**Practice Observation Form**

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| **Practitioners Name** |  |
| **Practitioner's Role** |  |
| **Name of Observer** |  |
| **Observers Role** |  |
| **Date of Observation** |  |
| **Activity being Observed** |  |

1. **BEFORE THE OBSERVATION:** Practitioner to Complete (submitted to observer 2 days prior to observation)

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| **Area to develop** (as identified with your manager and linked to your appraisal) |
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| **Planning for the event being observed:**  Agreed joint focus (having discussed with observer) on what is being observed and how it is intended that this will be achieved. Worker to ensure Family are aware that this will happen and that feedback will be sought following the observation. |
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1. **OBSERVER’S REPORT**

Home visits, professionals’ meetings (including CP conferences and CiC reviews), supervision and any other activity that may be used as an observation of practice.

The notes from these observations will be more descriptive, the bullet points below provide a framework but may not apply to all observations. Those on visits should provide immediate feedback to the worker about strengths and weaknesses and produce a brief summary of these within this document. Similarly, at the end of an observation of a meeting or supervision, immediate feedback and helpful pointers should be provided, including to the family if needed.

Please consider the KSS when completing this observation. Discuss which sections you will be observing with the worker being observed.



Suggested framework for each observable activity; this is not an exhaustive list, please ensure the workers development needs/appraisal targets are considered as well.

Home visits

* Evidence that there is a clear purpose to the visit and that the child /young person/ family understand what that purpose is.
* Does the child / family understand where this visit fits within the overall plan of work / intervention?
* Evidence of good communication – clear, questioning, explorative, open and honest, straightforward discussion.
* Does the practitioner remain child-focused in the discussion?
* Evidence of trust from child / family to practitioner for example that they believe what is being said, that what was promised by practitioner has happened.
* Visit isn’t felt to be too short, too long, or with no obvious outcome.
* Does the practitioner discuss next steps, what will be happening, future plans?
* Following the visit does the social worker show ability to analyse what happened and how it fits with the plan or affects future work?

Professionals’ meetings including child protection conferences, core groups, permanency planning meetings, looked after children reviews and other planning meetings.

* The meeting is well led – clarity of purpose, the chair facilitates involvement of all participants and is able to communicate well and summarise.
* If child/young person/ parent is present, are they treated respectfully, helped to understand what is going on, made to feel comfortable and able to contribute? If they are not present, is there a clear rationale for this and consideration of how they are involved in their plan?
* Is the meeting too long, too short?
* Is there evidence of a good discussion, where there is challenge if needed and progress in defining how a child or family have been helped and will be helped in the future?
* If there is conflict or disagreement, how is it resolved?
* Are next steps clearly outlined and agreed.
* Has the meeting effectively moved things forwards for the child/young person/family?

Supervision

* Does the supervisor provide clear direction?
* Does the supervisor challenge, reflect on hypotheses or plans of intervention with the child / family?
* Is the discussion purposeful?
* Does the supervisee provide good information about the child / family?
* Is there a sense that there is a shared understanding about the family and the direction of work?
* Does there appear to be a trusted relationship between supervisor and supervisee?
* Is there an opportunity to talk in detail about cases?
* Is it rushed?
* Are decisions recorded on the case file?
* Does supervision consider how the supervisee's learning/development needs; performance; wellbeing etc have been considered?

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| **Observation of Practice Report**  Please refer to the framework above, KSS and workers development needs/appraisal targets. |
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1. **AFTER THE OBSERVATION: Observer to complete.**

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| **Review Case recording** – does this reflect the observation and was this in timescale – (worker to ensure this is on the system within the 48 hours timescale) |
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| **Questions for families -** Permission to speak to the parent **must** be sought from the worker before the phone call is made. The choice of which children/young people/families to speak to must be made with sensitivity to their current situation. The parent can choose whether or not the information provided during the call can be shared with the practitioner. |
| |  |  |  | | --- | --- | --- | | Questions | yes/no |  | | 1. Were you treated respectfully? 2. Did the worker help you and if so, how? What difference did he or she make? 3. Is there anything else you want to tell us about how you were treated and what else you would have liked to happen? |  |  | |

1. **AFTER THE OBSERVATION: Manager to complete.**

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| **Practitioner/Manager reflection on the observed practice, discussed in next available supervision.**  Please consider the following points: What went well? How did you know it had gone well? Were the outcomes achieved? What actions do you need to take next? How did you feel about being observed? What key points have you learned from this experience? |
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| **Manager to ensure good practice and areas for development are reflected within appraisal and ongoing 1-1 discussions.** |

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| **Observers signature:** |  |
| **Date:** |  |
| **Practitioner signature:** |  |
| **Date:** |  |
| **Managers signature:** |  |
| **Date:** |  |