



ICM

Observation of Teaching and Learning Policy

Institute of Commercial Management (ICM)
ICM House
Yeoman Road
Ringwood
Hampshire
BH24 3FA
England
Tel: +44 (0) 1202 490555
Email: info@icm.education
Web: www.icm.education

Statement of Intent

ICM is committed to openness and accountability. In line with this commitment we expect employees, Learners, Examiners or those contracted to provide services to ICM who have serious concerns about any aspect of our work to come forward and voice those concerns with the knowledge that, if made in good faith, their action will be viewed positively.

A handwritten signature in black ink that reads "Adair Ford". The signature is written in a cursive style with a small dot at the end.

Adair Ford
Chairman & CEO

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1. Policy Statement

This document seeks to set out the arrangements for the observation of teaching, learning and assessment. The primary purpose of Country Coordinators' lesson observation is to provide structured feedback to ICM Approved Centre staff as to the quality of teaching and learning as this can make a significant contribution to:

- Developing ICM courses in terms of what constitutes good and outstanding teaching, learning and assessment
- Support tutors/teachers in becoming more reflective practitioners
- Monitoring the quality of teaching, learning and assessment across all areas of ICM provision, identifying both areas of good practice and aspects where improvement is needed
- Informing development planning and other quality improvement processes

This policy sets out the processes involved when the ICM Country Coordinator liaises with the ICM Approved Centres' Quality Manager to schedule a lesson observation activity. The ICM Country Coordinator is responsible for ensuring that a central record of lesson observations is maintained.

2. Types of Lesson Observations

Lesson observation activity is comprised of:

- Formal lesson observations
- Drop-in lesson observations

2.1. Formal Lesson Observations

All teaching staff are entitled to one week's notice given of the lesson to be observed.

Teachers are required to provide ICM Country Coordinators with a lesson plan and scheme of work completed using standard college forms. ICM Country Coordinators will also need to see the register and a print out of class attendance over the year to date. All moderation activities should occur as part of a formal lesson observation (see Country Coordinator Handbook).

2.2 Drop-ins

Drop-ins can be announced with notice given but do not have to be (but the ICM Country Coordinator needs to agree with the Approved Centre staff that the observation is not intrusive and occurs at a mutually convenient time). Drop-in observations may be brief (at around 10 minutes), others longer and may on occasion extend to a similar length to formal observations. Teachers will not be asked to present their lesson plans unless they have been notified of this in advance. Drop-ins serve to:

- Sample the day to day staff/student experience
- Actively engage in monitoring the quality of teaching and learning
- Discuss teaching and learning approaches with staff
- Quickly identify good practice or concerns
- Facilitate teacher support if they are experiencing difficulties
- Share good practice and support team and individual development

2.3. Pre-observation

Country Coordinators have a responsibility for ensuring that all teachers/tutors are briefed on the observation process and paperwork prior to observations taking place. ICM Country Coordinators will notify teachers by email of the lesson to be observed one week in advance of the observation.

ICM Country Coordinators will include the date/time of the post observation meeting in the email sent to teachers informing them of the lesson observation. This will be scheduled to take place within one week of the observation. Teachers have responsibility for raising any difficulties with feedback meeting dates/times on receipt of email as later requests for postponement can be impossible to accommodate within the agreed timescale.

2.4. The Lesson Observation

Observations will begin at the start of the lesson. The observer will aim to sit where they have a good view of the Learners and how they are engaging with the lesson. ICM Country Coordinators will write extensive notes during the observation to capture 'the story' of the lesson. They will also draw a seating plan and use this to record individual student engagement including how many times individuals answer or ask questions and/or their participation in group work. Opportunities will be taken to talk to Learners without disrupting the lesson. These are the types of questions that may be asked:

- Can you explain what you have been asked to do?
- How does this lesson relate to what you were studying last lesson?
- How often are you set homework to do outside class and how much are you given?
- What type of feedback are you given (verbal, written) and how helpful is it in explaining what you are doing well and how to improve?
- How well are you progressing in this subject and how do you know?

As an observer, the ICM Country Coordinator will move around where this is possible without causing disruption to enable them to assess Learners' engagement and learning progress. Opportunities will be taken to look at Learners' work and teacher feedback on marked work.

2.5. Post-Observation

ICM Country Coordinators and teachers evaluate the session with reference to:

- Learning: Learners acquired new knowledge and skills, met the learning objectives and understood how to improve
- Attainment: Learners are working at the appropriate (or higher) standard for level and stage of programme
- Teaching: Individual learning was checked effectively in the session using a variety of approaches including self and peer assessment. Learners receive feedback on their individual progress and understand what they need to do to improve

ICM Country Coordinators will support teachers in reflective practice to identify key strengths and priorities for improvement in the lesson observed.