



orchard
Education

OTLA Procedure

Orchard Education Ltd
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OTLA Procedure

The Principal/Assistant Principal and/or another competently trained tutor/assessor will undertake observations of teaching, learning and assessment as a minimum of biannually, or more frequently as required. The observations may take the form of 1 full observation and at least 1 themed walk. The observations are to take place in line with the Common Inspection Framework (CIF). Although grading is not currently a stipulation of the framework ORCHARD will continue to grade observations to allow for CPD and follow the Grade descriptors:

Outstanding
Good
Requires improvement
Inadequate

As part of our continuous improvement model we are keen to deliver to 2 and above. The OTLA process is a supportive experience, with guidance and advice and staff development identified for areas of improvement.

Initial preparation:

- Notification of lesson observation to tutor discretionary.
- Each tutor will be subject to a minimum of 2 OTLAs per academic year.
- Lesson plan to be available for observer.
- Viewing of the register to identify number of expected and actual learners.

Completion of the OTLA form

The form is devised to acknowledge key strengths and areas for improvement triangulated to provide a judgment, subject and impact leading to a clear quality improvement plan for personal and school development.

The OTLA will focus upon:

Quality of teaching, learning and assessment

In making this judgement, inspectors will consider the extent to which:

- Teachers and other staff have consistently high expectations of what each pupil can achieve, including the most able and the disadvantaged
- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils

- Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers and parents/carers understand how pupils should improve and how they can contribute to this
- The school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- Equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Personal development, behaviour and welfare

The CIF sets out the overarching criteria for judging personal development, behaviour and welfare. Grade descriptors are provided but not a checklist. Observers should use their own judgement. For example purposes only grade descriptors for Outstanding are:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Notes

It is important to identify any additional information other than on the key points, teaching, learning and assessment, in the notes box, for example, any updating of resources refurbishment etc. The summary evaluation would summarise the findings on the teaching, learning and attainment, leading to an overall position statement on the quality of the teaching, learning and assessment.

- Action checklist — should be completed and referred to the appropriate Director.
- Feedback to tutor — the tutor should have immediate feedback or as soon as possible with all areas covered in a confidential situation.
- Areas for improvement will result in a personalised QIP linked to CPD by line manager.
- OTLAs should fall in line with the OTLA plan and once completed all observations should be signed by both Observer and Staff, scanned and uploaded to the server in the appropriate files on the server in QA. The OTLA plan should be updated.

This policy will be reviewed annually by a Director.

	Initial	Review 1	Review 2	Review 3
Signed	Dave Melia	Dave Melia	Mike Burton	
Position	Director	Director	Director	
Date	10.10.16	15.11.17	05/09/18	

