

Guidance for tutors: full class visits 20/21

In 20/21, given the current situation, we will continue supporting tutors through full class visits but in a more limited range of situations. The visitor may be joining an online class, or a face to face class at City Lit. Visits will not be graded.

Purpose of full class visits

The purpose of this process is:

- To enhance the learner experience and ensure a positive impact on learning
- To continually improve teaching, learning and assessment across the college
- To support tutors' professional development (including in online learning if applicable in your case)
- To evaluate our strengths and our areas for development across departments and the college as a whole so that we can be accountable to all our stakeholders.

Who will receive full class visits?

This is at the discretion of the department but will include:

- Tutors on probation – an initial advisory visit and, normally, a follow up visit.
- Tutors who we feel may need more support following a drop in visit.
- Tutors who request a visit
- Tutors who have been considered in need of support prior to the lockdown so we can check on progress.

Before a visit

- You should be notified at least 7 days before the date of the visit
- You will be asked to complete a **pre-visit questionnaire**. This asks you about your learners and their needs, and if there is anything particular you would like the visitor to focus on during your visit (e.g. if you are trying something new, or you have a particular student you are concerned about). If so, you should discuss this with the visitor by email or phone beforehand .
- Before the visit your visitor will review any other useful evidence about your class eg your class's evaluations over time (where this information is available).

During a visit

- The visit should normally be around 45 mins – 1 hour
- You should introduce the visitor to the group.

- The visitor will focus on the learning - both in the lesson and over the course - to inform your post visit discussion. They will reflect on what they actually see and hear from learners, and not make assumptions about how the class should be taught.
- Where appropriate, they will speak to learners to help determine how they feel they are progressing. If your session is online, then this may be more difficult but it may be possible to make special arrangements.
- The visited lesson is a snapshot only. In the rare event the visitor is concerned that there is a serious problem with learning in the class, then they will look for more than one source of evidence to confirm that judgement.
- The '**Criteria for effective lessons at City Lit**' can be useful as a guide and for the post visit discussion, but is not designed as a checklist
- The visitor will ask for your course documentation so make sure this is complete and up to date for the lesson being visited. The **Group Profile/Initial assessment** which summarises learners starting points will be particularly useful (but you can use alternatives). In terms of **lesson and course plans**, please note that we are looking for evidence of planning, not documents in a specific format. You can provide any reasonable evidence of this. You may, for example, have a scheme of work and then use PowerPoints to plan your lesson. Or, on rare occasions, you may exhibit excellent planning in practice, but not have much on paper

After a visit

- You and your visitor should arrange to have the post visit discussion via Zoom or Google Meet or telephone. You should allow adequate time to do this (up to an hour but no shorter than 30 mins). The discussion should take place as soon as possible and normally within a week of the visit.
- This meeting should be used to
 - ✓ clarify any issues for the visitor (e.g. 'I wondered why x was sitting outside the group?')
 - ✓ to give you an opportunity to reflect on your learners' progress (the group profile/initial assessment chart is very useful for this)
 - ✓ to identify strengths and agree any areas for development and support/training needs
- Your visitor will be using more of a coaching approach to feedback based on questioning – 'I noticed that...' 'I wondered if...' This does not mean they will not be clear that an aspect of teaching, learning or assessment must change if there is solid evidence for doing so
- Your visitor will complete a written report and send it to you **within 2 weeks** of the post-visit meeting. It will include a development plan and review date for actions.
- You should add your comments, and email the report back to your visitor and your line manager within 2 weeks of receiving the report

Tutors in need of support

City Lit has 'Criteria for effective lessons at City Lit' and these will have been sent to you. Although we do not expect tutors to be perfect or demonstrate they have met all of these on one visit, if certain fundamental criteria are not being met, a tutor becomes a 'tutor in need of support'. These fundamental criteria are described in 'Procedures for tutors in need of support' on the Staff Access site in 'Teacher Resources'.

If there are concerns about the visit and your visitor feels you are in need of additional support, they will

- ✓ agree a support/training plan with you.
- ✓ arrange a re-visit, normally within a term.

Please note that failing to respond to support or to meet fundamental teaching criteria may put a tutor's job at City Lit at risk.

Any Concerns about your Visit

If you have any concerns about your visit, then you should first record these under the tutor comments section of your report.

If you are still not satisfied, then contact your department's head of programme.

Finally, if the matter is not resolved, you can contact Head of Quality:

Dragana.Ramsden@citylit.ac.uk