



OTLA Policy

East Birmingham Community Forum (EBCF)

Version: **v3.0**

Date Issued: **January 2026**

Review Date: **January 2027**

Document Control

Policy Owner: Human Resources

Approved By: Head of Quality

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1. Purpose

Observation of Teaching, Learning and Assessment is a key aspect the Quality Improvement Framework and meets a range of needs in the organisation.

It will provide a coherent framework for the identification, sharing and developing of good practice in teaching and learning, in order to enhance the learner's experience. Observations will help identify training and resource needs for the Vocational Tutor and develop a supportive training structure that is responsive to the needs of delivery staff whether experienced or new members of staff.

The Scheme will:

- Provide us with confirmation that learning is happening.
- Confirm the quality of the learning experience including the quality of information, advice, guidance and support that learners receive and the extent to which learners feel safe in their learning situation.
- Support Vocational Tutors to improve their approaches to teaching, learning and Assessment through linking the scheme to performance management.
- Identify and enable the sharing of good practice in the delivery of teaching, learning and Assessment.
- Identify access, suitability and use of accommodation, resources and equipment
- Enable the strategic development and improvement of Teaching, Learning and Assessment.
- Focus the development of quality on the curriculum, subject sectors and educational strands.
- Provide systematic evidence for external scrutiny of the quality of EBCF provision.
- Inform self-assessment, staff appraisal process, It will also feed into the company audit process and Quality Assurance system

EBCF is committed to providing high quality teaching and coaching to support highly valued and worthwhile learning, progression and achievement. This policy relates to improving the quality of teaching, learning and assessment through observation within EBCF and its employer locations.

The implementation of the policy and procedure is intended to improve the quality of the learner experience during teaching, learning and assessment sessions and operates in line with the quality agendas and the requirements of the Ofsted Further Education and Skills Inspection Handbook or commonly known as Common Inspection Framework.

All staff involved directly or indirectly in the managing, delivery and observations of teaching, learning and assessment will be familiar with the policy, procedure and working instructions for delivery.

OTLA outcomes will be reviewed to identify trends and areas for improvement across provision.

2. Aim

The aim of this policy is to provide accurate and comprehensive judgements based upon sector specific best practice benchmarks on the overall effectiveness of teaching, learning and assessment across the entire provision supported by a formal observation (including Peer observations) and referencing process.

There are five key features, which inform the EBCF approach to assessing the effectiveness of teaching, learning and assessment:

1. The procedure should be conducted in an open and transparent manner, applicable to all observed staff across EBCF.
2. Assessing the effectiveness of teaching, learning and assessment should result in standardised judgements, consistent with those made by Ofsted under the Common Inspection Framework.
3. Only approved and appropriately trained staff will undertake observations of teaching, learning and assessment.
4. The procedure for observing teaching, learning and assessment should include all key aspects of managing learning and supporting learners.
5. The procedure for observing teaching, learning and assessment should support wider quality improvement exercises and should be integrated within the Staff Performance Management System.

All staff delivering teaching, learning and assessments will together with all other aspects of the learner journey be observed regularly throughout the year and awarded a RAGG rating. All observations will be supportive and developmental.

All observed sessions will include monitoring of a 'live' Staff Development Plan to ensure continuous improvement through effective performance management and target setting.

Individuals will be supported through:

- A 'live' Staff Development Plan with SMART targets for improvement, reviewed at next visit.
- An IQA who will act as a mentor to the individual to support them to improve their practice. The support will be risk based and tailored to the individual need.
- Encouraging individuals to reflect on their performance.

3. Scope

The procedure for Observing Teaching, Learning and Assessment (OTLA) provides a robust quality improvement practice in ensuring high quality of teaching, learning and assessment for all learners, and provides staff with a development function, by allowing the dissemination of best practice amongst peers. The OTLA procedure will highlight areas of development, which can then be integrated into the Staff Performance. OTLA evidence therefore can be used by staff and managers for the purpose of staff self-assessment, Appraisals and Performance Management.

The Quality Manager/IQA are responsible for

- Completing joint observations with other IQAs
- Validating the RAGG awarded for teaching and learning observations in liaison with the IQAs.
- Including moderation activities within Standardisation Meetings
- Planning and carrying out teaching and learning and learner journey observations
- Providing developmental feedback to the Teaching Staff Member

- Driving and reviewing timely completion of Teaching Staff Member development actions •
- Highlighting and Disseminating of Good Practise

Teaching Staff Member are responsible for

- Planning activities for observation as agreed with Observer
- Completing agreed development actions within the timescales agreed with the Observer

Related Documents

- *Learner Assessment and Verification Policy*
- *Observation of Teaching and Learning Report*

4. Moderation & Standardisation

The Quality Manager will ensure that OTLA moderation activities are included in all IQA Standardisation Meetings, which will need to be attended at least quarterly by all staff completing teaching and learning and/or learner journey observations.

- Attendees to be put into pairs
- Within each pair, exchange completed Observation Records (mixture of Teaching & Learning Observations)
- Each pair to review the Observations & note their likes, concerns & suggestions on how the Observation has been documented, how judgments have been worded, how accurately the grade/rating reflects the judgments made, and SMART actions set that will drive improvement & development etc. Then to feedback to each other & discuss each other's findings
- Each pair to then share their main findings with the group

The outcomes of the moderation activities will be recorded within the minutes of the meeting to evidence completion of moderation activities & outcomes/actions.

Moderation activities will ensure consistency of judgements across all observers.

