

WOODLANDS PRIMARY SCHOOL



CLASSROOM OBSERVATION PROTOCOL

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CESHIRE WEST AND CHESTER COUNCIL

WOODLANDS PRIMARY SCHOOL

CLASSROOM OBSERVATION PROTOCOL

CONTEXT

Head teachers and Governing Bodies are required to organise classroom observation for a range of reasons and purposes. These are underpinned in the statutory context by:

- School Teachers' Appraisal Regulations
- The School Teachers' Pay and Conditions Document (STPCD),
- National Standards for Head teachers (2004),
- Teachers' Standards 2012

PRINCIPLES

This School believes that:

- This protocol is applicable to classroom observations for the purposes of appraisal and quality assurance for teachers and those in support roles who work in the classroom and are engaged in teaching and learning activities.
- Observation may be carried out on a single or joint basis by
 - The head teacher
 - another member of the senior leadership team
 - the teacher's line manager or another appropriate TLR post holder
 - someone familiar with the work they do and who has responsibility beyond the classroom e.g. curriculum subject lead
 - peers
- Only teachers with QTS may observe other teachers. Such teachers will be given appropriate training in observation skills and the provision of constructive feedback will be provided.
- We will endeavour to conduct classroom observations to achieve a range of objectives at the same time which will include appraisal and the requirements placed on the head teacher to ensure that s/he monitors the standards of teaching and learning overall.

- Classroom observation should be a positive and formative activity, focussed on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.
- The frequency of classroom observations should be sufficient for the required purpose and meet statutory requirements where applicable. In this school that will normally be between 3 to 5 per academic year.
- Where necessary, we will endeavour to provide class cover for appraisers to ensure that classroom observation and feedback are planned activities not wholly determined by timetable slots that will maximise benefit to appraisees and the school.
- Observations should , except where specific circumstances arise, be carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

PROCEDURES FOR FORMAL CLASSROOM OBSERVATION

- When and for what purpose (e.g. subject review, appraisal) individual observations will take place including the primary focus of the observation (e.g. management of pupils' behaviour) will normally be agreed at the annual appraisal meeting.
- As a minimum, five working days notice should be provided wherever possible.
- Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, NQTs, support staff).
- The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.
- Feedback both written and oral should be provided on all occasions whether the observation has been carried out by staff within the school or by LA staff for monitoring and support purposes. In the case of oral feedback this should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.
- A copy of written observations should be kept by the individual who has been observed and by the school in the employees personal file.
- For NQTs the recommended frequency in normal circumstances is 6 observations over the induction period.
- Lesson Plans should be provided by the staff member, in accordance with the school's policy, for the observer wherever possible one working day in advance of the observation taking place.

- The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context.

DROP - INS

- The Head teacher has the right to drop - in to monitor standards of teaching and learning which may include learning walks.
- Drop – ins are not formal observations and will normally be a classroom visit of short duration
- The Head teacher may exercise this right by way of delegation to other members of the leadership team.
- While drop – ins may be unannounced general principals on training of those to whom the right has been delegated, discretion, developmental feedback and confidentiality will be observed.
- Like formal observation, drop – ins should be carried out on an equitable basis. In normal circumstances the number and frequency should be the same for all staff.
- Any issues of concern observed during a drop-in should be fed into the appraisal process via the teacher's appraiser
- In this school, drop - ins and learning walks will be undertaken by members of SLT and Governing Body

PEER OBSERVATION

- All staff have a professional duty for their own and others professional development.
- To that end staff will co-operate with and participate in peer observation .
- Where appropriate class cover will be provided to facilitate agreed peer observation.
- Feedback between peers will be confidential to the parties unless otherwise agreed between them.

This policy/document was reviewed by:

Signed **Date**

Position

Signed **Date**

Position

The next revision date is: