26 – OTLA Policy

Date ratified: 7th October 2026

Date policy to be reviewed: October 2027

Committee responsible for policy: The Board

Signed by M Atkin Director on behalf of Geraldine Kelly — Chair of the Board

Review No.	Date	Summary of Changes	Reviewer
1	28.09.2026	Update to grade descriptors following Ofsted Toolkit release from September 2026	S. Brookes

Policy Statement

The purpose of the Observation of Teaching, Learning and Assessment Policy is to clearly state how The Ridge Employability College (TREC) will:

- quality assure the delivery of teaching, learning and assessment
- develop teachers / tutors and drive high standards of teaching, learning and assessment across all provision
- identify where further support and mentoring is required
- identify and share best practice across all provision
- evaluate the quality of learning experienced by learners.

Responsibility

The overall responsibility for monitoring the implementation of the process rests with SLT who will review the policy every two years.

Process

The OTLA process includes:

- formal observation (Appendix 5)
- HLTA observation (Appendix 8)
- classroom visits (Appendix 6)
- planning(Appendix 3) / work scrutiny evaluative activity (Appendix 7)
- peer visits - this enables teaching staff to informally observe other teaching staff. Teaching staff participating in this activity are expected to reflect on their learning from observing other staff and identify how their teaching skills will develop as a result. (Appendix 1)

Standards and Targets

TREC has set its standard for teaching, learning and assessment observation profile based on the National Teaching Standards,

https://www.gov.uk/government/publications/teachers-standards
link checked 28.09.2026

Set High Expectations which inspire, motivate and challenge learners

1 Promote good outcomes and progress by learners including life after college
2 Demonstrate good subject and curriculum knowledge
3 Plan & teach well-structured lessons
4 Adapt teaching to respond to the strengths and needs of all learners

5 Make accurate and productive use of assessment
6 Manage behaviour effectively to ensure a good and safe learning environment
7 Fulfil wider professional responsibilities

- **Effective** if 6 out of 8 standards are met with the exception of Number 7 that is a non-negotiable.
- **Developing** if less than 6 standards are secured.
- **Not effective** if Number 7 is not met.

For all standards not met individual development points will be raised and shared on the observation documentation and will be supported by the Curriculum Manager.
If a qualified teacher did not meet 50% of the standards required this process would fall under the first stages of informal process as per the Capability Policy.

For the purpose of reporting the overall college grade to SLT & Governors the Quality of Education will be measured by reporting the total number of standards across the teaching team considered to be effective against the total number of overall standards. This data will be anonymised in relation to person and area of development, with the exception of referencing if Standard 7 (Safeguarding) was identified

All teachers/tutors will be formally observed no more than 3 times during the year. Prior notice will be given of 5 working days and formal feedback following the observation will be shared within 5 working days. There will be an opportunity to share revised planning with the observer(s) no later than 48 hours prior to the formal observation. Observations will be completed by Head of Curriculum and external advisors appointed by TREC.

Teachers/tutors who are new to the teaching team for TREC will be observed during their first half term.

Classroom visits (Appendix 6)

All teachers/tutors and learning mentors will be part of classroom visits that will be carried out periodically to support the College Action Plan and provide information to support the development of the curriculum.

Classroom Visits Procedure

These visits will be completed by a member of SLT, external advisors appointed by TREC and/or a member of the Board and will last no more than 20 minutes. Feedback will be shared as part of the whole team College Action Plan half termly review.

Procedure for Lesson Observation

- Teachers/Tutors will be given 5 working days' notice of the intention to complete a formal observation, with the exception of external inspection.
- Observations will be carried out by experienced observers, including the Curriculum Manager and Designated Safeguarding Lead supported by an external consultant.
- Observations will not necessarily last for the entire duration of a teaching session but teachers / tutors can expect to be observed for a minimum of 45 minutes.
- A provisional grade (1-8) will be given for each observation standard and be confirmed to the teacher / tutor on the OTLA record.
- All OTLA records and feedback are confidential, results will be anonymised for the purpose of reporting the overreaching 'Quality of Education' and informing Development Plans.
- Development Plans from previous observations will be reviewed as part of the OTLA cycle.

