



Jersey College for Girls Lesson Observation Policy

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Aim of this Policy

Our aim is to build a culture where observation of practice is intrinsic to the life of the College, non-threatening, and completely synonymous with our pursuit of excellence.

Rationale

JCG is committed to ensuring that classroom observations are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Observations could be undertaken as part of the Performance Review and Appraisal Policy, NQT induction, whole school self-evaluation, the monitoring of the curriculum in the whole school context, sharing of good practice and part of professional development.

This policy starts from the assumption that all is well so observations in this context will not take place for competency reasons.

Teachers have a right to expect lesson observations to be carried out sensitively, unobtrusively and professionally.

In accordance with these principles, all staff through professional dialogue will

- consult and where appropriate negotiate with staff on the pattern of formal observations which teachers can expect annually;
- ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- ensure that there is sufficient time for reflection and feedback;
- ensure that formal observations will be undertaken solely by persons with the appropriate training and professional skills. Neither students nor Governors will undertake observations (although Governors may, by agreement with the teacher concerned, visit a lesson to familiarise themselves); and;

- ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.

The Principal has a statutory responsibility for evaluating the standards of learning and teaching and ensuring that proper standards of professional performance are maintained. The Principal and Senior Leaders may drop in to classrooms. These may inform their monitoring of the quality of learning of the students and form part of the expectation in securing high quality teaching.

The **minimum expectations** for the Observation Policy:

Expectation	Evidence
<p>There will be an up to date Observation Policy which will include these headings:</p> <ol style="list-style-type: none"> 1. Purpose 2. Expectations of the Observer and the Observee 3. Formal observations 4. Feedback and reflection 5. Non-judgemental lesson observations 	<p>The policy will be reviewed and discussed by SLT, HoFs and staff.</p> <p>Observations will provide evidence of the quality of teaching and learning to support the College's self-evaluation.</p>
<p>The PRA process and Observation Policy will be shared with staff.</p>	<p>All staff understand the process and see observations as supportive and developmental.</p>
<p>The school's Observation Policy will be reviewed each year.</p>	<p>It will be reviewed internally, by SLT and staff and approved by Governors.</p> <p>Visit by PP will evidence the impact of its use through the JSED and SDP.</p>
<p>The Observation Policy will be one of the key policies which will contribute to school improvement.</p>	<p>The policy applies to all staff and evidence shows they are all working together to improve teaching and learning.</p>
<p>The policy will support high quality teaching and learning.</p>	<p>Strategies are in place to support the improvement of teaching and learning.</p> <p>The College's monitoring evidence indicates percentage of high quality teaching in the school.</p>
<p>It will ensure good outcomes for students and underpin learning.</p>	<p>Interventions, support programmes and action plans, evidence needs analysis and development of teaching skills.</p>
<p>Every member of staff will have one or more formal observations during an academic year.</p>	<p>'Proportionate to need' will be determined by discussion and, as appropriate, to the objectives set and whether the teacher works full or part time.</p>
<p>All staff involved in formal and informal observations are well trained and support others in developing their skills</p>	<p>All staff are confident and view observations as supportive. High quality teaching is secure.</p>
<p>Paperwork will be retained by the staff members and line manager.</p>	<p>Used to celebrate high quality teaching and learning, as well as identifying areas for development if appropriate.</p>

1. Purpose

At JCG we are constantly evaluating the quality of teaching and learning so that we can ensure that all pupils make the best progress they possibly can. As part of this process we regularly monitor the quality of classroom practice to ensure that it is consistent with whole school policies and identifies good practice.

At JCG we aim for all teaching to be good or outstanding and use the results of classroom observations to evaluate our success in fulfilling this aim, provide professional development, identify good practice, and develop learning targets within a department and throughout the whole school.

The following policy outlines the procedures in place to ensure that classroom monitoring is a manageable and supportive process, conducive to the learning needs of staff and quality outcomes for all students.

The Principal, Senior Leadership Team and teachers are always monitoring every aspect of school life, talking with colleagues, support staff, parents and students, evaluating the quality of provision across the school.

Part of the College's self-evaluation will include observations. They may have a focus on the standards attained by the students, the impact of programmes of study on learning or on student behaviour. The College's self-evaluation might, for example, involve work scrutiny, analysis of assessment results, an examination of lesson planning records and support staff as they develop their knowledge and skills in striving for professional excellence. It may also be "light touch" and relatively informal.

Our aim is to build a culture where observation of practice is intrinsic to the life of the College, **non-threatening**, and completely synonymous with our pursuit of excellence.

We observe in order to:

- empower staff to perform their roles competently and professionally;
- support staff as they develop their knowledge and skills in striving for professional excellence;
- allow for the sharing and dissemination of good practice;
- play a vital role in assessing the impact of teaching and learning on students' attainment;
- inform and facilitate the monitoring of the School/Department Development Plan;
- inform the ongoing development of the curriculum;
- help to identify priorities for staff development;
- provide information for the self-evaluation process;
- inform the performance management process;
- know strengths and areas for development of teaching;
- support agreed consistency through the school/department/faculty.

