

OBSERVATION POLICY



Latest review undertaken on 19th January 2012

By the Curriculum Sub-Committee

Ratified by the Full Governing Body on 23rd February
2012

Next review: Summer term 2012

Note that this policy will be reviewed in summer 2012 in readiness for the new Teachers Standards and Appraising Teacher Performance and Dealing with Capability Issues which come into force in September 2012

Introduction

This policy will be reviewed in July 2012 in readiness for the new Teachers Standards and Appraising Teacher Performance and Dealing with Capability Issues which come into force in September 2012.

Classroom observation is a necessary part of school life and can take several forms, for example,

- Formal
- Informal
- Focused
- Paired
- Peer to peer

The observation could be initiated by the classroom teacher themselves or could be the regular 'drop-ins' from the Principal or Key Stage Leaders.

Purposes of Lesson Observations

- To raise standards of teaching
- To raise achieve levels and pupil progress
- To identify and disseminate good practice
- To identify staff development needs
- 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 provide evidence for performance management, threshold and internal reviewing procedures and systems

General Principles

There should be a consistent approach to lesson observations.

Criteria and guidelines, against which judgements are made in a formal observation, are available to all staff.

A teacher being observed should expect to receive fair and just feedback that is objective and evidenced against these criteria and guidelines.

Teachers holding posts of responsibility are also expected to participate in formal lesson observations as observers

Observers should ensure they are well prepared with the skills and knowledge necessary to make an informed and objective, evidence-based judgement about the work of a colleague.

Observation should not place undue stress on teachers and should facilitate a supportive dialogue between teachers to raise standards of teaching and learning therefore

- Formal lesson observations are usually arranged at least three working days in advance

- The focus of the observation is usually negotiated with the teacher who is to be observed and the professional dialogue that follows centres on the agreed focus
- The teacher receives verbal feedback within 24 hours of the observed lesson, and written feedback within two days, if applicable.

Categories of Observation

There are two types of observation:

- 1. Formal** i.e. those for Performance Management, Threshold Assessment, NQT and trainee / GTP assessment, and competency procedures or similar. They are concerned with judgements that will influence career and pay progression. Observations for management purposes should normally be limited to three hours observation a year.
- 2. Informal** i.e. those for the teacher's professional development and those forming part of the internal monitoring system. They are concerned with non-judgemental support. Peer observations and 'drop-in' observations are also considered to be informal. To support their own CPD, teachers are encouraged to arrange mutually agreed observation of colleagues' classrooms and take part in mentoring and coaching.

Formal Observations

- Members of the Leadership Management Team carry these out, except in the case of trainees and NQTs.
- Teachers must have agreed a focus for the observation.
- The teacher should provide a lesson plan using the agreed lesson planning sheet. The only exception is in the case of trainees from other establishments
- The agreed lesson observation record sheet should be used to record all formal observations, except in the case of trainees from other establishments and NQTs.
- 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 forty minutes to one hour
- The teacher will have the following documents available: assessment file, weekly or unit plan, a lesson plan
- A copy of the lesson observation record sheet may be kept by the observer and a copy given to the Principal and to the teacher.
- Judgements and gradings made during a formal observation must be directly related to the Ofsted definitions which translate into 'What is good teaching?' (WIGT) 'What is good learning?' (WIGL)
- Teachers who have a responsibility for making formal observations, take part in a lesson observation moderation exercise with a colleague on a regular basis.

Informal Observations

- Informal observations are agreed between the observer and the teacher. However, 'drop-in' observations happen daily and form part of the expectation of Principal, Vice Principal, and Senco's role.
- No grading of the teacher's competency should be made following an informal observation, unless the teacher agrees this.
- The teacher should previously agree to any recording carried out, if applicable and who has access to copies.
- 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, Threshold Assessment or NQT assessment.

Timetables of observations across the year

a) For qualified teachers / class teachers

When?	Type?	By whom?	Focus?
Daily all year	Informal 'drop-in'	Leadership Team and other relevant staff.	Teaching and learning Consistent practice Routines Application of policy Knowing the children Emotional climate
Spring term – before half term	Formal PERFORMANCE MANAGEMENT Formal	Identified Team Leader	<u>Literacy or Numeracy- Related to PM objective</u>
For more details please see the termly monitoring chart.			

b) For Newly Qualified teachers

In line with statutory requirements, NQTs have at least one lesson observation each half term. These are arranged by the Academy NQT mentor.

c) For Teaching Assistants

Teaching Assistants are observed in conjunction with teachers and should be included in feedback. Where they have responsibility for a group of children, for example phonics or mathematics, they should be observed once a year, ideally by SMT and SENCO.

d) For GTPs and other trainees

GTPs and other trainees should be observed and given written feedback IN ACCORDANCE TO THEIR INDIVIDUAL SCHEDULE. This varies according to the individual's training plan.

Disputes regarding observations

In the event of a difference of opinion relating to the organisation or conduct of an observation, or to the judgement grading of the lesson observed, the Principal should be consulted. If the situation cannot be resolved, the Principal 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.

NB

Each observer feeds back to the Principal the results of their monitoring and any resulting action taken. This could include suggestions for individual, phase or whole school INSET.

The Principal observes NQTs and students and those who are graded as less than good in the formal Spring term observation or where concerns arise.

Review:

This policy will be reviewed every three years and should be read in conjunction with the Performance Management Policy. The next review will be Summer 2012 in line with changes from the DfE.

