

Oakfield House School

Lesson Observation and Feedback Policy



Policy Document (2014-2015)

Updated:	December 2014
Review date:	September 2015
Signed by:	

1. PRINCIPLES

Lesson observations are seen as a crucial way of supporting all staff at Oakfield House School. They are carried out on a half-termly cycle and are to be supportive. They are an integral part of professional development and all staff should see them as a way of supporting their development.

2. AIMS

- Create a school where there are the highest standards of teaching and learning.
- Monitor the quality of teaching and learning within the school.
- 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
- Promote a culture of sharing professional expertise.
- Disseminate good practice throughout the school.
- Identify areas for development.
- Provide individual and whole school training where appropriate.
- To provide evidence for performance management, threshold and internal reviewing procedures and systems

3. 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 teaching and learning.
- Ensuring that all staff are seen teaching at least four times each year.
- 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 Teaching & Learning 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.

4. CATEGORIES OF OBSERVATION

There are two main types of observation:

4.1 Formal Observations

- Members of the Senior Leadership Team carry these out, except in the case of trainees and NQTs.
- 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 45 minutes.
- 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 Head of school and to the teacher.
- Judgments and gradings made during a formal observation must be directly related to the Ofsted guidance
- Teachers, who have a responsibility for making formal observations, take part in a lesson observation moderation exercise with a colleague on a regular basis.
- The teacher being observed should complete the feedback section on the lesson observation sheet to allow an opportunity to highlight any areas for discussion with the SLT.

4.2 Informal Observations

- Observations are scheduled by the Deputy Head and allow flexibility to change if there are any conflicts in the school day. However, 'drop-in observations can 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.
- 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, NQT assessment or competency procedures.

5. 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. a trained member of the leadership team, a qualified OfSTED Inspector, a School Improvement Adviser, a School Improvement Partner.

The school's policy should also take account of staff who observes each other on an agreed basis for mutual benefit and support. In all cases the observer will be subject to the code of conduct re 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 Freedom of Information Act 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

6. GIVING FEEDBACK

For joint observations it is useful to leave time for observers to discuss / agree 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 judgement 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 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 observee differ on the quality of the lesson outcome, this should be recorded, see paragraph below.

7. DISPUTES REGARDING OBSERVATIONS

In the event of a difference of opinion relating to the organisation or conduct of an observation, or to the judgment grading of the lesson observed, the Executive Head /Head of School should be consulted. If the situation cannot be resolved, the conduct a second observation and all records pertaining to the original observation, will be destroyed.

Appeal

The teacher may appeal on the grounds that:

- Insufficient evidence to support judgements;
- Evidence which would lead to different judgements has been disregarded;
- Procedures have not been followed correctly;
- The objectives are inappropriate.

Informal appeal: after the second feedback meeting it is possible that a teacher may still dissent from the observation report, on one or more of the grounds listed above. Should this be the case, the teacher will move into the first and informal stage of the appeal process, by notifying the observer and /or the Head of School of his or her wish to appeal and by declining to sign the observation report. This stage of the appeal will take the form of a further meeting between teacher and observer, to be facilitated by the Executive Head, who is responsible for ensuring the integrity, robustness and fairness of the lesson observation process. There is no right to representation at the meeting.

Formal appeal: the formal stage of the appeal will be presented in the form of a report which should be submitted together with any supporting documentation to the Executive Head within 14 working days of the informal appeal meeting. There will be an appeal hearing, at which the observer will also be present. The appeal will be heard by a panel of staff including an experienced observer and a teacher with expertise in the subject concerned.

After the outcome of the formal appeal stage, there is no further appeal but the teacher may request a second observation. Should there be in the opinion of the Executive Head significant disparities between the first and second observations, the first will be struck from the record. The decision of the Executive Head in this matter is final.

8. 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.

