

# Fair Ways Education

## Observation Policy

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**Contributor:** Laura Willis (Versions 1 &2)

## Contents

1	Introduction .....	4
2	Reason for lesson observations.....	4
3	What we observe during observations .....	4
4	Types of Observation.....	5
5	Appealing an Observation Grade .....	7
	Appendix A: Observation Form.....	8
	Appendix B: Learning Walk / Behaviour Observation .....	14
	Appendix C: Peer Observation .....	18
	Appendix D: Support Worker Observation.....	19

## Fair Ways Vision, Mission and Values

### Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

### Our mission

Making a difference through passionate care, support and education.

### Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

<b>P</b> ROFESSIONAL	<b>A</b> CCCEPTING	<b>R</b> EFLECTIVE	<b>T</b> RANSSPARENT
<ul style="list-style-type: none"> <li>We do what we say we will</li> <li>We approach challenges with optimism and enthusiasm</li> <li>We don't judge, we notice</li> <li>We put the needs of the service before our own personal gains</li> </ul>	<ul style="list-style-type: none"> <li>We don't give up on people</li> <li>We value all individuals and are willing to challenge them</li> <li>We embrace each other's differences as much as our similarities</li> <li>We accept responsibility for our actions</li> </ul>	<ul style="list-style-type: none"> <li>We give feedback, we invite feedback, we listen to feedback</li> <li>We look inward before we look outward</li> <li>We learn as much from our mistakes as from our successes</li> <li>We listen to each other, learn from each other and grow together</li> </ul>	<ul style="list-style-type: none"> <li>We are always willing to explain why</li> <li>We have the courage to be open and honest</li> <li>We earn trust through our transparency</li> <li>We live by our values even when no-one is watching</li> </ul>

## **1 Introduction**

- 1.1 Within Fair Ways Education we are constantly evaluating the quality of teaching and learning so that we ensure young people engage, participate and make the best progress they possibly can. School leaders are always monitoring every aspect of school life, talking with the whole team and young people; evaluating the quality of provision across the school.
- 1.2 Teaching is evaluated through classroom observations, data and progress, learning in books and the environment. Evidence is triangulated and used to judge teaching 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.
- 1.3 At Fair Ways, we expect all teaching to be at least 'Good' and use the outcomes of classroom observations to evaluate the quality of practice and plan for personalised CPD.
- 1.4 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 outcomes for all young people.

## **2 Reason for lesson observations**

- 2.1 All staff who are working with young people are observed for the following reasons:
  - To review staff strengths and weakness in their subject areas, standards and coverage, teaching, learning and progress;
  - To gain views on a young persons' attitude;
  - To ensure consistency through the school ;
  - To ensure support and advice is based on first-hand experience;
  - To have the chance to reflect on our own practice prompting opportunities to develop our teaching skills;
  - To share good practice and ensure consistency
  - Meet CPD requirements
  - Inform INSET needs

## **3 What we observe during observations**

- 3.1 During an observation, the observer will be ensuring and looking for:

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- Elements of the quality of education to ensure lessons are Good or Outstanding;
- Use of questions, modelling, use of time and or resources;
- Learning Objectives are understood, developmentally/therapeutically appropriate and suitably challenging;
- Current needs and focus of school, e.g. present academic and therapeutic needs and future aspiration and next steps;
- Area of improvement identified by staff- such as classroom learning environment, organisation;
- Young people's responses;
- Relationships throughout the young people's learning and therapeutic journey.

## **4 Types of Observation**

### **4.1 Formal / Informal Lesson Observations (Appendix A)**

- Teaching staff will be observed once a term (3 x a year)
- A new member of staff will be observed every half term until they pass their probation.
- These are completed by a member of the Senior Leadership Team.
- All observers will have undertaken adequate preparation and have appropriate professional skills to undertake observations and to provide constructive feedback.
- The Fair Ways Observation Form will be used to record all observation feedback.
- The observation will last for at least 20 minutes as a minimal time period.
- Verbal feedback will be given to the staff member by the observer at the end of the day, there will be an opportunity at this point for the staff member to reflect and feedback on how they felt the observation was.
- Written feedback will be given to the staff member within 48 hours of the observation. This will also be shared with the Head of School and Head of Department.
- All judgements and grading's made during a formal observations will be directly related to the OFSTED definitions.
- Informal Observations will not be graded and will be used to support staff development.
- Staff will be given a week's notice of the observation.
- If staff are graded Requires Improvement or Inadequate, they will be re-observed within 4 weeks.

- If a staff member gets two observations of Requires Improvement or Inadequate within an academic year, the Senior Leadership Team will review as to whether a Personal Improvement Plan needs to be implemented.

#### **4.2 Learning Walks / Behaviour Observations (Appendix B)**

- Learning Walks / Behaviour Observations will take place once a week.
- Learning Walks / Behaviour Observations will be completed by a member of the Senior Leadership Team.
- These walks / observations will always have a theme which will be focused on throughout the walk / observation.
- Feedback from Learning Walks / Behaviour Observations will be generic and shared with all staff to inform professional development.
- Any specific feedback from Learning Walks / Behaviour Observations will be given to staff in a written format.

#### **4.3 Peer Observations (Appendix C)**

- These observations will occur once a term.
- Senior Leaders will encourage peer observations to be completed by staff who are getting Outstanding to support other staff.
- Aims:
  - To enhance teaching through reflection
  - To enhance the quality of teaching and student learning
  - To bring benefits to the person doing the observation as well as to the person doing the teaching
- Benefits:
  - Discussion of your teaching
  - Sharing of good practice
  - Positive valuing of teaching
  - Learning about a range of different approaches to teaching and learning
- Before the first peer observation:
  - Meet up or have a discussion with the observer about an area in which they would like you to focus on. This could be after feedback from a previous observation by SLT or an area they have been working on.
- During the peer observation:
  - Try to place yourself in a discrete way, take notes to help.
  - Don't interrupt the lesson!
- After the peer observation:
  - The final stage is to meet to discuss what you have learnt from the process – this could take place immediately after the observation. During this time you should use the observation form to offer feedback on how teaching went. It's important to keep this discussion positive and constructive and

to think about what you have learnt from the process, whether as an observer or through the process of being observed.

- Agree an area of focus for the next peer observation.
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#### **4.4 Support Worker Observations (Appendix D)**

- It is as important to Quality Assure the work support workers do as it is teaching staff.
- Support Workers in Fair Ways Education will often be working 1:1 with young people and need to know where their strengths are and where their weaknesses are.
- These observations will occur once a term.

4.5 There maybe occasions in which additional observations need to be carried out if a member of staff is on a teaching qualification and external people may come in to observe. These will be in addition to the observations carried out by Fair Ways.

### **5 Appealing an Observation Grade**

5.1 The school promotes a culture where observation of practice is intrinsic to the life of the school. It should be non-threatening, and completely synonymous with our pursuit of excellence. The observation processes should be seen by staff as a support mechanism. Any individual who is unhappy with the process 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 is to be followed.

### **6 Associated Documentation & Legislation**

None

## Appendix A: Observation Form

### Lesson Observation Report – Tutor Form

<b>Teacher/TLP:</b>	<b>School:</b>	<b>Date:</b>	<b>YP:</b>
<b>Observer:</b>		<b>Signature:</b>	

<b>Lesson Objectives:</b>	
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Date of last observation	Key area for improvement	Evidence in this observation

<b>Lesson Strengths:</b>	
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<b>Key Areas for Improvement</b>	
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Outstanding	Good	Requires Improvement	Inadequate



**Lesson Observation Report – Tutor Form**

Comments	Targets
<b>Planning and Resources</b>	
<b>Attitudes &amp; Behaviour</b>	
<b>Teaching</b>	
<b>Assessment</b>	