The Development Plan resulting from the observation will be monitored by the Curriculum Manager and progress records.

During the visit

- The observer can arrive at any time during the session and will introduce themselves to the teacher / tutor.
- The observer will observe for a minimum of 45 minutes
- The teacher / tutor will make learners aware of a possible visit and reassure them of the process.
- The teacher / tutor planning and all materials appropriate to that session should be available to the observer.
- The observer will make notes during the session
- The observer will talk to learners and look at their work and Individual Learning and Development Plans. The questioning of learners by the observer will be informal but professional. It will not personalise issues to do with the teacher / tutor or raise doubts in learners' minds about the programme of learning.

Feedback

Feedback arrangements must ensure sufficient time for both observer and teacher / tutor to allow the session to be reviewed thoroughly and take the opportunity to review and reflect on the teaching practice observed. It is recommended that both the teacher / tutor and the observer set aside at least 30 minutes to ensure that this process is developmental and involves a 'two way' professional dialogue between the teacher / tutor and the observer. Verbal feedback will be given within one working day, unless otherwise agreed. Where possible, this will be included within the working day.

It may only be possible to carry this out via telephone (or online discussion) but face to face is preferred

Teachers / tutors should be advised that the observer may reflect on the observation before detailed feedback is provided.

During the feedback, teachers / tutors are encouraged to be actively involved in the review of the session and their subsequent actions for improvement. Questions on the observation report support this process.

Teachers / tutors will receive written feedback within 5 working days.

The teacher / tutor will have the opportunity to discuss the observation further with the observer at a face to face meeting if requested.

General teacher / tutor development needs identified through the OTLA process will inform professional development opportunities within the college.

Appeals

If the teacher / tutor disagrees with the observer's judgements, then initially this should be discussed with the observer.

If, after subsequent discussion, the teacher / tutor still disagrees with the judgements, the teacher / tutor must contact the Head of College by email within 5 working days. The OLT report will be reviewed and the Head of College will contact the teacher / tutor to discuss the issues within 5 working days.

Following the discussion and review of the evidence, the decision by the Head of College will be made and communicated to the teacher / tutor within 5 working days to uphold the original judgements or to carry out a second observation by an alternative observer.

Mentoring for Newly Appointed teachers / tutors

TREC will ensure that newly appointed teachers / tutors are supported and have regular reviews of their schemes of work and session plans including a review of the teaching, learning and assessment strategies planned. This includes all statutory requirements for the Early Careers Framework.

Unqualified teachers

Unqualified teachers will follow the same procedures as qualified teachers.

Higher Level Teaching Assistants

HLTAs will follow the same procedure as qualified teachers, but will be assessed using the HLTA standards

Procedure for Lesson Observation

- HLTAs will be given 5 working days' notice of the intention to complete an observation, with the exception of external inspection.
- Observations will be carried out by experienced observers, including the Curriculum Manager supported by an external consultant.
- Observations will not necessarily last for the entire duration of a teaching session but

HLTAs can expect to be observed for a minimum of 45 minutes.

- All OTLA records and feedback are confidential, results will be anonymised for the purpose of reporting the overreaching 'Quality of Education' and informing Development Plans.
- Development Plans from previous observations will be reviewed as part of the OTLA cycle.

Standards and Targets

TREC has set its standard for teaching, learning and assessment observation profile for HLTAs based on the HLTA Standards, (Appendix 8)

Set High Expectations which inspire, motivate and challenge learners

Personal and Professional Conduct
Knowledge and Understanding (includes planning for sessions)
Teaching (delivery) and Learning
Working with others

Ways of sharing Good Practice

The Head of College will produce a schedule of CPD events for all teachers / tutors in which sharing good practice and teaching and learning strategies will be a focus.