Review date: November 2015

Appendix A
Lesson observation - critique sheet



TEACHING & LEARNING OBSERVATION RECORD

Key Information

Teacher		LSA		Observer	
Subject		Class		Lesson focus	
Pupil's on roll/present		Date		Time	
Teacher on time		Class entered in an orderly fashion		Pupils quickly seated/settled	

Environment

Positive, purposeful atmosphere	
Planning in place and available	
Key vocabulary displayed and used	
Well-prepared resources in place	
Effective use of displays	
LSA's effectively deployed	
ICT used effectively, where appropriate	
Appropriate health & safety measures	

Teaching

Evidence of subject knowledge	
Evidence of planning & preparation	
Teacher modelling expectations	
Teacher works with focus pupil	
Effective teaching methods used	
Effective use of questioning	
Lesson is well-paced	
Positive interaction with others (SMSC)	
Effective management of pupils (SMSC)	
Evidence of assessment	
Use of speaking and listening	
Range of learning styles catered for.	

Learning

Learning Objective shared with pupils	
Success Criteria	
Recall of previous learning	
Differentiation	
Effective plenary	
Success celebrated	
Cross-curricular links identified and promoted	
Pupils interested & engaged	
Acquisition & application of skills	
Self or peer assessment	
Independent / group learning opportunities	

Behaviour

Pupils well behaved & polite	
Evidence of constructive relationships (SMSC)	

Strengths

--

Areas for Development

--

Judgement

Criteria	O	G	RI	I
The quality of teaching				
Achievement of pupils in school				
The behaviour and safety of the pupils				
Overall grade				

O – Outstanding G – Good RI – Requires improvement I - Inadequate

Teacher Feedback

--

Observed by:		Date:	
--------------	--	-------	--



WATERLOO LODGE SCHOOL LESSON OBSERVATION RECORD

Key Information

Teacher		LSA		Observer	
Subject		Class		Lesson focus	
Pupils on roll/present		Date		Time	
Teacher on time		Class entered in an orderly fashion		Pupils quickly seated/settled	

Environment

Outstanding	Good	Requires Improvement	Inadequate
The use of key vocabulary forms a key component in the teaching and learning of the pupils; routines are evident.	The key vocabulary on display in the rooms is referred to and used by the teacher, LSAs and pupils in the course of their work	There is evidence of lists or groups of key vocabulary in the classroom that pupils can, if they choose, make use of	Key vocabulary is not displayed
Resources are ready or easily accessible to all pupils & are of a high quality. Environment is stimulating, organised & purposeful.	Resources are ready or easily accessible to all pupils. The environment is organised & purposeful.	Some resources are ready or easily accessible to the pupils. The environment is organised & purposeful	Resources are not ready. The environment is not attractive / purposeful / organised.
All planning is thorough and detailed; subject and cross-curricular links are clear; assessment opportunities are identified and annotated accordingly; links to S&L, ICT.	Planning for the lesson is precise and is clearly adapted to the needs of the pupils; adjustments, based on previous learning are clear; previous plans are annotated, including references to assessment	Teachers planning folder is present and a suitable lesson plan/medium term plan is in place	Planning for the lesson is not available.
LSAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with	LSAs are deployed strategically by the class teacher and work effectively to support groups of pupils and individuals	LSAs work alongside groups of pupils or individuals to ensure they are on task	LSAs have little or no impact on learning
Behaviour of pupils & relationships between pupils & / or staff is excellent.	Behaviour of pupils & relationships between pupils & / or staff are usually good.	Behaviour of pupils & relationships between most pupils is good.	Behaviour of pupils is poorly managed & relationships between pupils / staff is poor
ICT is used in	ICT is used by both	ICT is used,	ICT is not used

interesting ways to add significantly to the learning	the teacher and the pupils to enhance the learning	principally by the class teacher	where it could have been used to enhance the learning
A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within class	Pupils only need occasional reminders regarding staying on-task	With regular reminders, the pupils work purposefully and productively	The pupils need regular reminders to keep on –task; some do not keep on-task, despite reminders

