

A. Outcomes for learners				
Performance indicators	Outstanding	Good	Satisfactory	Requires Improvement
Initial Assessment	Highly effective identification of individual learning needs through use of learning style analysis and initial and diagnostic assessment techniques that are extremely relevant to the subject and learner ability.	Good identification of individual learning needs through learning style analysis and initial and diagnostic assessment techniques that are relevant to the subject and learner ability.	Some identification of individual learning needs through learning style analysis and initial and diagnostic assessment techniques, not particularly relevant to subject or learner level.	Insufficient or no identification of individual learning needs. Little evidence of learning style analysis or initial and diagnostic assessment techniques.
Plan of work in relation to starting point	All learners are fully challenged in sessions and are supported and encouraged to achieve.	Learners are challenged well and most are supported and encouraged.	Learners are challenged but it is inconsistent resulting in some learners being disengaged.	There is little or no challenge in sessions, learners are coasting and appear 'bored'.
How well do learners improve their economic and social wellbeing?	Learners develop excellent skills, knowledge and understanding that are relevant to improving their economic and social wellbeing.	Learners make good progress in developing skills, knowledge and understanding that are relevant to improving their economic and social wellbeing.	Learner's knowledge, understanding and practical vocational skills meet employers' requirements and/or levels required for their next step in learning, development or employment.	Learners do not develop knowledge and vocational skills that meet employers' requirements and/or levels required for their next step in learning, development or employment.
Effectiveness of IAG and awareness of progression opportunities into positive outcomes	All learners have been given excellent IAG are fully aware of progression opportunities at all points of the programme. Learners have detailed knowledge of how the programme can support them to higher learning and employment or increased job prospects.	All learners have been given effective IAG and are fully aware of progression opportunities which are reinforced at some points in the programme. Learners have some knowledge of how the programme can support them to higher learning, employment or increased job prospects.	Limited IAG has been given and only some learners are aware of progression opportunities and their knowledge is limited in terms of progression onto higher level programmes, employment or increased job prospects.	Insufficient IAG has been given and learners are not aware of progression opportunities and are unsure of how they would progress onto a higher level course, employment or how to increase their job prospects.

B. Quality of provision				
Performance indicators	Outstanding	Good	Satisfactory	Requires Improvement
Learner involvement and motivation	All learners actively involved and engaged. Highly motivated/interested. Ask and answer questions well. High levels of interaction and learners take initiative in learning and take responsibility where appropriate.	Good involvement and engagement of learners. Good level of interest and concentration. Some examples of effective interaction and initiative.	Satisfactory involvement and engagement of learners. Stay on task for the majority of sessions. Answer questions; do what has to be done and nothing more.	Insufficient or no involvement or engagement of learners. Learners told what to do and when to do it. Limited concentration and interest. Some learners bored and showing it.
Effective teaching and learning strategies	Excellent teaching and learning strategies provided through differentiated resources and activities – extension work, structure group/individual work and in-class customised activities.	Good individual support evident through development and use of resources, activities and support in lesson	Some individual support evident through development and use of resources, activities and support in lesson.	Insufficient or no support of individual learning needs in lesson – resources and activities insufficiently developed or amended to meet different learning needs or levels.
Effectiveness of learning	The vast majority of learners learn exceptionally well and as a result acquire knowledge quickly and develop a thorough understanding of a wide range of different aspects of their learning programmes.	Learners acquire knowledge and understanding quickly that will prepare them well for the next stage in their education, training or employment.	Learners generally learn well, with no major weaknesses identified. They acquire adequate knowledge and understanding to prepare them for the next stage in their journey.	The learning and quality of work is poor and as a result learners are deficient in certain aspects of their study for the next stage of their education, employment or training.
Feedback	Teachers give effective and constructive feedback, both verbal and written on learners' work so that they know what they have to do to improve.	Teachers give constructive feedback on learners work and what they need to do to improve.	Teachers make relevant comments on learners work so that learners know how to improve.	Feedback is limited or insufficient and some learners do not know what they have to do to improve.
English, Maths and Functional Skills	The embedding of English, Maths and functional skills is consistently good with much outstanding.	The embedding of English, maths and functional skills is generally good.	The embedding of English, maths and functional skills is satisfactory.	The embedding of English, maths and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address these needs.

