



GRANGE SCHOOL

A Culture of Continuous Improvement

Lesson Observation Policy

Compiled by: Director of Learning Signature: Date: September 2014	Approved by Governing Body (Education Committee) Date: September 2014
Revision Number:	Next Review date: September 2016

LESSON OBSERVATION POLICY

PRINCIPLES

Classroom observation is a necessary part of school life and can take several forms; formal, informal, paired or peer.

AIMS

- ❖ To create a school where there are the highest standards of learning and teaching
- ❖ To monitor the quality of learning and teaching within the school.
- ❖ To provide quality feedback to all staff about the delivery of their lesson.
- ❖ To contribute to CPD by providing an opportunity for teachers to reflect on their own practice and effectiveness and to develop their own skills
- ❖ To promote a culture of sharing professional expertise.
- ❖ To disseminate good practice throughout the school.
- ❖ To identify areas for development.
- ❖ To provide individual and whole school training where appropriate.
- ❖ To provide evidence for performance management, threshold and internal reviewing procedures and systems

OBJECTIVES

We will achieve our aims by:

- ❖ Arranging appropriate training for staff in all aspects of lesson observation
- ❖ Securing whole school agreement on standards of learning and teaching
- ❖ Ensuring that all staff are seen teaching at least twice each term.
- ❖ Ensuring that ‘learning walks’ happen daily and form part of the expectation of SLT and subject leaders on a less regular basis
- ❖ Ensuring consistency of observation by using an agreed lesson observation sheet (see Appendix A)
- ❖ Focusing on positive elements of teaching whilst providing advice on improvement
- ❖ Recognising that lesson observation is an integral part of the Learning & Teaching policy and is a professional dialogue between one professional to another
- ❖ Ensuring that good quality teaching is to be recognised and praised and good practice shared throughout the school.

CATEGORIES OF OBSERVATION

There are two main types of observation at Grange School:

Formal Observations

Members of the Senior Leadership Team carry these out.

- ❖ The teacher provides a lesson plan using the agreed lesson planning proforma. The agreed lesson observation record sheet should be used to record all formal observations. (See Appendix A)
- ❖ The observer must arrive at the lesson on time, and before the start of the lesson. The observation should generally last for a whole lesson approximately one hour. The teacher will have the following documents available in the teacher planner: Mark sheet/ assessment documents, a lesson plan and seating plan
- ❖ A copy of the lesson observation record sheet is kept by the observer and a copy given to the Director of learning
- ❖ Judgments and grading is made during a formal observation and is directly related to the Ofsted guidance (See Appendix B)
- ❖ Teachers, who have a responsibility for making formal observations, take part in a lesson observation moderation exercise with the Director of learning.
- ❖ The teacher being observed should complete a pre observation schedule before observation and post observation form before the feedback so that it can be discussed.

Informal Observation

- ❖ Observations are agreed between the observer and the teacher. However, 'Learning Walks' happen daily and form part of the expectation of SLT and subject leaders on a less regular basis.
- ❖ Grading of the teacher's competency should be made following an observation
- ❖ It is helpful if the teacher provides a lesson plan where appropriate.
- ❖ Evidence obtained through an informal observation will not provide evidence for judgments that inform Performance Management but will be used to drive standards.

CONDUCT OF THE OBSERVER

All who observe lessons should be discreet and, as far as is possible, should ensure that their presence does not significantly change the normal teaching and learning context. The competency of the observer should be appropriate; e.g. The Vice Principals, The Directors, Heads of Faculty, Subject leaders.

Staff are also advised to observe each other on an agreed basis for mutual benefit and support. In all cases, the observer will be subject to the code of conduct in respect to the confidentiality of the outcomes, and is required to provide a feedback based upon sound evidence. Written feedback will be stored in accordance with the school's protocols. Any additional notes must be destroyed, in accordance with confidentiality requirements.

There may be occasions when a member of staff is observed by two or three observers at the same time. Multiple observation must be carried out in as discreet a manner as possible, and the purpose of this observation must be reasonable and explained to the member of staff beforehand.

GIVING FEEDBACK

For joint observations, it is useful to leave time for observers to discuss and agree on their findings before giving the oral feedback. They will need to agree on the strengths and points for development and identify any questions required for issues that need clarification.

Verbal Feedback:

Verbal feedback should be given by the end of the next working day.

When giving the feedback the observer should keep the discussion as positive as possible and ensure that strengths of the lesson are given. The teacher must be given clear feedback about the aspects for his /her development and an outline of what he or she needs to do to improve (i.e. strategies).The teacher may correct any factual errors on the part of the observer and this should be taken into account when the written feedback is given.

Written Feedback:

When writing the feedback, the observer should write up the key points of the lesson observation as 'strengths' and 'areas for development', with appropriate evidence, using the agreed feedback document. A summative judgment will also be included if this has been agreed. Verbal and written feedback should not vary, apart from adjusting the factual errors from verbal feedback. There should be space on the form for teacher and observer signatures. If a teacher and an observer differ on the quality of the lesson outcome, this should be recorded.