Teaching

Outstanding	Good	Requires Improvement	Inadequate
The teacher uses their in-depth subject knowledge to support learning, support Able pupils and extend learning for all	The teacher is able to use subject knowledge beyond that being taught to support learning	The teacher demonstrates adequate subject knowledge	There are noticeable gaps, misconceptions or inaccuracies in the teacher's subject knowledge
A wide range of questions are used which challenge & stimulate pupils. Pupils are encouraged to pose questions & investigate.	A wide range of questions are asked and there is some encouragement to pose questions and investigate.	A mix of open and closed questions used in the lesson.	No questions asked or mainly closed questions are used in the lesson.
The teacher effectively uses a range of carefully chosen, effective Speaking and Listening strategies to enhance pupil's learning	The teacher makes effective use of Speaking and Listening strategies to support learning	The teacher makes use of at least one Speaking and Listening strategy	The teacher does not use Speaking and Listening strategies
A range of opportunities are planned through the lesson to enable pupils to use a range of learning styles, including differentiated choices that support specific preferences	Specific opportunities are present through the lesson for pupils to use a range of learning styles	There are opportunities in the lesson for the pupils to be presented with and respond using a range of preferred learning styles	A range of learning styles is not catered for
The teacher clearly models	The teacher clearly models	The teacher completes	The teacher does not model

their expectations through modelling, and indicates how to both meet and exceed expectations in Learning Objective and Success Criteria	what they expect the pupils to do, referring to how the Learning Objective and Success Criteria are being met	examples of what the pupils might be expected to do	
The pace & structure of the lesson engages and motivates the learners.	The pace and structure of the lesson engages & motivates most learners.	Some learners are motivated by the pace and structure of the lesson.	Learners are not motivated or interested in the lesson.
Appropriate Health and Safety measures are put in place in the classroom.			No health and safety measures employed in and around the school

Learning

Outstanding	Good	Requires Improvement	Inadequate
Pupil friendly objectives and success criteria are shared, displayed, explained & understood.	Pupil friendly objectives and success criteria are shared & displayed.	Objectives & success criteria are shared	No objectives are shared
Previous learning is recapped and built upon. All pupils make good progress in the lesson & some make exceptional progress.	Previous learning is recapped and all pupils make progress in the lesson.	Previous learning is recapped and some pupils make progress in the lesson	Previous learning is not recapped and pupils make little or no progress in the lesson.
Differentiation is challenging and stretching for all groups – referenced to IEP's.	Differentiation is closely tailored to meet all the pupil's needs – with references to IEP's	Differentiation is evident with some pupil's – little/no reference to IEP's	No differentiation is used and links to pupil IEP's
Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended; pupils articulate and communicate their learning; wider implications and links are clarified; links made to future learning	The Plenary effectively summarises the learning; examples of work that exemplify the Learning Objectives and Success Criteria are shared; pupils are actively involved, including group/peer/self-evaluation	The lesson ends with a summary; reference is made to the Learning Objectives and Success Criteria	The Plenary, if present, refers only to what has been done and does not provide an opportunity to reflect on the learning

All pupils progress fully with the learning and demonstrate that good progress has been made in their learning	All pupils make progress against their previous learning and most fully meet or exceed the expectations of the lesson	All pupils make some progress in their learning, but not all make as much progress as planned	Some pupils do not make progress
Specific links are made to how skills, knowledge and understanding can and will be used in other areas.	Reference is made to how the lesson links to other lessons and subjects.	Examples of links to other subject areas are referred to.	Reference is not made to cross-curricular links.
Outstanding self/peer assessment is used at intervals in the lesson	Good use of peer assessment used consistently to aid in pupil progress	Some evidence of peer assessment in class/ books but is very inconsistent	No evidence of peer assessment in class or in pupil's books.
Pupils show ample evidence of SMSC development throughout the lesson	Pupils show evidence of SMSC development at parts of the lesson	There is very little evidence of SMSC development in the lesson.	There is no impact on SMSC development in the classroom

Strengths

--

Areas for Development

--

Teacher feedback

--

Judgement

Criteria	O	G	RI	I
The quality of teaching				
Achievement of pupils in school				
The behaviour and safety of pupils				

O – Outstanding G – Good RI – Requires improvement I - Inadequate

Observed by:		Date:	
--------------	--	-------	--