

## **Duddon Saint Peter's CE School**



### **Lesson Observation Policy**

This policy is for use during appraisals and classroom observations of teachers and teaching assistants. Classroom observation, as with any other School Improvement activity, should take place in the context of an agreed school schedule for monitoring and evaluation. As part of this, teachers should expect that from time to time, school managers, LA advisors and external assessors will observe their lessons. Teachers have a right to expect this to be carried out sensitively, unobtrusively and professionally.

#### **Its aims to:**

- Carry out the role with professionalism integrity and courtesy
- Evaluate objectively
- Report accurately and fairly
- Respect the confidentiality of the information gained

The Head teacher has a statutory responsibility for evaluating the standards of learning and teaching and ensuring that proper standards of professional performance are maintained. In the case of capability procedure the Head teacher will identify lessons to be observed and follow the capability procedures policy, as set out by the LA. Observations will take place in an atmosphere of supportive collegiality. When serious professional disagreements arise the school will follow the Grievance Policy as set out by the LA. The number of lesson observations will vary, depending on the needs of the appraisal process but should include at least three observations per year.

#### **Code of practice for lesson observations**

The agenda for observation should be clearly understood:

- 1, Why is the lesson being observed?
- 2, What is the purpose?
- 3, Why has this particular lesson/ lesson part been selected?

Formal lesson observations of teachers in this school will only be carried out by the Head teacher. Teaching assistants may observe other teaching assistants in the context of a professional dialogue between colleagues.

#### **Lesson observation purpose**

Lesson observation can be used for these purposes:

- Performance management

- Focusing on particular areas of teaching and learning under review eg. AFL
- Focusing on consistency in teaching across the school – implementation of school learning and teaching policy
- Tracking the curriculum
- Tracking progress of individuals and groups Looking for evidence of progression
- Evaluating consistency in implementation of school policies
- Quality and use of resources

The purpose of observation can be multifunctional using one or more of the above. Each of these must be well planned with the purpose and focus of the observation understood by all.

### **Lesson observation format**

This can take a variety of forms:

- Full lesson eg. Performance management (PM)
- NQTs,
- Coaching on new approach.
- Part lesson eg. Start of the lesson, 20 min visits. Targeted times eg. Thurs 2-3, Weds literacy lessons. Targeted classes eg. KS1 classes Targeted groups of pupils eg. Year 6, more able pupils, Year 4, groups with behavioural difficulties Drop-ins by the Head-teacher or other designated member of staff

### **Effective feedback**

This should focus on:

- factual description/ judgement based on the evidence observed the purpose of the observation,
- Coaching, Assessing or Learning actions to be made as a results of each individual lesson observation

All feedback should be both positive and constructive with some areas for development being selected for the purpose of improvement. Teachers will be expected to act on these areas within an agreed time frame.

Verbal feedback will be given as soon as possible after the observation: written feedback from Performance Management observations will be provided within two working days. The observed may add written comments to the feedback documents for Performance Management as required.

Each Performance Management observation will be graded using OFSTED criteria. These feedback sheets will be seen by the observed and Head teacher.

- Observer as ASSESSOR (performance management): Focus could be on any aspect of teaching and learning. There should be clarity of purpose, focus, style and timing of feedback. It will require a judgment to be made against OFSTED criteria. Feedback should be direct. Teacher/TA has opportunity to reflect on practice and identify way forward.
- Observer as COACH: Developmental focus is agreed in advance. Data is collected to inform the feedback discussion. There should be praise and

recognition. During feedback observer does more listening and less talking. Teacher/TA has opportunity to reflect on practice and identify way forward.

- Observer as LEARNER: Teacher negotiates the agenda with a member of the Senior Leadership Team. Observer makes records of what is seen, feeding back to the observed. Observer and observed discuss, analyse and evaluate what was seen in order to develop. Teacher/TA has opportunity to reflect on practice and identify way forward.

Governors' visits are different to observations as detailed above. Individual Governors may need to visit classrooms to become familiar with school routines or to monitor specific aspects of the curriculum. Such visits will be by prior arrangement with the Head teacher as outlined in procedures agreed between the Head teacher and the Governing Body. (See also Governor Visits Policy).

Date: *Feb 2023*

Date of review *Spring 2025*