Sharing good practice may be done through:-

- Network meetings: where workshops are arranged which focus on:
- teaching and learning issues that arise from observations and staff development which is cascaded
- Presentations or interviews with learners, teachers /and tutors.
- Mentoring arrangements made by observers as a result of OTLs
- Teaching and learning Conferences or CPD sessions
- Teaching and Learning updates

Peer Observations

TREC encourages teaching staff to participate in Peer Observations where possible. This enables teaching staff to informally observe other teaching staff in order to develop skills and knowledge with regards to specific areas of the curriculum, or wider contexts within college.

Teachers / tutors participating in this activity are expected to reflect on their learning from observing other staff and to identify how their teaching skills will develop as a result.

Appendix 1

Sharing Good Practice Record

Provider	The Ridge Employability College	**Teacher / tutor**
Subject / Platform		**Focus**
Date(s)		**Method of identification (please select)**

Description of Best Practice used, including any resources and source of idea (if applicable)	
What was the impact on learning?	
Practical tips for other teacher / tutor possible development?	
Suggested actions for sharing of Best Practice within your own team or across the college	

Validated by:		**Date:**

Appendix 2

Updated 28.09.2026 in line with Ofsted inspection toolkit.

Ofsted Grade Descriptors

Gathering evidence about curriculum, teaching and training in different provision types

The leadership of the curriculum, teaching and training

In gathering evidence about the leadership of the curriculum, teaching and training, inspectors evaluate the extent to which leaders:

- have a comprehensive understanding of the curriculum and the quality of teaching and training for the provision type
- assure themselves that the curriculum is being taught well
- identify priorities for improvement and take effective and timely action to address these

Curriculum design to ensure that learners gain the knowledge, skills and behaviours to be successful now and in the future

In gathering evidence about the curriculum design to ensure that learners and apprentices

- Subject knowledge that (where relevant) reflects expected industry practice and meets employers' needs
- plan learning logically and systematically, sequencing content so that new concepts build on prior learning, and long-term retention of key knowledge is supported
- select the most appropriate teaching and training strategies to maintain learners' and apprentices' interest, explain new ideas in ways that learners and apprentices understand, build on their prior knowledge, and maximise learning
- allow time for learners and apprentices to practise and consolidate their learning
- use assessment to check learners' and apprentices' understanding, developmentgain the knowledge, skills and behaviours to be successful now and in the future, inspectors evaluate the extent to which leaders construct a curriculum that:
- is ambitious and designed and sequenced appropriately
- reflects the needs of the local, regional and national context
- prepares learners and apprentices with the knowledge, skills and professional behaviours needed for their next steps
- allows enough time for teaching and training, practising and revisiting content, and
- addressing any gaps in learners' and apprentices' knowledge
- includes employers (where relevant) in the design of the curriculum
- includes (where relevant) work experience, work or industry placements, and/or work-related learning to enhance the curriculum
-
- High-quality teaching, training and learning
- In gathering evidence about high-quality teaching, training and learning, inspectors evaluate the extent to which trainers and teaching staff:
- are subject experts and (where relevant) have current industry experience and expertise

- communicate and explain up-to-date vocational, academic and technical sub and progress recognise and record learners' and apprentices' progress and achievement accurately, taking into account their starting points

Inclusive curriculum, teaching and training practices

In gathering evidence about inclusive curriculum, teaching and training practices, inspectors evaluate the extent to which leaders ensure that teachers and trainers:

- know how to reduce barriers to learning and promote the wellbeing of the learners who they teach
- draw on appropriate evidence to adapt the teaching and training of the curriculum for all learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or wellbeing, including those without level 2 English and/or mathematics
- where appropriate, collaborate with external specialists, employers and families to design and make reasonable adjustments or adaptations to the curriculum and to support learners and apprentices to progress to the next stages of education, employment and/or training

