



OBSERVATION OF TEACHING, LEARNING AND ASSESSMENT

2025-26

Revision Tracking Record

Version	Date	Author/Editor	Summary of Changes	Approved By
1.0	16/11/2025	H. Strickland	Initial policy issue	Director

Introduction

This document sets out the Training for Electricians Ltd approach to Lesson Planning and Schemes of Work (SoW), forming part of the organisation's wider framework for ensuring high-quality Teaching, Learning and Assessment (TLA). These planning documents are essential components within both quality assurance processes and the enhancement of teaching practice.

Lesson Plans and Schemes of Work utilise a range of structured planning methods to provide a clear, coherent, and comprehensive overview of how learning is intended, delivered, and sequenced. Together, they contribute to a holistic picture of a Trainer's preparation, curriculum intent, and contribution to an excellent learner experience.

This approach places an increased emphasis on effective planning as a tool to support and strengthen TLA. Through considered session design, structured sequencing, and alignment to curriculum requirements, Trainers are able to innovate, reflect, and continually improve their practice while ensuring the consistency and quality expected by both internal and external stakeholders.

This planning framework serves two core functions:

- Supportive professional practice
- Providing Trainers with a clear structure for developing, delivering, and evaluating their sessions, supporting reflective practice, consistency, and continual improvement.
- Evidence of curriculum quality
- Demonstrating the intent, implementation, and impact of TLA for internal leadership and external bodies such as Ofsted and Awarding Organisations.

The overarching evidence from Lesson Plans and Schemes of Work will be used to:

- Assure internal and external stakeholders of the quality, structure, and sequencing of TLA and the learner experience.
- Inform the identification of themes for recognition, development, support, and continued professional development (CPD) across the organisation.

Underpinning Ethos

All observations of practice at Training for Electricians Ltd are developmental in nature. They contribute to the overall appraisal of an individual's performance and will form part of the evidence discussed during the formal appraisal process. However, observations do not represent the entirety of a Trainer's performance, and all Trainers are encouraged to engage in additional observations throughout the year, including participation in a range of developmental peer observations.

When reviewing performance across the organisation, evidence from observations of teaching, learning and assessment is considered alongside learner performance data and feedback from external bodies.

These combined elements inform summative judgements about the overall quality of provision. Trainers are therefore encouraged to build their own evidence base to support ongoing self-evaluation and continuous improvement.

All Trainers are entitled to—and should expect to participate in—at least two observations of teaching, learning and assessment each year. These observations are intended to support reflective practice, identify strengths, and inform future development planning.

Types of Observation Outlined in this Policy Include:

- Notified Observations
- Structured, 45–60 minute graded observations. All Trainers will take part in two notified observations within a 12-month period, or more frequently where required. Outcomes will be recorded using Appendix A, and all Trainers will receive a Personal Development Plan as part of this process (Appendix D).
- Learning Walks (Short Themed Walks)
- These focus on specific themes and may not reference individual staff or learner groups. Learning Walks provide a snapshot of practice across the organisation and are documented using Appendix E.
- Peer Observations
- A supportive, often reciprocal, developmental activity allowing Trainers to observe, discuss, and reflect on one another's practice. This encourages collaboration, sharing of ideas, and professional growth (Appendix F).

Strategy for Planning and Carrying Out Individual Notified Observations

1. Timing

All Trainers at Training for Electricians Ltd can expect to have a minimum of two observations within each 12-month period. New staff members will receive an initial probationary observation within the first three months of employment. This probationary observation is supportive in nature and is intended to identify development needs and provide early guidance. Following this, the new staff member will still receive the two additional observations outlined in this policy.

Where a Trainer's practice does not yet meet expected standards, additional observations may be scheduled. These will be agreed as part of the individual's Personal Development Plan and will be linked to ongoing appraisal discussions.

2. Notification

Trainers will receive a minimum of three (3) working days' notice of an observation. During this notice period, Trainers may request a meeting, email correspondence, or telephone discussion with the nominated observer to identify any developmental areas they would like the observation to focus on.

Observations should only be postponed after the notification period under the following circumstances:

- a. It is the Trainer's first day back following a period of sickness.
- b. The Trainer is not delivering their usual course or session.
- c. There is a substantial disruption to delivery (e.g., fire alarm, power failure).
- d. Any other reason deemed appropriate at the discretion of the observer.

