

	<b>Classroom Observation Protocol</b>
Person(s) Responsible:	
Approval:	Governing Body
Head Teacher:	Gary Edmunds
Policy Originator:	Gary Edmunds
Date Approved:	September 2020
Date of Review	September 2021

**To be read in conjunction with: Teaching and Learning Policy; The School Pay Policy**

---

**1.0 Context :** At Spring Hill High School observations of classroom practice and other responsibilities is an important professional activity and provides part of the evidence which goes towards evaluating teachers' performance. It is also a powerful professional development activity. All observations will be carried out in a developmental and supportive fashion in accordance with the following observation protocol. The Board of Directors is committed to ensuring that those involved in the process will:-

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

**2.0 The Purpose of the classroom observations at Spring Hill High School is to:**

- To promote high standards of teaching
- To ensure evaluation of teaching and learning is timely and accurate
- To ensure there is consistency of practice across the school
- To fulfil the performance management requirements of the school
- To inform the school's self evaluation and the school's improvement strategies
- To share experience and best practice for the benefit of other professionals
- To monitor pupil's progress overtime

### **3.0 Ensuring consistency:**

In order to ensure that the evaluation of performance is consistent and accurate classroom observations will only be undertaken by persons with Qualified Teachers Status (QTS). In addition classroom observations will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake them and to provide constructive oral and written feedback and support. A Teaching and Learning CPD Programme comprising classroom observations, focused learning walks and marking sampling will be led by the Deputy Head of School. Subject Leaders will also be involved in the process and will work with the Deputy Head to establish departmental targets for progression. These will take place in the Autumn term of every academic year and initially Spring term also, as the new programme is introduced. Training may be refreshed as needed throughout the year.

Where there are substantial concerns over the quality of an observer's evaluations or feedback, they will receive refresher training before further observations are carried out.

### **4.0 How we observe at Spring Hill High School:-**

- Observations are based on a combination of the Ofsted criteria and the Teaching Standards 2012. Click here to access a copy of the [observation criteria](#).
- The two possible outcomes for the effectiveness of learning and teaching are; '**meets standards**' and '**requires intervention**'. Please note that the Ofsted four point scale for classroom observation must not be used when determining the effectiveness of lessons because they do not provide constructive criticism. Neither do they support teachers.

### **5.0 Expectations:-**

Spring Hill High School Six (**SHHS6**) outlines the school's basic teacher expectations for effective learning and teaching that **MUST** be included in **ALL** lessons. These include: learning objectives linked to levels, starter is a 10 minutes reflection, challenge and stretch, Effective marking, Quality of Learning and Independent Learners.

1. **Half Termly Planning in exercise books:-** Half Termly objectives/outcomes must be evident in pupils' books. Learning Objectives must gradually build on prior knowledge and skills over time and be clearly linked to assessment outcomes. Best practice would show that pupils reflect on their learning continually throughout their lessons by making reference to the objectives.
2. **Differentiation:-** It must be evidenced that learning experiences and materials are appropriately differentiated for pupils within the group or tailored to individuals (1:1), with regard given to their ability level within the subject,

learning style, additional special educational needs and EAL status. Best practice will also include an evidenced understanding of pupils' preferred ways of working or interests, appropriately utilised in order to promote engagement.

3. **Assessment for Learning**:- Teachers must make use of the school's designated student dialogue approach (WWW, EBI, Student Comment). The expectation is that students will be encouraged to engage in both self and peer assessment. Best practice will show a range of AfL strategies utilised in the classroom and timely and ongoing dialogue between the teacher and student, e.g. 10 minutes of '**Dedicated Improvement and Reflection Time (DIRT)** time during every lesson. The rationale behind this is the presence of significant barriers to retention of information for most students.
4. **Effective Marking** is in line with the school policy. Best Practice will show that marking is done effectively every two weeks at a minimum. Effective marking need not be laborious, but must encourage pupils to continually reflect on their learning through learning dialogues. It also indicates to pupils what they have done well(www-3 stars) and how to improve it ( EBI-1 wish). Marking **MUST** show pupils how to develop their learning further. Where appropriate, marking should show what level the student has produced work at, and most importantly, how to progress (what the next level up would look like).
5. **Quality of Learning**: Best practice will show that pupils know the starting point of their learning and understand how to move to the next stage of learning. They have a very good understanding of how to use progression descriptors to help them enhance their learning.
6. **Independent Learners**: Best practice will show pupils taking ownership of their learning through peer assessment, self assessment and collaboration (where they are working in small groups). Teachers act as facilitators and use effective questioning techniques to encourage pupils to deepen their understanding through an independent thought process.

