Guidance on the use of evidence forms

This guidance is in three parts:
1. general guidance
2. grade descriptions for judging the quality of lessons
3. evidence form codes to be used

Reference no: 20070010

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General guidance

1. The evidence form (EF) remains the document for recording **all first-hand evidence**.

2. The **header information** at the top of the EF should be completed fully, using the attached coding. This is important information for the Research, Analysis and International Division (RAID) when analysing lesson evaluations.

3. Inspectors should not add any additional data to the header that might identify individual teachers; to do so would contravene the Data Protection Act 1998. If a lesson is not being led by a teacher this must be stated in the context box of the evidence form. Inspection evidence may be subject to disclosure to the public if requested under the Freedom of Information Act 2000. Interviewees (this includes anyone who communicates directly with inspectors) cannot expect that evidence recorded on EFs will always remain confidential. The general rule is that information will be treated in confidence as far as possible. In particular, where comments are made, every endeavour will be made to protect the identity of the individual who made them. However, inspectors should make clear that there may be circumstances in which it may not be possible to guarantee that the identity of the interviewee will remain anonymous. The most likely scenario would be where other factors would make it easy to narrow down which individual made a particular statement. Additionally, inspectors have a duty to pass on disclosures which raise child protection or safeguarding issues, or circumstances where serious misconduct or potential criminal activity are involved. In such circumstances, inspectors should make clear that it may not be possible to guarantee confidentiality.

4. All EFs should contain a statement of the main **focus** of the evidence-gathering activity which relates to one or more of the inspection issues.

5. When recording a lesson observation, the **context** should indicate what the lesson is about, for example its objectives.

6. The **evaluation** section is for brief evaluative comment which makes clear the evidence on which judgements are based. Where teaching is evaluated, a connection should be made to the impact it has on learners' progress and personal development.

7. The section for the **summary of main points** for lesson observations should identify clearly (perhaps by using bullet points) the main strengths and weaknesses that can be fed back to teachers and used for an analysis of whole school issues. **All** EFs, including those used for non-lesson evidence, should contain a summary. After a discussion with a senior manager, for example, there might be an evaluation of how well the school is led and managed on the basis of that conversation. **The accurate completion of this section is a**

most important contribution to the overall view of the school and what it needs to do to improve.

8. There is a **grade for the overall quality of a lesson**. This overall judgement will depend principally on the quality of teaching as demonstrated by the outcomes for the learners in terms of their progress and personal development (including their attitudes and behaviour) and the safeguarding of their health and safety. Inspectors should ensure they have observed enough of the lesson to complete this grade securely. The attached grade descriptions offer guidance on how to make this judgement. This box will not normally be completed for brief and tightly focused visits to lessons.

9. There are also **boxes which correspond to the main headings of the Framework**, in which subsidiary grades can be put where possible. The lead inspector will steer the team to complete those grades that are the most pertinent for the inspection.

10. All grades awarded should be consistent with the text, and justified by it. Where there is insufficient information to grade, a box should be left blank.

11. When **EFs are used to record non-lesson evidence**, such as discussions with staff and learners or analysis of work, complete only the relevant grade boxes. For example, a discussion with a manager should result in an evaluative summary that supports a grade relating to leadership and management, and possibly other grades that relate to the main Framework headings that were covered in the discussion.

12. The EF can be used flexibly as a **'running EF'.** This might consist of repeated visits to a given activity to see, for example, the progress of work in a long session without remaining present the whole time. Alternatively, the pursuit of an inspection issue might give rise to a series of recorded notes that lead to a conclusion on the issue concerned. This might involve a succession of interviews, and the scrutiny of documentation and records, and be recorded on a 'single' EF, which in practice would mean fixing together several EF sheets to form a single evidence trail. The lead inspector will guide the team on the way s/he would like EFs to be used. Where an EF is used to record two or more observations of the same class or activity, the total observation time should be entered in the time box.

13. The EF should also be used for logging the main points raised at meetings with the school's senior management team **and** for synthesising evidence that underpins important judgements, especially those that might be disputed by the school or when teams arrive at a judgement after a discussion.

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Guidance on where to pitch judgements about the overall quality of a lesson

The overall judgement will be a 'best fit' of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Description	Characteristics of the lesson
Outstanding (1)	The lesson is at least good in all major respects and is exemplary in significant elements, as shown by the significant progress made by all of the learners.
Good (2)	Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are well motivated. They work in a safe, secure and friendly environment. Teaching is based on secure subject knowledge with a well-structured range of stimulating tasks that engage the learners. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular, consistent and promotes progress.
Satisfactory (3)	The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.

Inadequate (4)	**A lesson cannot be adequate if**:
	▪ most learners, or a significant specific minority of learners, make less than satisfactory progress
	▪ learners' overall behaviour or attitudes are unsatisfactory, spiritual, moral, social and cultural development are neglected, and learners' overall personal development is poor
	▪ the health or safety of the learners is endangered
	▪ the teaching is unsatisfactory. Unsatisfactory teaching is likely to have one or more of the following:
	  - weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils
	  - work badly matched to the pupils' starting points
	  - ineffective classroom management of behaviour
	  - methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners
	  - inadequate use of resources, including assistants and the time available
	  - poor assessment.

Evidence form codes

Inspector's OIN	Inspection number	Observation type
Required in all EFs	*Required in all EFs*	*Required in all EFs*
Enter own Ofsted Inspector Number.	This is the reference number allocated to a particular school inspection.	Circle one of the codes shown: **L** for lesson observations **A** for analysis of pupils' work **D** for discussions **O** for any other EFs.

Year group(s)	Grouping	Present/Number on roll
Required in all EFs coded L and A	*Required only in EFs coded L*	*Required only in EFs coded L*
For single year groups use: N for **Nursery** classes R for **Reception** classes E for 0-3 EYFS provision as part of a single inspection event (SIE) 1-13 for classes in **Year 1 – Year 13**. Where more than one year group is present, include the relevant codes for all the years and **circle the one year group which provides the main focus for the observation.**	For the class (not the task) circle: MC for a **Mixed** ability class SU for a class **Setted** or streamed or banded by ability where pupils are in the **Upper** ability range within the school SA for a class **Setted** or streamed or banded by ability where pupils are in the **Average** ability range within the school SL for a class **Setted** or streamed or banded by ability where pupils are in the **Lower** ability range within the school O for **Other** forms of organisation. BO for a **boys** only class GI for a **girls** only class MI for a **mixed gender** class	Enter: ▪ in the first box, the number of pupils present during the observation ▪ in the second box, the total number on the roll of the class. If there is a significant **gender imbalance** in the pupils on roll (or in those absent), this should be commented on in the context box.

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Subject codes	Support teachers and assistants	Observation time
Subject codes	**Support teachers and assistants**	**Observation time**
At least one code is required in EFs coded L or A	***Required only in EFs coded L***	***Required only in EFs coded L***
Use **code 1** for:	Enter the number(s), additional to the teacher leading the lesson, of each type of support teacher/assistant who are present during the observation:	Enter an estimate of the time, in minutes, spent observing a particular class or activity.
the main subject (or, in the Foundation Stage, the main area of learning) to which the grades written at the bottom of the evidence form apply.		One EF may be used to record two or more observations of the same class or activity. In these cases enter the total observation time and note the split observation in the context box.
Use **code 2** to:	SEN teachers/assistants who support pupils with special educational needs	**Inspector's EF Number**
▪ highlight that elements of another subject are included in the lesson (for example write GG CZ if you inspect a geography lesson which contains elements of citizenship)	EAL teachers/assistants who support pupils with English as an additional language	***Required in all EFs***
▪ highlight a focus of the lesson (for example numeracy, EAL)	OTH any other teachers/assistants who provide support.	Enter in this box a code which uniquely identifies the EF to an inspector and the observation, analysis, discussion or other event recorded. For example, Jane Smith's twelfth EF might be numbered JS12.
▪ indicate that an observation for one subject took place within a lesson in another subject (for example write IT MA if you inspect ICT in a maths lesson)	Enter any support teachers in the first part of each box (T) and any assistants (S) in the second part.	
▪ indicate, in the Foundation Stage, another area of learning which also featured in the lesson observed.	(Where support teachers are not present, leave blank rather than writing a zero.)	
Code 2 may be left blank.		
See annex for a full list of subject codes.		

Subject codes for use on evidence forms

Accounting	AC	Land and environment	LB
Arabic	AB	Latin	LA
Art and design/art	AR	Law	LW
Bengali	BL	Leisure and tourism/recreation	LE
Biology	BI	Manufacturing	MN
Business studies/business education	BE	Mathematics	MA
Business/business studies and economics	BE	Media/media studies	MS
Careers education	CA	Media: communication & production	MP
Chemistry	CH	Music	MU
Child development	CD	Panjabi	PJ
Chinese	CN	Performing arts	PA
Citizenship	CZ	Personal/social/health education	PS
Classics/classical studies	CL	Philosophy	PL
Communication studies	CO	Physical education/games	PE
Computing	IT	Physics	PH
Construction/construction & built environment	CB	Psychology	PY
Dance	DA	Religious education	RE
Danish	DN	Resistant materials	RM
Design and technology	DT	Russian	RU
Distribution/retail & distributive services	DI	Science	SC
Drama/theatre studies	DR	Science (double) GCSE	S2
Dutch	DU	Science (single) GCSE	S1
Economics/economics & business studies	EC	Social studies/science	SS
Electronics/systems and control	EL	Sociology	SO
Engineering	EG	Spanish	SP
English/English literature	EN	Sports science/studies	SR
Food subjects	FS	Statistics	ST
French	FR	Textiles/fabrics/needlework	TL
General studies	GS	Travel and tourism	TT
Geography	GG	Turkish	TU
Geology	GE	Urdu	UR
German	GM		
Government and politics	GP	*Symbols for subjects not listed*	
Graphics	GR		
Greek (modern)	GK	Any other:	
Gujarati	GU	Aesthetic/practical subject	XA
Health and social care	HS	Business/commercial subject	XB
Hebrew (modern)	HW	Classical subject/language	XC
Hindi	HN	Humanities/social subject	XH
History	HI	Modern foreign language	XL
Hospitality and catering	HC	Mathematical subject	XM
Humanities	HU	Physical subject	XP
Information science/systems/studies	IT	Science subject	XS
Information & communication technology	IT	Technological subject	XT
Instrumental music tuition	IN	Vocational subject	XV
Italian	IL	Any other subject not listed	XO
Japanese	JA		

Area of learning codes for use in evidence forms coded L in the Foundation Stage only

Personal, social & emotional development	SF	Knowledge and understanding of the world	KF
Communication, language and literacy	LF	Physical development	PF
Mathematical development	MF	Creative development	CF

Codes for use only in the second code box, to indicate a particular aspect of the lesson

Focus on English as an additional language	EA	Focus on numeracy	NY

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Focus on literacy	LY	Focus on special educational needs	SN

Code for evidence forms coded A for the Foundation Stage

	Foundation Stage	FD

Activity codes for use in evidence forms coded O (other) only

Assembly/collective worship	AS	Extra-curricular activities	EX
Form/class/registration time	FT		