Expectations for Lesson Planning Documentation

As part of the observation process, Trainers are expected to provide evidence of session planning. This will typically include:

- A Lesson Plan and Scheme of Work (SoW) outlining the intended structure, sequence, and delivery approach for the session being observed.

These documents support a consistent professional standard and allow observers to review curriculum intent alongside delivery.

3. Process

The Training Coordinator is responsible for scheduling all observations. Observations will normally begin at the start of the lesson and last a minimum of 45 minutes, and no longer than 60 minutes. Observers may choose to observe for 30 minutes and return later to review the plenary, summation of learning, or gather learner feedback. Trainers will be informed if the observer intends to return.

Observers should seek learner feedback wherever possible, either verbally or through completion of the delegate feedback form (Appendix B). Observers must not interrupt the session to obtain this feedback.

Following the observation, the observer will contact the Trainer to arrange a feedback meeting. This meeting must take place within five (5) working days. During this meeting, strengths, areas for development, and next steps will be discussed, and a Personal Development Plan (Appendix D) will be created. Trainers will also complete a self-reflection (Appendix C).

4. Post-Observation Follow-up, Support, and Professional Development

Observation outcomes will be reviewed during the Trainer's next meeting with the Training Coordinator. During ongoing meetings, appraisals, and performance reviews, the Training Coordinator must ensure that Trainers have:

- Attended relevant professional development
- Reflected on the impact of that development
- Identified future development needs

All Trainers will have a Personal Development Plan with measurable improvement targets. These targets form part of wider professional development and appraisal discussions. Where significant concerns arise—such as health and safety issues or inappropriate Trainer conduct—Training for Electricians Ltd may initiate disciplinary or capability procedures.

Line managers are responsible for monitoring staff engagement in CPD, including attendance, reflection, and application. The impact of CPD on learner experience will be considered within performance review boards and self-assessment reporting.

5. Quality Assuring the Observation Process

All staff conducting individual, notified observations must:

- a. Hold at least a Certificate in Education and Assessor Award
- 6b. Have completed a paired observation with an experienced observer.
- c. Have a proportion of their observation documentation moderated.
- d. Participate in standardisation and moderation activities throughout the observation cycle.
- e. Undertake appropriate training or qualifications in coaching.

6. Concerns Regarding the Observation Process

The Training Coordinator is responsible for overseeing the delivery of the OTLA process under the guidance of the Director of Training for Electricians Ltd. Any concerns regarding the observation process should be raised with:

- a. The observer, if the concern relates to observation commentary.
- b. The line manager, if the concern relates to timing or the outcomes of the observation or discussion.
- c. The Director of Training for Electricians Ltd, where concerns cannot be resolved at stages (a) or (b), or where concerns relate to other aspects of the process.

6. Grading of Trainer

All Trainers will be given a grade, dependent on performance, the grades will state:



Strategy for Development Observation Process

Development Observations

Development Observations may be requested at any time by any member of the training staff. Staff should liaise with the Training Coordinator to arrange a suitable time for the observation.

These observations are supportive in nature and are not part of any formal or graded process. Their purpose is to provide guidance, encourage reflective practice, and support improvements in teaching, learning and assessment.

Probationary Observations

Probationary Observations are carried out as a supportive measure for all new staff members and are undertaken within the first three months of employment at Training for Electricians Ltd. These observations are designed to identify early development needs, provide targeted support, and ensure staff are confident within their role during the probationary period.

After six months of service, Trainers will then transition to the standard graded observation process as set out within this policy.

Peer Observations

Peer Observations offer a collaborative and developmental opportunity in which Trainers mutually

support each other by:

- Observing each other's teaching
- Discussing and reflecting on what was observed
- Sharing ideas and approaches
- Reviewing learner feedback
- Trialling new methods and experimenting with practice

The intention of Peer Observations is to promote professional dialogue, deepen reflective practice, and foster a culture of shared learning. Outcomes from Peer Observations are individual to the practitioner and are not used for formal evaluation or analysis.