5. Appeals

Where a Teaching Staff Member wishes to appeal the observer's judgments, grading or RAG rating, they must follow the appeals procedure as set out in the OTLA procedure document.

6. Joint Observations

The Quality Manager will conduct a Joint Observation with each Observer annually. The Internal Quality Assurer will observe the teaching & learning or learner journey session alongside the Observer. The Observer will follow the normal procedures as above. The Internal Quality Assurer will give immediate feedback and award a RAGG rating. The Internal Quality Assurer will complete a separate Observation Form.

The Internal Quality Assurer will agree an Action Plan with the observer for any required areas of improvement. The timing of the next Observation will also be set, based on the outcome of the Observation as described in the OTLA procedure.



7. Peer Observations

All delivery staff will observe a peer at least annually to share good practice/strengths in delivery. Only staff who have been given a RAGG rating Good or Outstanding should be observed by peers. Staff can request to complete a Peer Observation at any time, or it may be a planned activity on action plans resulting from Observations of Teaching and Learning.

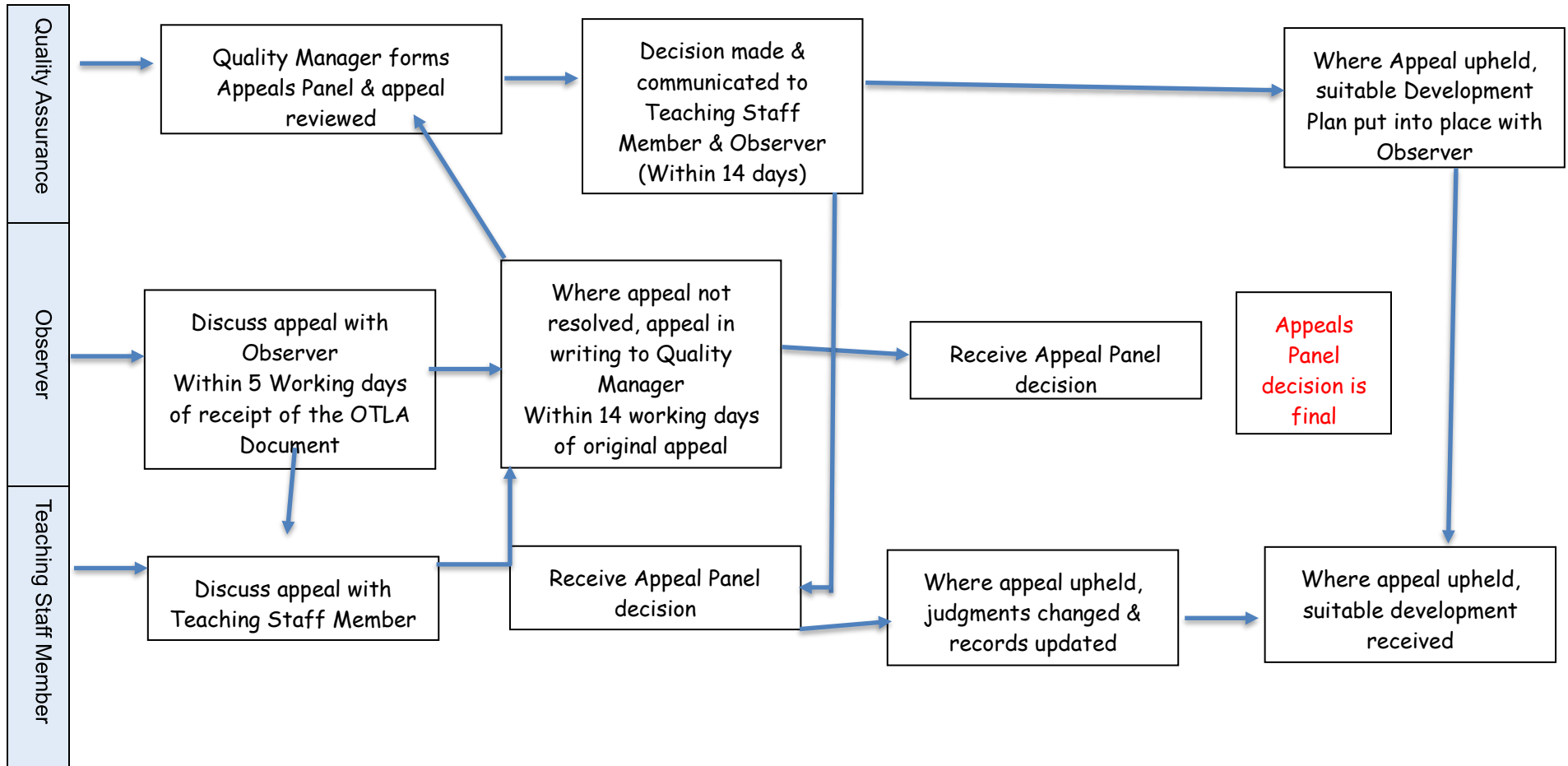
8. Policy Review

The policy and procedure will be subject to an annual review and will be undertaken by the Senior Leadership Team.

9. Version Control

Version	Description of Change	Author	Date	Approved by
1.0	First version	S.Etheridge	October 2024	
2.0	Version 2.0	S.Khan / S.Etheridge	January 2025	
3.0	Version 3.0 Policy updated to strengthen monitoring of OTLA outcomes and consistency of observation judgements	S.Khan (HR)	January 2026	S.Etheridge (Head of Quality)

Appeals



Peer observations are:

- ‡ Completed at least annually
- ‡ Requested by staff at any time or
- ‡ Set as Development Actions through the Observation of Teaching & Learning