Grading curriculum, teaching and training

(added 28.09.2026 SB)

Needs attention	Expected standard	Strong standard
Curriculum, teaching and training are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: • Leaders' ambitions for the curriculum, teaching and training are appropriate, but weaknesses in implementation mean these have a limited or inconsistent impact on learners and apprentices. • Leaders have only recently started to take action to improve the curriculum, teaching and training. While their actions are appropriate, they are at an early stage and it is too soon to see the impact. • Although leaders understand the principles of effective curriculum planning, the effectiveness of their planning is variable. Curriculums may not be ambitious enough or fully matched to learners' and apprentices' needs. • While learners' and apprentices' progress is assessed, assessment is not typically used well to improve the curriculum and inform teaching. • Leaders do not routinely make sure that the curriculum is accessible and appropriately adapted for learners and apprentices, such	**Curriculum, teaching and training meet the 'expected standard' when all the following apply:** Leaders typically have an accurate understanding of the quality of the curriculum, teaching and training. When necessary, they address any areas of concern in a timely and effective way. Leaders have largely ensured that the curriculum is well sequenced and builds on what has already been taught and learned. This equips learners and apprentices with the essential knowledge, skills and behaviours that they need to achieve well, and prepares them well for their next steps. Learners and apprentices follow a curriculum designed around well-planned outcomes and experiences, such as those in their EHC plans or individual learning plans. Leaders make sure that the curriculum is, in the main, relevant to local, regional and national employment and training priorities. Leaders ensure that the curriculum is accessible, allowing learners and apprentices to participate in learning and study the intended curriculum, including those who are disadvantaged, those with SEND, those with high needs, those who are known (or previously known) to social care, or those who may face any other barriers to their	**Curriculum, teaching and training meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders have developed a consistently high-quality curriculum, with expert teaching and training across all courses and delivery models. Decisions about what to teach, when and how are highly effective and tailored to the context of the provision, the course type and learner needs. The curriculum is regularly updated to support each learner and apprentice, based on their needs and goals. Teachers and trainers help them build the key knowledge, skills and behaviours they need to succeed. The curriculum offers significant, meaningful additional learning opportunities and goes beyond the planned outcomes. Teachers and trainers skilfully teach difficult and/or complex topics to learners and apprentices, connecting new ideas with existing knowledge so that they can grasp, retain and apply that knowledge automatically and confidently. In the 16 to 19 study programmes, leaders ensure that the curriculum, teaching and training are of high quality. Teachers choose highly effective activities and tasks that meet

Needs attention	Expected standard	Strong standard
as those who are disadvantaged, those with SEND, those with high needs, those who are known (or previously known) to social care, and those who may face any other barriers to their learning or wellbeing, including those without level 2 English and/or mathematics. The reasonable adjustments or adaptations they make are not well matched to learners' and apprentices' needs. • In adult learning programmes, leaders understand the need for adult learners to develop their personal, social and employability skills, but their actions to enable this have limited or inconsistent impact. • In apprenticeship programmes, leaders understand the principles and requirements of apprenticeships, but they do not ensure that they are routinely fully met. • For learners with high needs, while leaders understand the importance of preparing learners well for their next steps, including the need to put in place effective support arrangements, these learners are not sufficiently prepared for their next steps, and/or do not typically receive the specialist support that they need.	learning or wellbeing, including those without level 2 English and/or mathematics. Leaders ensure that teachers and trainers have the knowledge, skills and resources they need to teach learners and apprentices. They are supporting them to quickly gain the relevant expertise and knowledge, where they do not have these, through professional learning and expertise. Learners and apprentices are taught well. Teachers use appropriate strategies to help them understand and remember what they have learned. Teachers and trainers mostly ensure that enough planned time is built into the curriculum to teach, practise, assess and close any gaps in learners' and apprentices' knowledge, skills and behaviours. Teachers and trainers largely have the expertise to prioritise and teach the vocabulary, both spoken and written, required for the specific courses/subjects that they teach. Teachers and trainers largely use assessment well to provide constructive feedback to learners and apprentices, and to refine their approach to teaching and training. Teachers and trainers generally explain vocational, academic and technical subject knowledge well. They select appropriate teaching and training activities and resources to	subject and learner needs. As a result, learners excel, including those who are disadvantaged, those with SEND, those with high needs, those who are known (or previously known) to social care, and those who may face any other barriers to their learning or wellbeing, including those without level 2 English and/or mathematics. In adult learning programmes, leaders ensure that the curriculum, teaching and training are of consistently high quality. The curriculum meets employers' and stakeholders' needs and the relevant local, regional and national priorities consistently well. As a result, adult learners excel in the development of personal, social and employability skills. In apprenticeship programmes, staff work closely with employers to plan and implement on- and off-the-job training seamlessly, so that apprentices can practise and master their skills consistently well. Disadvantaged learners and apprentices and those groups listed above receive high-quality, tailored support. This ensures that they can access and succeed across the full curriculum. Leaders coordinate specialist support, enabling these learners and apprentices to thrive. Learners with high needs follow programmes that meet their individual needs consistently well. Teachers and trainers collaborate with a wide range of appropriate specialists so that

