



LONG SUTTON COUNTY PRIMARY SCHOOL CLASSROOM OBSERVATION POLICY

Introduction

The school and its governing body are committed to ensuring high standards of teaching and learning and recognise the value of formal classroom observation, 'drop ins', and learning walks in enabling effective quality assurance throughout the school. The priority will be to ensure classroom observation is developmental and supportive. Teaching is evaluated through classroom observations, data and progress, learning in books and from other monitoring activities e.g. external moderation. Evidence is triangulated and used to judge teaching over time. As part of this process, we regularly monitor the quality of classroom practice to ensure that it is consistent with whole school policies. At Long Sutton, we expect all teaching over time to be good or outstanding and use the outcomes of classroom observations to evaluate the quality of practice and plan for personalised CPD.

Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on classroom observation to be carried out;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

In accordance with these principles, the head teacher will:

- consult staff on the pattern of classroom observation which teachers can expect annually and seek agreement with the teachers and their recognised organisations on these arrangements;
- ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status and the appropriate training and professional skills;
- 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.

Expectations for Observations

The school has a clear monitoring schedule in place which details to staff when drop-ins and formal observations will take place. As Senior Leaders wish to gain a picture of daily practice within classrooms, all observations are unannounced. Staff are provided with a window (of 2 – 5 days) stating when their observation will take place. Teaching staff will receive 3 formals observations a year with each observation lasting approximately 20 to 30 minutes. Observers may wish to observe specific parts of the same lesson e.g. the starter and plenary; and complete further monitoring activities e.g. work scrutiny, pupil interviews to inform judgements made. **Staff will not receive a lesson grading in line with Ofsted recommendations.**

Where teaching over time is showing to be requiring improvement or inadequate, a programme of coaching support will be planned, ensuring teachers have the opportunity to improve their practice. An action plan may also be provided so that teachers have clear targets to improve the quality of their teaching. If practice does not improve, a more detailed plan of support will be implemented and closer monitoring to support the teacher in making the improvements needed. If an individual teacher is unable to deliver teaching that is good or better, they will then be managed under the school's procedures for capability.

The school recognises that visits to classrooms by the Headteacher or senior staff (AHTs, TLs or SLs) in order to support teachers or talk to pupils are separate from this classroom observation protocol. The purpose of visits by the Headteacher and senior staff to classrooms will be made clear before they occur. Likewise, the school's Inclusion Leader will need to be able to observe 1:1 Teaching Assistants, track pupils, look at behaviour issues and resources used in class. These observations will be planned and advanced notice will be given by the Inclusion Leader to the classroom teacher. Where such observations take place, the focus of the observation will **not** be the practice of the class teacher.

Governors will observe teaching and learning termly during their monitoring activities. These will be part of their 'critical friend' role and not an evaluation of individual teacher's performance. Observations may also happen as part of the LA's quality assurance procedures. We also ensure colleagues have an opportunity to observe each other's practice outside of the monitoring cycle. These are called 'peer observations'. Individuals are able to choose the person they wish to observe and this is usually because the selected person has an area of strength which is of interest to the observer as they wish to develop this aspect of their practice.

Feedback

Oral feedback will be given as soon as possible after the observation at a mutually agreed time, ideally no later than the end of the following working day. Written feedback will be provided within five working days of the observation taking place. Areas for development will be agreed during the oral feedback. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. As well, the observation will state the positives of the lessons, the areas for development, pupils' learning behaviour, and how well vulnerable learners achieved within the lesson. There will also be space for teachers to comment. This will be completed on the school's agreed observation pro forma. Copies of all observations will be given to staff and also kept in the Quality of Teaching Monitoring Folder kept in the AHT office.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff. Its implementation is the responsibility of all staff.

Written – May 2015

Reviewed – May 2017

Next Review – May 2019

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