HADRIAN ACADEMY

Raising children's attainment

A good lesson has these characteristics

- It is well planned and fits into a sequence of lessons and activities
- It must have a clear learning objective that must be visible and shared with the children
- Learning objectives are clearly identified and shared with the children
- Good classroom management is evident with clear routines and organisation
- Teacher has high expectations of children's behaviour and standards of work
- Appropriate resources identified and available to ensure each child can work effectively and uninterrupted
- There is a smooth transition between activities where children settle quickly to work
- Good relationships are evident between teacher / pupil and pupil / pupil
- Work is well matched to pupil ability (differentiated)
- Teacher is secure and confident in subject knowledge
- Learning takes place

OFSTED guidance on grading lessons

The overall judgement will be a 'best fit' of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory. We would expect teaching to be in the area shaded pale green at Hadrian Academy.

Description	Characteristics of the lesson
Outstanding (1)	<ul style="list-style-type: none"> • The lesson is at least good in all major respects and is exemplary insignificant elements, as shown by the significant progress <u>made by all of the learners</u>.
Good (2)	<ul style="list-style-type: none"> • Most learners make good progress because of the good teaching they receive. • Behaviour overall is good and learners are well motivated. • They work in a safe, secure and friendly environment. • Teaching is based on secure subject knowledge with a well structured range of stimulating tasks that engage the learners while. • The work is well matched to the full range of learners' needs, so that most are suitably challenged. • Teaching methods are effectively related to the lesson objectives and the needs of learners. • Teaching assistants and resources are well deployed and good use is made of time. • Assessment of learners' work is regular, consistent and promotes progress.
Satisfactory (3)	<ul style="list-style-type: none"> • The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.
Inadequate (4)	<p>A lesson cannot be adequate if:</p> <ul style="list-style-type: none"> • Most learners, or a significant specific minority of learners, make less than satisfactory progress • Learners' overall behaviour or attitudes are unsatisfactory, • spiritual, moral, social and cultural development are neglected and learners' overall personal development is poor • The health or safety of the learners is endangered • The teaching is unsatisfactory. Unsatisfactory teaching is likely to have one or more of the following: <ol style="list-style-type: none"> 1. Weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils 2. Work badly matched to the pupils' starting points 3. Ineffective classroom management of behaviour 4. Methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners 5. Inadequate use of resources, including assistants and the time available 6. Poor assessment

HADRIAN ACADEMY OBSERVATION SHEET Spring Term 2012

Teacher/Group Leader:		Other staff:			
No. Pupils:	Key Stage:	subject			
Date		Time			
Lesson/Session objective(s):					
Primary focus of observation:					
Previous Points for development:					
		Outstanding	Good	Satisfactory	inadequate
1. Classroom is well organised					
2 Planning has clear objectives reflected in the lesson					
3 Teacher shows good subject knowledge and understanding which engages pupils					
4. Work is tailored to individual needs and teaching methods enable all pupils to learn effectively					
5. The level of challenge stretches without inhibiting					
6. Thorough, accurate assessment informs the next steps for improvement					
7. IEPs are embedded in practice and referred to during the lesson as appropriate					
8. Support staff and resources are well deployed to support learning					
9. Staff have high expectations of behaviour and any challenging behaviour is managed effectively					
10. Wherever possible pupils are guided to assess their work themselves and are to be independent learners.					
11. Pupils attain well in relation to their ability and make progress over time					
12. Pupils enjoy their work and show a good attitude					

Comments: General

Comments: Use of ICT to support learning

Points for development:

Judgement

Signed Observer

CLASSROOM OBSERVATION PROMPT SHEETS

(RELATING TO OFSTED CRITERIA)

Classroom/staffing/resources

- Pupils are seated/positioned appropriately. (1)
- Safe moving or handling practice is evident. (8)
- Learning resources are used effectively, stimulating learning and sensitively reflecting different groups, cultures and backgrounds. (8)
- ICT is in use if appropriate. (8)
- Displays reflect the learning objectives for the term – displays reflect the cultural diversity and contribution of the community – displays are used. (1)
- Support staff are deployed effectively (this includes volunteers). (8)
- Classroom is well organised. (1)
- Welcome file is up to date and planning is available, clear and accurate. (1)
- Sessions are organised in a way that minimises inappropriate behaviour. (9)

Teaching

- Teacher has secure knowledge and understanding of the subject or area she or he is teaching. (3)
- Staff set high expectations and interact with pupils in a way that challenges them, keeps the work focused and moves at a pace. (5)
- Teacher shares learning objectives with pupils and staff. (7)
- Teachers' planning aims to challenge all pupils. (5)
- Staff employ a range of strategies, and communication is appropriate to individual needs. (4)
- Staff show awareness of individual pupils' IEPs. (7)
- There is evidence of assessment being carried out. (6)
- Staff respond appropriately to pupils' communication. (4)
- The structure of the lesson makes best use of the time available by ensuring that pupils are engaged for as much time as possible. (2)
- Staff give positive and specific feedback to pupils, which reinforces certain behaviour and where appropriate helps them understand how to improve and make progress. (6)

- Staff respond to inappropriate behaviour in line with the School Behaviour Policy and individual behaviour support plans. (9)
- Opportunities are provided for pupils to take responsibility. (10)
- Lessons are introduced and concluded effectively. (2)
- Medical issues are responded to sensitively and discreetly. (8)

Learning

- Pupils show awareness of a range of stimuli. (4)
- Pupils attend to activities supported by familiar adults. (4)
- Pupils respond to adult interaction in a way that enables adults to infer meaning.(6)
- Pupils show a positive approach to their work – they are actively involved in exploring and handling equipment and materials. (12)
- Pupils stay with an activity not flit between several. (12)
- There is evidence of respect between pupils and adults, pupils are encouraged to articulate their own beliefs. (10)
- Pupils treat their own and others property with respect. (12)
- Pupils show initiative they are willing to take responsibility. (12)
- Pupils are clear about what is expected of them. (10)
- Pupils are involved in their own assessment. (10)
- There is evidence of pupils learning. (11/1)