Classroom Observations will:

- have a clear purpose and rationale;
- be conducted with the best interests of the students in mind;
- be carried out by a qualified teacher (with QTS) who is appropriately skilled and experienced and who works in partnership with the teacher being observed;

- be undertaken with professionalism, integrity and courtesy;
- involve evaluations based on evidence;
- be used for a number of different purposes (e.g. to inform the performance management process, for monitoring aspects of the curriculum, etc.).

2. Expectations of the Observer and the Observee

The Observer will:

- ensure that they are competent/have the right skills to observe based on the agreed focus;
- meet with the teacher to agree the lesson, the duration and the focus of the observation;
- make clear to the teacher the expectations regarding planning documentation;
- discuss and agree the level of the interaction between observer and students whilst in the classroom;
- agree the most appropriate position in the classroom;
- be punctual;
- be flexible and sensitive to the situation on the day;
- use the agreed school's proforma to record evidence;
- thank the teacher before leaving the room;
- arrange a time for verbal and/or written feedback (using the school's standardised form) which is detailed and constructive as soon as possible and certainly within **48 hours** of the observation;
- if appropriate, form a judgement regarding the quality of the lesson; ensure that 'feedback' takes the form of a professional dialogue;
- make it clear to the teacher that they can ask for information about their role within the observation.

The Observee will:

- meet their observer to agree the lesson, the duration and the focus of the observation beforehand;
- think, before the meeting, about the role of the observer and the most appropriate position in the classroom;
- provide documentation as agreed with the observer;
- engage in professional dialogue which is focused on the progress of the learners.

3. Formal Observations

- These will normally be undertaken by the line manager as appropriate and agreed, such as HoD, HoF and, also by members of the Senior Leadership Team.
- Teachers may have agreed a focus for the observation or it may be a 'general' observation.
- The agreed documentation should be used to record all formal observations.
- The observation should generally last for a whole lesson.
- A copy of the observation record sheet will be kept centrally in a school file. Copy to member of staff (The school will be aware of Data Protection and Freedom of Information).
- Teachers, who have a responsibility for making formal observations, **must** take part in an observation moderation exercise with a colleague on a regular basis.

4. Feedback and reflection

- To be effective, feedback should focus on:
 - Behaviour not Personality
 - Observation not Inference
 - Fact not Opinion
 - Exploring alternatives not just providing answers
 - Development not purely judgement.
- Effective feedback is a professional dialogue between observer and teacher and is a critical element of the process of observation.
- Oral feedback from observations will be given at the earliest opportunity.
- Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations.
- Ideally release time, in addition to PPA time, within the school day will be provided, to enable the reviewer and reviewee to organise quality time for discussion on the outcomes of the observation.

Written Feedback

- When writing the feedback the observer should write up the key points of the observation as ‘strengths’ and ‘areas for development’, with appropriate evidence, using the agreed feedback document.
- Verbal and written feedback should be consistent.
- There should be space on the form for the teacher to make a written comment on the feedback received, if he/she wishes, and space for teacher and observer signatures if appropriate.
- If a teacher and an observer differ on the quality of the lesson outcome, this should be recorded and if necessary mediated.
- The burden of additional paperwork will be carefully considered and kept to a minimum.

5. Non judgemental learning review lesson observations

- This type of review is both a coaching and development tool to support teachers to:
- Prepare lessons which embed learning behaviours and encourage students to be more aware of their learning habits.
- Teach lessons which focus on developing learning capacities.
- Develop coaching skills through the post lesson review learning/coaching conversation
- Cultivate a non-threatening, sharing and coaching culture
- A learning review gathers descriptive evidence about the emotional (Resilience), cognitive (Resourcefulness), social (Reciprocity) and strategic (Reflectiveness) elements of student learning within the lesson by observing student behaviours.
- The focus of the review is on the students and their learning, not the teacher.
- The Non-Judgemental learning review document will be used to gather evidence and be the focus for the post review coaching conversation.
- All teachers should participate in non judgemental learning reviews, as both the observer and observee.

- Reviews are most effective when carried out in triads: a team of three, participating in joint observations and coaching
- The reviews are non-threatening and non-judgemental.
- Teachers, students, support staff, Governors and parents can take part in paired non-judgemental learning review observations.
- The Student Professional Learning Team will learn the necessary skills required to participate in paired non-judgemental learning review observation.

6. Governor Visits

Governors may need to visit classrooms to become familiar with school routines or to understand specific aspects of the curriculum.

APPENDICES :

Lesson observation documents.
Teachers standards

JCG Lesson Observation Form

Date	Class	Time	Subject	Teacher	Observer
Evidence and Evaluation					
Summary and Evaluation					
Observer			Teacher		Date

Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- a. establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- a. be accountable for pupils' attainment, progress and outcomes
- b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c. guide pupils to reflect on the progress they have made and their emerging needs
- d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- a. impart knowledge and develop understanding through effective use of lesson time
- b. promote a love of learning and children's intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. make use of formative and summative assessment to secure pupils' progress
- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- b. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- c. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a. make a positive contribution to the wider life and ethos of the school
- b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e. communicate effectively with parents with regard to pupils' achievements and well-being.