Needs attention	Expected standard	Strong standard
	support learners' and apprentices' development of new knowledge, skills and behaviours. Leaders ensure that 16 to 19 study programmes meet the principles and requirements. Leaders ensure that the curriculum for full-time 14- to 16-year-olds meets statutory requirements. In adult learning programmes, the curriculum is aligned to the funding authority, employer and stakeholder needs, and the relevant local, regional and national priorities. The curriculum is planned and tailored to help adult learners develop the personal, social and employability skills that they need to succeed. Leaders ensure that the principles and requirements of apprenticeships are met. Staff and employers co-plan and implement on- and off-the-job training so that apprentices can apply and practise newly taught knowledge, skills and behaviours at work. In provision for learners with high needs, learners follow tailored programmes that meet their individual needs. Teachers and trainers collaborate with external partners so that learners are well prepared for their next steps in learning, training or employment.	learners are consistently well prepared for their next steps in learning, training or employment.

Urgent improvement

Curriculum, teaching and training are likely to be graded 'urgent improvement' when any of the following apply:

- The curriculum lacks ambition, structure and coherence. Leaders have not considered the curriculum content sufficiently.
- Leaders lack an accurate understanding of the quality of teaching, training and learning.
- Leaders fail to tackle weaknesses in the education or training that learners and apprentices receive.
- Teachers' and trainers' expectations of all learners and apprentices, or of specific groups, are too low.
- Weak assessment practice means that the teaching and training fail to ensure that learners and apprentices achieve as well as they should.
- Leaders and staff do not identify learners' and apprentices' specific and individual needs or make appropriate reasonable adjustments or adaptations to meet them adequately. Learners and apprentices with specific needs may include those who are disadvantaged, those with SEND, those with high needs, those who are known (or previously known) to social care, and those who may face any other barriers to their learning or wellbeing, including those without level 2 English and/or mathematics.
- The principles and requirements of the 16 to 19 study programme are not met.
- Statutory curriculum requirements for full-time 14- to 16-year-olds are not met.
- While planning their curriculum for adult learning programmes, leaders have not considered the priorities set by the funding authority.
- In apprenticeship providers, staff do not sufficiently consider the principles and requirements of an apprenticeship.
- Learners and apprentices with high needs do not receive the specialist support they need and/or reasonable adjustments are not being made for them.

Exceptional

Inspectors may consider leaders' work in curriculum, teaching and training to be 'exceptional' when the 'strong standard' has been met and all the following apply:

Leaders inspire and motivate staff to design and teach an exceptionally high-quality curriculum that inspires learners and apprentices, and promotes their interest and engagement. Teaching and training across all programmes and learning environments enable learners and apprentices to master the knowledge, skills and behaviours that they require.
Leaders' actions have a transformational impact on the learning of all learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or wellbeing, including those without level 2 English and/or mathematics. As a result, learners and apprentices are exceptionally well prepared for current and later learning, and for the next steps in their education, employment and/or training.