#### **6.0 Spring Hill High School's Three Main Methods of Observations:**

- **Peer Observations**: These are informal observations that are agreed by a staff member and another colleague.
- **Learning Walks**: These are not designed to provide judgements about an individual's performance but give the school's senior leadership an insight into where there is good practice that can be shared with staff. It also gives an overview of areas that need development for individual departments or whole school CPD. The school will conduct a minimum of two learning walks a year and Subject Leaders shall accompany the Deputy Head of School. During learning walks the observer will stay in the lesson 10-15 minutes but can arrive at any point in the lesson. The observer will aim to be as unobtrusive as possible but may look at students work and speak to students if appropriate. Individual feedback is only given on the teacher's request and is not automatic. However,

a summary of the learning walk is shared with the Senior Leadership Team and provides evidence for the termly SDP reviews. If during Learning Walk observation there is an indication that typical practice of progress overtime is not at least 'good', then supportive action must be taken by the school whether or not the colleague has requested feedback. [Click here to see supportive action flow chart.](#)

- **Full Observation:** All staff should receive at least one full observation every year and these should be featured in the school's Raising Standards of Teaching and Learning Programme. All staff must be observed at least once by the end of the Autumn Term (December). The information from this observation must be used at the time of objective setting at the beginning of the performance management cycle for that year and will help form the focus for the Spring iteration of the Programme, which is more specific and relates directly to outcomes of the Autumn iteration. This provided teachers with a review against agreed targets. It also forms the basis and provides evidence for the teacher's self evaluation at the end of the performance management cycle.

#### **7.0 Before the observation:-**

- The school will give at least five working days notice before the observation. This will give teachers time to make reasonable requests and observers sufficient time to respond positively to the teacher's request.
- A clear and manageable focus that is linked to the school development plan must be agreed with the staff. An agreed focus that is not linked to the school development plan may be agreed if the observation is informal; eg. as part of the coaching programme. This is to the teacher's request.
- The purpose of the observations should be made clear to the teacher before the observation.
- It should be made clear the documents that are required by the observer to support the observation. For example, The school's Five-Minutes lesson plan and a seating plan if appropriate

#### **8.0 During the observation:-**

- Lesson observations should be at least 30 minutes of a lesson.
- The teacher should decide where in the lesson they want the observer to sit.
- The teacher should have ready for the observer documents that will support the observation, e.g. lesson plans, seating plans (where necessary), context sheet, assessment tracking sheet, schemes of work or half term plans. These should be ready and waiting on the observer's table.
- The observer may speak to pupils during observation to gather pupil's understanding of their learning.

- The observer will gather information about pupil's learning in the lesson and progress over time by looking at pupils books during the observation.
- The observer will observe how the teacher leads other members of staff in the lesson.
- Observations will be recorded on the school's evaluation form.

#### **9.0 After the observation:-**

- A professional learning conversation will take place as soon as possible after the observation at a mutually agreed time, ideally no later than the end of the following working day. This should be a two-way process and the observer's role is to lead the discussion. The teacher will be given an opportunity to reflect on what went well. Areas for development will also be discussed during the dialogue.
- Written feedback will be provided within five working days of the observation taking place. Feedback should be explicit and focus only on the areas agreed beforehand. If issues emerge that were not a part of the agreed focus that were agreed in the pre-observation discussion these should also be covered in the written feedback and appropriate action taken in relation to regulation and guidance.
- Feedback will be given in confidence.
- The teacher will receive a copy of the lesson observation feedback and a copy will be stored on the teacher's file.

#### **10.0 Marking Sampling:-**

The leader of Teaching and Learning and Subject Leaders may request a sample of pupils' exercise books at any time during the academic year, subject to a maximum of 2 samples per year unless serious concerns regarding a teacher's practice are present. This may constitute a small randomly selected sample, or all exercise books used by students taught by the individual teacher.

This policy is to be updated annually in line with new government strategies. It is updated by the Deputy Head of School.

Ratified by:

Name: Barbara Scrivens

Role: Chair of Governors