



Centre for Teaching in
M a n a g e m e n t

The Observation of Teaching, Learning and Attainment

Last Review date February 2014
Next Review date February 2015

Policy and Procedures

1. Introduction

Lesson observation is an integral part of Quality Assurance and Self-Assessment. It is a key factor to support continuous improvement in the delivery of teaching and learning

2. Aim

Within the College's culture of critical self-evaluation and support for staff, the lesson observation policy and code of practice will seek to provide the highest standard of learning experience for all learners.

3. Management of the observation process

Overall responsibility for the Lesson Observation Policy lies with Principal who will coordinate the management of all processes connected within the framework. .

- To enable standardization process a number of observations will be paired or carried out by independent observers
- Standardization meetings will be held each academic year and a sample of lesson observation reports will be externally validated for review at that meeting.

4. Objectives

It is important that all aspects of the observation process are understood and endorsed by all staff. The process is designed:

- To develop and improve teaching and learning;
- To identify and acknowledge good practice and ensure that this is shared;
- To evaluate the experience of the learners;
- To measure standards of teaching and learning
- To inform the self-assessment process;
- To identify team and individual staff development needs.

All observers used by the College will receive extensive training in line with the requirements of the Common Inspection Framework (CIF) and the 4-point grading scale adopted by OFSTED.

5. Procedure

Observations will take place at different stages during the academic cycle for all

Curriculum areas

All teaching staff including seasonal teachers will be observed at least once during the scheduled period. Consequently it may mean that staffs who teach across a number of areas are observed more than once.

Observations of new teaching staff will take place at one month and four months into their probationary period.

The outcome of probationary observations will be fed back Proprietor and the Principal and this will inform the wider probationary review meeting.

A key function of the observation scheme will be to offer help, support and mentoring to colleagues as appropriate. As part of the process, peer mentoring and observation will be encouraged and will be coordinated by the Principal

Consequently

- All teaching staff will be observed at least once per year, together with any resultant re-observations
- Teaching staff will be advised that during a specific five working day period they will be observed as part of the College Lesson Observation process. Fifteen working days notice will be given of the commencement of the observation period.
- The Principal will determine the observation periods and will select the lesson to be observed. The observer will discuss at what stage during the observation it will be appropriate to speak with the learners
- All lesson observations will be at least 45 minutes, although the observer may wish to leave the session and return to observe different stages or aspects of delivery
- All observations will be conducted against the 4 point scale used by OFSTED including new and probationary teachers.
- After each observation formal verbal feedback will be given to the member of staff being observed by the observer as soon as possible and within five working days of the observation.
- After each observation the observer and observed teacher will agree a formal written report which includes feedback on the observation and an action plan
- The action plan will identify development needs and the required response.
- The action plan will be developed and monitored by the Principal
- The observation report and action plan will contribute to the appraisal process and will be reviewed at each appraisal.
- Staff will be given a copy of written feedback and will have an opportunity to discuss their grade and feedback. This should be done within three working days of receiving the written feedback.

- Where a lesson observation highlights areas of inadequate performance the observed teacher will receive support identified in the Observation Action Plan. A re-observation will take place at the time identified within that plan. This will normally be within 20 working days of the support
- If the re-observation is graded as satisfactory or better one further observation will be undertaken within another 20 working days
- If any re-observation or any subsequent observation within 12 months of the original unsatisfactory grade is graded as unsatisfactory capability proceedings will be instigated.
- All data from the observation process will be held on a database managed by the Principal

6 Conducts of Observations

It is important that all observers adopt a standardized approach to the process.

Consequently

- Observers should not disrupt the learning process within a session
- Class records i.e. the register, scheme of work, lesson plan(s), class profiles, records of work etc. should be available to be seen by observers Lesson Observation
- Samples of student work should be available in order for observers to assess the impact of teaching and learning
- Observers should seek an appropriate time to talk to learners about the session
- Observations should be conducted using the new Lesson Observation Form with all the relevant data points completed
- All lessons observed will receive a single grade based on the 4 point scale which

is:

1. Outstanding
2. Good
3. Satisfactory
4. Inadequate

All members of staff involved in the process should demonstrate:

- Courtesy and objectivity in the conduct of all observation activities
- A respect for the confidentiality of any information gained in the course of carrying out observations and giving feedback
- A respect for students and staff, the principles of equality and diversity and health and safety in all aspects of the College Observation Scheme.

Observation and the Capability Policy

Teaching is the core activity of the College. It is essential that its teachers are competent in the planning, delivery and assessment of the learning programmes that the College offers. The success of the College depends upon effective contributions from all staff. Performance incapability refers to an individual member of staff's ability to perform the work expected of them to required standards.

An unsatisfactory observation shall be regarded as the start of the informal stage of the capability procedure. The teacher will be offered support and mentoring in order to improve teaching performance. The teacher will be observed following this support. The re-observation will be six weeks after the original observation. A second unsatisfactory grade will invoke the formal stage of the capability procedure.

Where the re-observation is satisfactory the teacher will no longer be subject to the capability procedure. However, should the teacher's next subsequent observation be unsatisfactory the teacher will re-enter the Capability Procedure at the formal stage.