B Quality of provision				
Effectiveness of IAG and awareness of progression opportunities into positive outcomes	All learners have been given excellent IAG are fully aware of progression opportunities at all points of the programme. Learners have detailed knowledge of how the programme can support them to higher learning and employment or increased job prospects.	All learners have been given effective IAG and are fully aware of progression opportunities which are reinforced at some points in the programme. Learners have some knowledge of how the programme can support them to higher learning, employment or increased job prospects.	Limited IAG has been given and only some learners are aware of progression opportunities and their knowledge is limited in terms of progression onto higher level programmes, employment or increased job prospects.	Insufficient IAG has been given and learners are not aware of progression opportunities and are unsure of how they would progress onto a higher level course, employment or how to increase their job prospects.
Promotion of Equality and Diversity to include British Values	Exemplary teaching of equality and diversity within the context of the session Mutual respect evident within the group. Learners show positive behaviours linked to equality and diversity are motivated and knowledgeable and can provide an extensive explanation and understanding of British values.	The lesson includes a clear reference to equality and diversity which is reinforced through teaching and learning Learners show positive behaviours linked to equality and diversity, are motivated and knowledgeable and have a clear understanding of British values.	Equality and diversity is adequately covered on the SOW/LP Learners work in a positive, non-intimidating environment and can demonstrate an awareness of British values.	No consideration of equality and diversity either written or implied At least some learners demonstrate negative/intimidating behaviour regarding equality and diversity with no regard for British values.

C Leadership and Management				
Performance indicators	Outstanding	Good	Satisfactory	Requires Improvement
Learner Achievement	Learners are achieving very well and are making better than expected progress, some make exceptional progress during the session. Progress is evidenced well and developmental feedback provided.	Learners are achieving well and make at least progress expected of them, the majority are making better than expected progress. There is good evidence of progress made with developmental feedback given.	Learners are achieving and making satisfactory progress, a small minority make less than satisfactory progress. Progress is evidenced but isn't consistent and developmental feedback is limited.	Learning and progress of learners is consistently below those of all learners nationally. There is insufficient evidence of progress and feedback.
Quality Improvement process(es)	Quality improvement processes are in place and are robust; the LA6 Quality framework is fully in place and adhered to. Processes identify quality improvements quickly and all developments are actioned, reviewed and recorded in a timely manner.	Some quality improvement processes are in place and linked to LA6 Quality framework. Most processes identify quality improvements and these are actioned and reviewed.	Quality processes need improvement. Limited actions are identified and no formal processes for action, recording or review. The LA6 Quality Framework has not been linked to other internal quality processes.	No quality processes have been identified with no links to LA6 Quality Framework.
Inclusivity	All teaching and learning reference materials promote inclusion through highly effective use of diverse examples. Teacher models best practice through use of inclusive language, attitudes and terminology. Exemplary teaching of health and safety topic within the context of the lesson and are documented well.	All teaching and reference materials support inclusion through effective use of diverse examples. Teacher models good practice through use of inclusive language, attitudes and terminology. The lesson includes a clear reference to health and safety which is reinforced through teaching and learning and are documented well.	Teaching and reference materials demonstrate knowledge of inclusion through use of some diverse examples. Tutor uses appropriate language and terminology and demonstrates appropriate attitudes. Risks or hazard are well documented but not reinforced in teaching and learning.	Little or no knowledge or awareness of inclusive principles. Tutor uses inappropriate or offensive language, terminology and attitudes. Resources use stereotypical, inaccurate and/or offensive examples. No consideration of risks or hazards associated with lesson, either written or implied.
How safe do learners feel?	Learners have no concerns about safety and are confident that any concerns will be dealt with quickly and effectively. Learners safe working practices are exemplary	Learners regard the safety of the learning environment as good. They feel that any concern they have reported have been addressed. Learners safe working practices are good	Learners feel safe in the learning environment, including the most vulnerable learners. Learners use safe working practices in all settings and understand internet safety measures	Learners do not feel safe in the learning environment. Learners report unsafe, unfair or abusive practices which have not been addressed by the provider Learners do not demonstrate good health and safety practices.