There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own provision and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other providers, professionals, their
  community and stakeholders, including local and/or national networks.

Appendix 3				
TREC Planning Scrutiny Record	Date:		Subject / Platform	
Planning	Lack of detail Learning outcomes for session not sufficiently defined Inappropriate level for learners and subject	Relevant outcomes but could be more clearly expressed' Content sufficiently develops all learners' knowledge and understanding / skills	Detailed Clearly expressed learning outcomes deepen learners' knowledge / understanding / skills Lesson content supports learners' development	Appropriate, relevant and challenging outcomes for learners. Session planned to enable learners to achieve these challenging outcomes.
Notes:				
Preparation e.g. of strategies, resources, equipment, environment and any available learning support. Takes account of subject being taught.	Under-prepared or unprepared in strategies, resources, environment. Lack of attention to detail	Lesson is adequately prepared, although level of attention to detail would impact adversely on the teaching and learning taking place	Detailed preparation which takes account of the learners, the context and teaching and learning in the subject	Preparation enables a degree of flexibility in anticipation of the needs of learners, the context and teaching and learning in the subject
Notes:				
Structure and sequencing e.g. recap, intro, chunking and linking of content, opportunities for application of learning	Lesson plan does not show appropriate structure and sequence. Insufficiently linked to planned outcomes.	Structure and sequence is evident but does not take sufficient account of individual learners and context.	Lesson is organised, structured and sequenced appropriately to enable learning outcomes to be achieved.	Organisation of the lesson content is thoughtfully and intentionally structured and sequenced to a high level to achieve planned outcomes. Flexible and able to make responsive adjustments in line with learners' needs and context.
Notes:				

To be completed as part of performance development cycle

Appendix 4 - Teaching Standards Recording Sheet

Standards	Autumn	Spring	Summer	Notes
1. Set high expectations which inspire, motivate and challenge pupils				
• establish a safe and stimulating environment for pupils, rooted in mutual respect				
• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				
2. Promote good progress and outcomes by pupils				
• be accountable for pupils' attainment, progress and outcomes				
• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
• guide pupils to reflect on the progress they have made and their emerging needs				
• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
• encourage pupils to take a responsible and conscientious attitude to their own work and study.				
3. Demonstrate good subject and curriculum knowledge				
• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings				

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject				
• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.				
4. Plan and teach well structured lessons				
• impart knowledge and develop understanding through effective use of lesson time				
• promote a love of learning and children's intellectual curiosity				
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				
• reflect systematically on the effectiveness of lessons and approaches to teaching				
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).				
5. Adapt teaching to respond to the strengths and needs of all pupils				
• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development				
• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.				
6. Make accurate and productive use of assessment				
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
• make use of formative and summative assessment to secure pupils' progress				
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				
7. Manage behaviour effectively to ensure a good and safe learning environment				
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy				
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly				

• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them				
• maintaingood relationships with pupils, exercise appropriate authority, and act decisively when necessary.				
8. Fulfil wider professional responsibilities				
• make a positive contribution to the wider life and ethos of the school				
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
• deploy support staff effectively				
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
• communicate effectively with parents with regard to pupils' achievements and well-being.				

