear career plan. Often off task in the classroom. No independent study. At risk of failure or low grades.

## Key actions

Clear behaviour standards  
Explicit ‘how to study’ support  
Mentor /parental support

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