How Peer Observations Work

Trainers are encouraged to engage in at least one Peer Observation during each academic year. These may be linked to:

- A teaching method or skill the Trainer wishes to develop
- A "supportive experiment" to trial new approaches
- Areas for improvement identified through another observation process

All new staff at Training for Electricians Ltd are expected to participate in Peer Observations as part of their mentoring and induction period. Appendix F may be used as a recording tool where practitioners find it helpful.

Guidelines for Observers' Practice ("The Rules")

- Observers must not disrupt lesson delivery or interfere with the Trainer's interaction with learners.
- Observers must respect the context and environment of the session and must wear appropriate PPE where required.
- Observations should last only as long as necessary and appropriate for the agreed purpose.
- All Peer Observation notes and discussions must remain confidential between the participating staff members.
- Any written documentation created for peer use remains the property of the observed Trainer.
- Learning materials may be shared with the Peer Observer only by mutual agreement.

The Outcomes of Observation Processes and their Link to CPD

The Training Coordinator will use evidence gathered through lesson observations to identify key themes, strengths, and areas where additional support may be required. This evidence will directly inform the planning and delivery of Continued Professional Development (CPD) activities across Training for Electricians Ltd.

Training for Electricians Ltd will provide designated staff training days throughout the year. These CPD sessions will be scheduled at appropriate points within the annual cycle to ensure that they are timely, relevant, and aligned with organisational needs. The chosen themes will focus on providing meaningful, individualised, and impactful development opportunities that support all Trainers in aspiring to excellence. The annual calendar of CPD and training days will be informed by observation outcomes, staff feedback, and learner performance data. The aim is to ensure that CPD activities:

- Are responsive to emerging needs
- Are paced appropriately
- Have a measurable impact on the learner experience
- Support continuous improvement in teaching, learning and assessment

Planning and Delivery of Support and CPD

The Training Coordinator will plan a range of support activities and CPD opportunities, which may include:

- Intra-department CPD
- Delivered by members of the Training for Electricians Ltd team, focusing on subject-specific development and good practice sharing.
- Cross-department CPD
- Including twilight sessions, lunchtime workshops, and short "pop-in" events providing bitesize training. These sessions may be offered on multiple days to accommodate varied teaching timetables.
- Teaching and Learning Coaching and Mentoring

- One-to-one or small-group coaching to support individual development needs, classroom practice, and reflective teaching.
- Sharing Innovation and Excellence
- Opportunities for staff to showcase effective practice within and across departments, facilitated by the Training Coordinator, to promote consistency and inspire high-quality delivery.

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APPENDIX A

Observer			
Technical Trainer Name			
Date and Time of Observation			
Location		Staff Type	Full Time / Associate
Awarding Body			
Course Name			
Lesson Type	Workshop / Classroom	Lesson Plan	Yes / No
Lesson Context			
Summary of Observation			
Strengths			
<p>Note: In some cases, there may not be any clear strengths to the lesson therefore do not 'force' elements into strengths if this does not fully reflect what you observed, and list as meets expectations</p>			
Area for Development			
Observation Grade			
Red	Amber	Green	
Requires Improvement	Meets Expectations	Exceeds Expectations	
Technical Trainer Signature			
Observer Signature			

APPENDIX B

Positives	Negatives

APPENDIX C

What do you think went well?	What improvements could you make?
Technical Trainer Name:	Date:
Signature:	

APPENDIX D

1	Area for Development	Technical Trainer name:	
		By Whom	By When
A			
B			
C			
D			
Measurable outcome: (What will success look like, how will you know?)			
Benefits for learning/teaching/assessment:			

I agree to the areas of development highlighted above and will endeavour to incorporate these in future sessions. I also agree to inform the assessor of any difficulties in achieving any of the requirements. I will continue to look for opportunities to improve my practice, and those of my colleagues wherever possible.

Technical Trainer Signature:

Date:

Observer Signature:

Date:

APPENDIX E

Positives	Negatives
Impact of positives	Impact of negatives

APPENDIX F

Technical Trainer		Peer Observer	
Date / Time		Session title	
Session Type:			
Number of Delegates:			
Agreed focus / purpose for the peer observation (if applicable)			
Specific learning objectives for the session observed			

Observer feedback on agreed areas/focus of observation
Observer feedback on other effective/less effective practice seen