SB Checked on 29.09.2026 against 'Teachers Standards - Guidance for school leaders, school staff and governing bodies'
(July 2011 - introduction updated 2013, latest terminology update December 2021 - latest guidance

Appendix 5 - Formal Observation Record

Date:	Subject/ platform:
Observer:	Venue:
Staff present:	No. of learners -

Teachers' Standards Summary, as evidenced through tracking document:	/8

Conclusion:	
Strengths:	Teachers' Standards
Areas for Development (to be observed in the next lesson observation): including teaching standard:	Teachers' Standards
Areas for Development from previous observation (to be observed in the next lesson observation):	Teachers' Standards

Observation notes
Quality of Education: Including employability links.
Personal Development
Behaviour and Attitudes

Discussion with learners and staff:	Resources/Access to Learning:		
Effectiveness of Support Staff	TA Training/Mentoring Opportunities identified:	Yes	No

British Values;

Communication score: **1 = highest - 5 = lowest**						
ILDP	Auditory/Visual support (Moon, Makaton etc.)	Time to process	Use of paired/group working	Differentiated levels of questioning?	Key vocabulary identified?	Opportunities for 'talk'

CAP focus:

Additional points raised during feedback:	Date of feedback:

CPD identified:

Appendix 6

Classroom Visit Record

Subject / platform	Number of students	Staff present / ratio	Venue / time
Visited by:		Date:	

Focus of visit (with reference to TREC CAP / subject action plan / CPD implementation)

Strengths:
Areas for Development

Quality of Education
Personal Development
Behaviour and Attitudes

Resources/Access to Learning:
Effectiveness of Support Staff
Employability
Focus area - e.g. Reading and use of vocabulary

Joint Collaboration Record / Information / agreed common trends

Appendix 7 -Work Scrutiny Record

Date:	Subject / platform:	Scrutiny staff:

Purpose:

- Does the work that learners do over time reflect the intended curriculum?
- Do learners know more and can they do more?
- Are the knowledge and skills learners have learned well sequenced and have they developed incrementally?
- What does the work say about the overarching quality of education across a subject, or groups of learners?

Theme			
Intent	The work that learners do over time does not reflect the intended curriculum	The work learners do over time partially reflects the intended curriculum	The work that learners do over time reflects the intended curriculum
Building on previous learning	Learners' knowledge is not consistently, coherently and logically sequenced so that it can develop incrementally over time	There are elements of learners' knowledge that are consistently, coherently and logically sequenced so that it can develop incrementally over time	Learners' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time
	There is no evidence of progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones	There is some evidence of progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones	There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones
	Learners' work does not show that they have developed their knowledge. Evidence does not show that learners know more, remember more and are able to do more.	Learners' work shows some development in their knowledge.	Learners' work shows that they have developed their knowledge. They know more, remember more and are able to do more.

Depth and breadth of coverage	The content of the tasks and learners' work do not show that learners learn a suitably broad range of topics within a subject	The content of the tasks and learners' work show that learners learn a limited range of topics within a subject	The content of the tasks and learners' work show that learners learn a suitably broad range of topics within a subject
	Tasks do not allow learners to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	Tasks show a limited impact on allowing learners to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	Tasks also allow learners to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.
Learners' progress	Learners make no, or limited, progress from their starting points	Learners make some progress from their starting points	Learners make strong progress from their starting points
	Learners do not acquire knowledge and understanding appropriate to their starting points.	Learners acquire limited knowledge and understanding appropriate to their starting points.	Learners acquire knowledge and understanding appropriate to their starting points.
Practice	Learners are not given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline.	Learners are sporadicallygiven opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline.	Learners are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline.
	Learners cannot recall information effectively	Learners recall limited information effectively.	They can recall information effectively, which shows that learning is durable.

	Misconceptions are not addressed	Most misconceptions are addressed.	Any misconceptions are addressed and there is evidence to show that learners have overcome these in future work.
	It is not clear what end point the curriculum is building towards.	End points are identified, with some guidance on what learners need to know and be able to do to reach those end points.	It is clear what end point the curriculum is building towards and what learners need to know and be able to do to reach those end points
	Tasks do not encourage age-appropriate reading	Some tasks have been designed so that learners read at an age-appropriate level	Tasks have been designed so that learners read at an age-appropriate level
Assessment	Assessment does not help learners to embed knowledge and use it fluently	Assessment is used to embed knowledge, but does not help learners to use it fluently.	Assessment helps learners to embed knowledge and use it fluently
Quality	Work is consistently of a low quality	Work is improving towards being of a consistently high quality.	Work is consistently of a high quality

