

Fairfield Endowed CE (C) Junior School
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Appraisal and Classroom Observation Protocol 2016

For appraisal purposes:

The Governing Body is committed to ensuring that observation is developmental and supportive. The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of professional trust and co-operation. Accordingly those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations will be carried out;
- evaluate objectively, taking account of any particular circumstances affecting the observation on the day;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Planning and Preparation

The Headteacher will:

- consult with teachers and union representatives concerning the overall pattern of observations for the academic year.
- leave capacity for appraisers to agree with teachers the timing of any observation particular to that teacher's objectives,
- provide for those being observed for all purposes to receive final notice at least 5 working days in advance,
- arrange, as far as possible for observations to take place at a time agreed with the teacher,
- ensure there is a reasonable amount of time between observations,
- ensure classroom observation is undertaken solely by persons with qualified teacher status and the appropriate training and skills to undertake observation, provide constructive oral and written feedback, in the context of professional dialogue. The observer should be able to provide any consequent support for the teacher or ensure this need is addressed by the relevant staff member.

Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:

- the amount of observation,
- the focus of the observation,
- the maximum duration of the observation,
- when during the appraisal cycle the observation will take place and
- who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self- evaluation and improvement strategies, in accordance with the school's efforts to streamline data collection and minimize bureaucracy.

Conducting Observation

Time for preparation (for observers) and feedback for classroom observation will be made available within the teacher's directed time, but not PPA time. The total period for observation arranged for any teacher will not exceed three visits per cycle, each of no more than an hour in length, having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours.

The amount of observation for each teacher should reflect, and be proportionate to, the needs of the individual and the school. In each case 'proportionate to need' will be determined by the particular role of the teacher, and the focus of their objectives.

Classroom Observations will only be undertaken by persons with QTS.

Oral feedback will be given as soon as possible after the observation and the appraiser will aim to provide this before the end of the following working day. Feedback will be given during directed time in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the focus of the observation, as recorded in Appraisal plan, these should also be covered in the written feedback and the appropriate action taken in accordance with the policy and guidance.

Neither pupils nor Governors will undertake observations, although governors may, by arrangement and agreement with the teacher(s) concerned, visit a lesson(s) to familiarise themselves with the school in operation or in connection with their link area or take part in Learning Walks.

It is agreed and expected practice that, at Fairfield, observers do not write notes during observations but will instead be encourage to reflect upon what has been observed outside of the classroom.

Records

The written record of feedback will also include the date on which the observation took place, the lesson observed and the length of the observation **using the agreed 'teacher action plan' format**. The teacher may add written comments on the feedback document. No written notes in addition to the written feedback will be kept. The appraiser will be given sufficient time within their working day to put in written form the conclusions and outcomes of the observation, where possible agreeing these with the teacher.

It is recognised that an observation provides a 'snapshot', not an overview of a teacher's performance. Other information, such as progress reviews, will be utilised to assess the teacher's overall effectiveness and the impact of their quality of teaching. Observation feedback will be formulated with reference to the Teachers' Standards (and any other standards applicable to the teacher) relevant to the activities observed. Any use of Ofsted grades is to enable headteachers to report generic quality of teaching information to the Governing Body, identify school development needs and prepare the school for Inspection.

Teachers will be provided with all written accounts of observations.

Classroom Observation and Formal Capability Procedures

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations to those recorded at the beginning of the cycle may be arranged, subject to a formal review meeting being held in accordance with the policy.

For teachers entering the 'Teachers Experiencing Difficulty' section of the Appraisal Policy or already on a formal capability procedure, an important part of the support offered will be a clearly defined amount of classroom observation, with structured oral and written feedback. The amount of observation will be discussed with the teacher and (as indicated in the Teachers Experiencing Difficulty appendix) their union representative.

For ongoing monitoring purposes

The head teacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school.

While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the head teacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations as part of other monitoring as well as informal 'drop ins' and learning walks.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. In this case, the monitoring may also be undertaken by other parties who have a monitoring role, such as subject leaders, members of the Governing Body or Local Authority.

The monitoring might, for example, involve:

- work scrutiny;
- analysis of assessment results;

- pupil discussions;
- or an examination of lesson planning records.

It may also be “light touch” and relatively informal. Other forms of additional monitoring may include learning walks, drop in visits to classes and **peer learning opportunities/team teaching techniques**.

At the start of each new term (3 times per year) monitoring activities will be planned for each month on the Monitoring and Evaluation Calendar. This will be shared with staff at the start of each term. Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal.

The number and duration of lesson observations and other monitoring activities will be for the head teacher to determine as appropriate **in order to meet the needs of the school**.

For professional development – models of good and better practice

As a school we are committed to providing high quality professional development that supports pupils in achieving their potential. Sharing good practice is an integral part of this quality professional development. Teachers at this school may be observed by colleagues from other schools or, for example by Newly Qualified Teachers as part of their development programme. Observation, in this instance is solely for the purpose of providing an example of good practice and may culminate in professional dialogue following the lesson, rather than formal written feedback.

Post threshold teachers will contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing feedback. Other teachers may also provide examples of good practice with prior agreement.

Arrangements for observations of good practice will be agreed between colleagues in advance of the observation.

I have read and agree with the principles and statements set out in the observation protocol.

NAME (Print)

Signed

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Prepared by Mrs. Mercer

June 2016