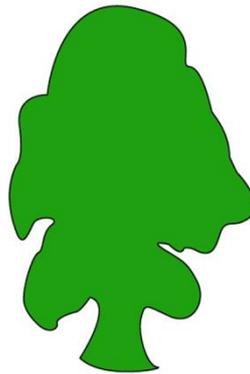


# Observation, Learning Walk & Classroom Monitoring Policy

## FOR ELMHURST SCHOOL



Adopted:	April 2016
Next Review Date:	April 2019
Responsible Committee:	Curriculum, Pupils and Community Committee

Signed:

Headteacher:	Mrs R. Lee
Chair of Governors:	Mr D. Gamble

## Observation, Learning Walk & Classroom Monitoring Policy

At Elmhurst school we are constantly evaluating the quality of teaching and learning so that we can ensure that our pupils make the best progress they possible can. Teaching and learning is evaluated through classroom observations/learning walks, data and progress, learning in books and the environment. Evidence is triangulated and used to judge teaching across the school 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 Elmhurst we expect all teaching and learning to support the development of knowledge, skills and understanding and generate high levels of commitment to learning from our pupils and we use the outcomes of observations/learning walks to evaluate the quality of practice and plan for personalised Continuing Professional Development (CPD).

The following policy outlines the procedures in place to ensure that classroom monitoring is a manageable and supportive process, conducive to the learning needs of staff and quality outcome for all pupils. Leaders are always monitoring every aspect of school life, talking with teachers, support staff, parents and children; evaluating the quality of provision across the school for all pupils.

In the pursuit of the best outcomes for all pupils, the basis of the school's classroom monitoring policy is:

*Where learning over time is found to be either in need of improvement or inadequate, a program of coaching support will be planned alongside agreed targets for improvement, ensuring teachers feel confident in addressing development identified by the observer. If practice does not improve, a more detailed plan of support will be implemented (a Performance Improvement Plan) and closer monitoring supporting the teacher in making the improvements needed. If an individual teacher is unable to deliver teaching over time that is good or better, they will then be managed use the school's procedures for capability.*

Observations/learning walks will also happen for other reasons. Subject Leaders will need to monitor the quality of teaching and learning in their own subjects to ensure that standards are in line with expectations. These observations will be planned as part of the monitoring and evaluation schedule. Governors will also observe teaching and learning on a half-termly basis. These will be part of their 'critical friend' role and not an evaluation of an individual teacher's performance. Observations/learning walks may also happen as part of the BLT'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.

We aim to ensure that the school promotes a culture where observation of practice is intrinsic to the life of the school, non-threatening and completely synonymous with our day to day practice and in pursuit of excellence. Any individual who is unhappy with the outcomes of a monitoring procedure is able to raise this with a senior leader to resolve the difficulties. If the situation remains unresolved then the usual grievance procedure becomes the process to be followed.

### Why Observe? – To...

- Identify strengths and areas for development in subject areas, standards, coverage, teaching, learning and progress.
- Know strengths and areas for development in teaching; ensure consistency throughout the school.
- Gain views on pupils attitudes.
- Support and advise colleagues based on first-hand experience.
- Have the chance to reflect on own practice and the opportunity to develop our teaching skills.

- Share good practice and ensure consistency.
- Meet CPD requirements.
- Inform INSET/Staff Meeting needs.

### **What Could Be Observed? – Focus on...**

- Aspects of teaching or learning to ensure that learning over time enables pupils to achieve the best possible outcomes.
- Use of questions, modelling, time or resources.
- Objectives understood; focus on particular groups of pupils; are pupils being challenged?
- Current needs and focus of school e.g. Using and Applying in Maths, Talk for Writing in English.
- Areas of improvement identified by staff e.g. Learning Environments, Reading Corners.
- Pupil's responses and attitudes towards learning e.g. Becoming Better Learners, Responding to Marking & Feedback
- Relationships in the classroom; groupings; use of support staff.

### **How Should It Be Observed?**

- Wherever possible teaching and learning should be observed in pairs to enable a dialogue and discussion to take place with all parties following the observation/learning walk.
- Using the schools standardised proforma; a tick list will NOT be used.
- Ofsted grades should not be given to members of staff for individual lessons.
- Pupils' work and the learning environment will be looked as part of the observation/learning walk.
- Pupils' and support staff will be spoken to as part of the observation/learning walk.

### **Who Should Observe?**

- Teachers as part of the '**peer observation**' program.
- Support Staff.
- Subject Leaders.
- Middle Leaders.
- Senior Leaders.

### **How Should Observation Feedback Be Given?**

Teachers/support staff will partake in a discussion with the observers regarding the learning of the pupils.

- Observed teacher/support staff should complete a reflection prior to discussion.
- Time of discussion to be agreed with all parties when the observation is timetabled.
- Discussion to take place within 24 hours of the lesson but not immediately afterwards to allow all parties reflection time.
- Fair and supported by evidence.
- With honesty.
- Identify strengths and ensure these are shared with SLT so that other staff can be directed to observe this teacher/support staff as part of the '**peer observation**' program.
- Identify areas for development and discuss how they could be achieved and what support is needed to ensure they are achieved.
- Ensure observation is linked to previous observation and any targets from this are followed up.
- With plenty of time set aside to enable a discussion to take place.
- Relaxed professional atmosphere; focus on issues not the individual; should be a discussion.
- Feedback on the standardised form – copy for teacher/support staff, observers and Headteacher.
- In an appropriate venue.

## **How Should Learning Walk Feedback Be Given?**

Learning Walk feedback will usually be given to groups of staff simultaneously and will highlight overall strengths and areas for development.

Where possible:

- This will form part of a discussion in a staff or team meeting.
- Written highlights will be provided to the team, which will not identify individuals.
- Where a specific area of development has been noted for one individual e.g. an individual is not consistently/accurately using the school Marking & Feedback Policy then this will be discussed with this individual, and their line manager and any individual support required will be put into place.

## **IRIS Connect**

Iris Connect may be used by all teachers/support staffs as a tool to enable them to reflect upon their own practice. It will not be used by the Senior Leadership Team/Headteacher/Governors to monitor teaching and learning within the school.

Each member of staff has their own unique login which they are in control of and it is up to them who they wish to share any clips with. Individuals may share with the SLT a particular aspect of their teaching and request to have a coaching discussion to support them to further improve their practice.