

Observer	Observed	Date	Start	Finish	Location
Frances Lovett	Russell Squires	30/4/18	9:00	9:45	Graphics Studio
Observation Type (Developmental or Formal)		Context (Theory, Practical, Work-based)			
<i>Formal IQR - developmental as part of teacher training</i>		Theory			
Subject Area/Topic	FMP - Diploma in Art and Design	Study Facilitator present	0	No. students present	13
Course Level	Level 3 UAL	No. students late	1	No. students on register	17
<p><b>5 students already in the lesson before the start of the session and were already logged onto the computers, all other students expect one arrived within two minutes of the start of the lesson. College protocols for lateness were not enforced, although attendance was recorded in a timely manner on the register.</b></p>					-
<p><b>There was a well- developed SOW which clearly identified all the components of the programme which is given to both students showing a clear timeline for the project</b></p>					+
<p><b>Learning outcomes were visually and verbally shared with the students and were left on view throughout the session.</b></p>					=
<p><b>Students were working on differentiated activities to meet the requirements of the summative project which covered a broad spectrum of diverse emotive topics showcasing a variety of art and design skills. The students when questioned were confident in explain their individual projects and could self-evaluate their progress against a time line.</b></p>					+
<p><b>Pro- portal was being used in a highly effective manner by students to check their targets</b></p>					+
<p><b>The teacher held tutorials with a number of students during the duration of the observation, which was worthwhile and supported by both target setting and to provide guidance on individualised projects. This provided students with valuable feed forward strategies and encouraged students to critique own work.</b></p>					+
<p><b>The teacher also effectively facilitated the lesson interacting with each student.</b></p>					=

Summary evaluation	
<p><b>Quality of Teaching, Learning and Assessment</b> <b><u>Strengths</u></b></p> <p><b>Self- evaluation of students to improve their work</b></p> <p><b>Diverse topics showing a mature approach to student's studies and topics that have been covered over the course</b></p> <p><b>Use of tutorial and feed forward mechanisms</b></p> <p><b>Effective use of pro monitor</b></p> <p><b>SOW and planning</b></p>	<p><b>Quality of Teaching, Learning and Assessment</b> <b><u>Areas for Development</u></b></p> <p>Set more specific targets for the individualised sessions to ensure students fully focus and use time effectively</p> <p>Reinforce college protocols for attendance</p>

**Agreed Action Plan (to be transferred to live appraisal action plan online)**

Target(s) agreed	Support or CPD needed	Action plan	Review date
Target setting to maintain pace and focus students when undertaking project style activities	Speak to other members of ADF to assess the types of target setting materials they use within sessions	Liaise with HOD, CAL for department and team and implement a strategy for measuring progress within sessions	21/5/18
Maintain college protocols to ensure continuity when measuring attendance			Ongoing

<b>Agreed grade:</b> <input type="checkbox"/> P <input type="checkbox"/> G <input type="checkbox"/> A <input type="checkbox"/> R <input checked="" type="checkbox"/> Ungraded/Developmental			
<b>Staff member's signature:</b>		<b>Date:</b>	1/5/18
<b>Observer's signature:</b>	Frances Lovett	<b>Date:</b>	1/5/18