Appendix 8
Formal Observation Record Higher Level Teaching Standards

Date:	Subject/ platform:
Observer:	Venue:
Staff present:	No. of learners -

HLTA Standards Summary, as evidenced through tracking document:

Conclusion:	
Strengths:	HLTA Standards
Areas for Development (to be observed in the next lesson observation): including teaching standard:	HLTA Standards
Areas for Development from previous observation (to be observed in the next lesson observation):	HLTA Standards

Additional points raised during feedback:	Date of feedback:
CPD identified:	

Discussion with learners and staff:	Resources/Access to Learning:		
Effectiveness of Support Staff	TA Training/Mentoring Opportunities identified:	Yes	No

Knowledge and Understanding

British Values; Democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faith and beliefs.

Teaching and Learning (including links to employability)

1 = highest - 5 = lowest

ILDP	Auditory/Visual support (EG Makaton)	Time to process	Use of practical activities / repetition of learning	Differentiated levels of questioning?	Key vocabulary identified?	Opportunities for 'talk'

Working With Others

Higher Level Teaching Assistant Standards Record			
Standards	Observation one	Observation Two	Notes
Personal and Professional Conduct			
Have high expectations of children and young people with a commitment to helping them fulfil their potential.			
Establish fair, respectful, trusting, supportive and constructive relationships			
• Demonstrate the positive values, attitudes and behaviour they expect from children and young people.			
Know how other frameworks that support the development and well-being of children and young people impact upon their practice.			
Knowledge and Understanding (includes planning for sessions)			
Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.			
Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.			
Know how to contribute to effective personalised provision by taking practical account of diversity.			
Have sufficient understanding of their area(s) of expertise to support the development,			

learning and progress of children and young people.			
Plan how they will support the inclusion of the children and young people in the learning activities.			
Use their area(s) of expertise to contribute to the planning and preparation of learning activities.			
Understand the objectives, content and intended outcomes for the learning activities in which they are involved.			
improve their own knowledge and practice including responding to advice and feedback.			
Use their area(s) of expertise to plan their role in learning activities.			
Teaching (delivery) and Learning			
Devise clearly structured activities that interest and motivate learners and advance their learning.			
Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.			
Use their ICT skills to advance learning			
Advance learning when working with individuals.			
Advance learning when working with small groups			
Advance learning when working with whole classes without the presence of the assigned teacher			
Understand the key factors that affect children and young people's learning and progress.			
Recognise and respond appropriately to situations that challenge equality of opportunity.			
Use effective strategies to promote positive behaviour.			
Monitor learners' progress in order to provide focused support and feedback.			
Support the evaluation of learners'			

progress using a range assessment techniques.			
Contribute to maintaining and analysing records of learners' progress.			
Communicate effectively and sensitively with children, young people, colleagues, parents and carers.			
Monitor learners' responses to activities and modify the approach accordingly.			
Organise and manage learning activities in ways which keep learners safe.			
Working with others			
Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.			
Demonstrate a commitment to collaborative and cooperative working with colleagues.			
Direct the work, where relevant, of other adults in supporting learning			
Know how to use ICT to support their professional activity.			

Focus Area	Breakdown of standards
Personal and Professional Conduct	1,2,3,16
Knowledge and Understanding	13,14,15,9,10,17,20,7,18
Teaching and Learning	19,21,29,30,31,8,27,23,24,25,4,22,32,28,26
Working With Others	5,6,33,12

Reference document used; Best Practice - Higher Level Teaching Assistant Status and the HLTA Standards - What schools need to know.

NB (please note there is no standard 11 included in this document) It is acknowledged in this document that the draft 2014 standards for Teaching Assistants to then underpin the HLTA standards.