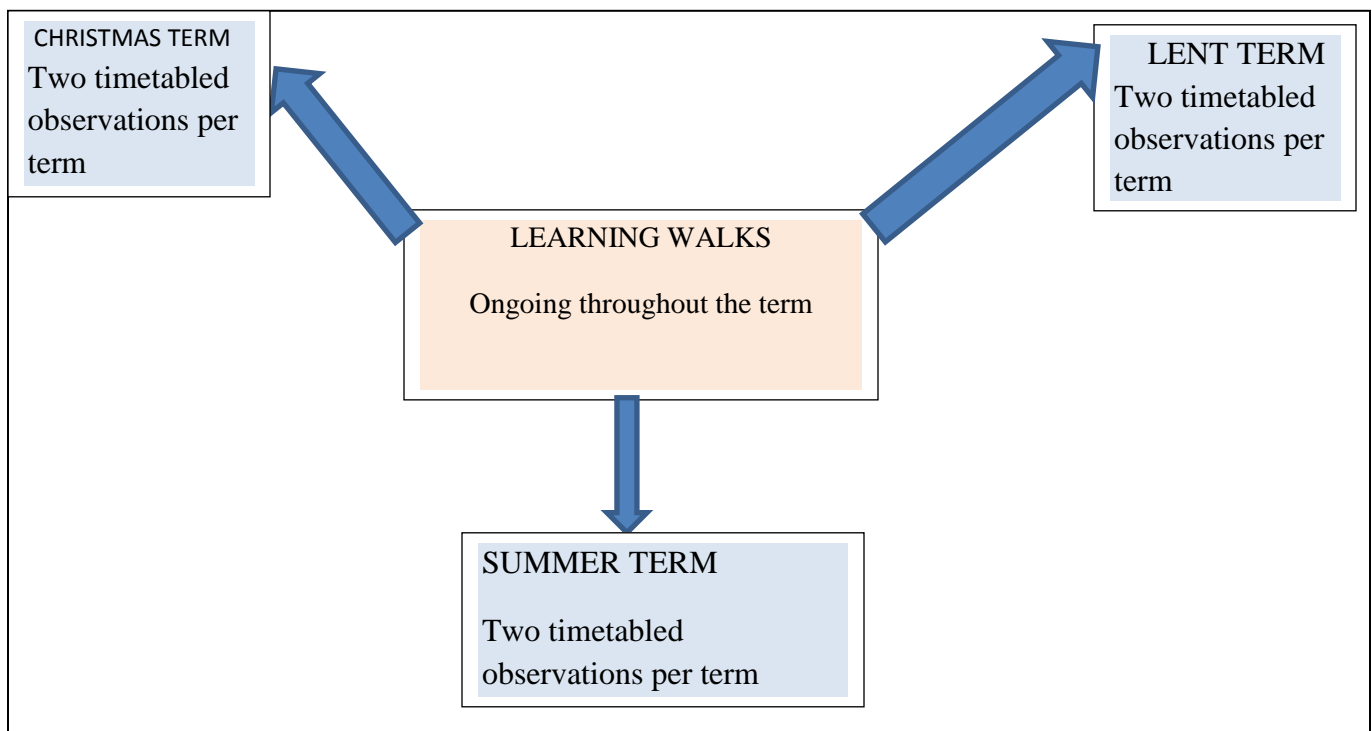
DISPUTES REGARDING OBSERVATIONS

In the event of a difference of opinion relating to the judgment grading of the lesson observed, the Vice Principals or Director of learning should be consulted. If the situation cannot be resolved, the Vice Principals or the Director of learning will conduct a second observation and all records pertaining to the original observation, will be destroyed.

CAPABILITY PROCEDURES

There may be a very small number of teachers who are subject to formal capability procedures. These teachers will undergo more frequent lesson observations.

LESSON OBSERVATION CYCLE



APPENDIX

GRANGE SCHOOL

LESSON OBSERVATION

Name: _____ Subject: _____ Observer :)

Date: _____ Year: _____ Ability/Set: Low ability

Number of Boys _____ Girls _____ Number of Special Needs: Register _____ Statement

Context of Lesson: Title:
Learning objective:

Focus *	1= Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate	1	2	3	4	<u>Observations and comments:</u> including strengths
*	Quality of Teaching					
	Planning					
	Clarity of aims/objectives					
	High levels of expertise / expectation					
	Differentiated work for all learners					
	Appropriateness of resources					
	Starter					
	Plenary					
	Use of Overall structure					
	High levels of challenge and pace					
	Presentation and use of voice					
	Homework to extend learning					
*	Quality of learning/student response					
	Student attitude/interest/enjoyment					
	Student engagement					
	Attention to individual needs					

	High level of independent learning				
	Evidence that all students make progress				
*	Feedback/Assessment				
	Assessment for Learning used well				
	Summative/Formative assessment used				
*	Quality of classroom management				
	Routines and procedures				
	Organisation				
	Appropriateness of seating/groupings				
	Effective use of Teaching Assistants				
	Orderly entrance and departure				
*	Classroom climate				
	Physical environment/displays				
	Atmosphere and relationships				
					Overall Performance

Review Date: September 2016