	Outstanding	Good	Requires Improvement	Inadequate
<b>Planning and Resources</b>				
<b>Lesson Planning</b>	Lesson is planned very effectively, making maximum use of time and resources.	Lesson is planned effectively to help learners, with productive use of time.	Lesson planning is adequate with an acceptable structure.	Lesson is poorly planned with insufficient detail.
<b>Learning Materials/ Resources</b>	Excellent range of creative materials clearly presented & well-used to promote learning.	Good range of materials and resources + effectively used to support session content and promote learning.	Resources and learning materials used to support learning. However these would benefit from greater creativity.	Insufficient or inadequate resources to support learning.
<b>ICT Used Effectively</b>	ICT is used effectively and in interesting ways to add significantly to the learning.	ICT is used by both the teacher and the learner to enhance learning.	ICT is used, mainly by the teacher.	ICT is not used where it could have been to enhance the learning.
<b>Attitudes &amp; Behaviour</b>				
<b>Behaviour Management</b>	The learner is acting responsibly and has an excellent understanding of the expectations of them. Challenges are rarely needed, but are effectively managed and do not disrupt learning.	The learner is clear about what's required from them and engaged with activities. Challenges are appropriately managed with minimal disruption.	The learner is clear about what is required. Challenges are managed with some disruption.	The learner is unclear about what is required. This is not addressed by the teacher. Inappropriate behaviour is not addressed and this negatively impacts on learning.
<b>Learning Support (if present)</b>	Effective liaison and direction of learning support professionals	Learning support professionals are directed by the teacher	Learning support professionals in the classroom provided with lesson plan and resources by teacher	Learning support professionals in the classroom are undirected
<b>Teaching</b>				
<b>Subject Knowledge &amp; Understanding</b>	Teacher can demonstrate deep knowledge & understanding of the subject.	Teachers have a secure knowledge & understanding of the subject.	Teacher has an awareness of the subject knowledge but little understanding.	Teacher has a limited knowledge & understanding of the subject
<b>Pace / Time</b>	Pace not only matches subject and learner level, but provides opportunity to stretch and challenge.	Pace matches subject and learners' needs/level.	Overall pace promotes learning and interest.	Learners lose interest and concentration at some points.
<b>Inclusion and Differentiation</b>	All teaching and teaching materials facilitate inclusion. Learning is highly differentiated and individualised.	The majority of teaching and teaching materials facilitate inclusion. Learning is differentiated with some individualisation.	Teacher attempts to provide inclusive teaching materials and differentiation.	Teachers does not adopt an inclusive approach.
<b>Activities</b>	Activities very well-structured and timed to maintain interest and stimulate learning for all.	Activities well-timed and structured.	Most activities sufficiently matched to learner/subject level.	Activities lack pace/rigour and do not promote learning.
<b>Learning Strategies</b>	Excellent range/creative approaches used to maximise learning and involve learner and highly appropriate for the subject.	Good range of learning methods used to engage learner and promote learning.	Limited range but teacher makes some effort to vary approach and involve learner.	Lesson is too teacher centred. Insufficient variety and involvement of learner.

<b>Review / Summary of Learning</b>	Highly effective review of learning throughout the lesson with very clear and creative summary linked to learning outcomes as well as wider learning.	Good review/recap at points in the lesson & clear summary of learning progress including summary at end of lesson.	Some review of learning including a brief summary planned at end of lesson.	Insufficient or no review of learning and/or insufficient or no planned summary at end of lesson.
<b>Equality &amp; Diversity including SMSC</b>	E&D is fully integrated into the lesson. Teacher models best practice through use of inclusive language, attitudes and terminology.	Frequent opportunities to promote understanding of E&D are utilised. Teacher models good practice through use of inclusive language, attitudes and terminology.	Some opportunities to promote understanding of E&D are utilised. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes.	Language is inappropriate; resources do not promote an understanding of E&D and in some cases reinforce stereotypes. Inappropriate remarks are unchallenged.
<b>Assessment</b>				
<b>Learner Engagement</b>	Learner is actively involved and engaged. Highly motivated/interested. High levels of co-operation and interaction.	The learner is involved and engaged in the lessons. Good level of interest and concentration.	The learners' involvement in the lesson is sufficient for the learning activities to be completed.	The learner is insufficiently engaged. Limited concentration and interest. Learner is bored and showing it.
<b>Learner Progress</b>	Learner is demonstrating excellent knowledge and skills for level and stage of programme. Learner uses/takes initiative and responsibility for their learning. Excellent use of stretch and challenge.	Learner is demonstrating a good level of skills/knowledge. Stretch and challenge is evident.	Learner is working appropriately for standard and stage of programme, with minimal stretch & challenge.	Level of knowledge and skills demonstrated is not at the standard expected for the stage and level of programme.
<b>Maths Development</b>	Every opportunity is taken to skilfully integrate maths development.	Good range of opportunities taken to develop maths skills which in most cases are relevant to the session.	Some development of maths skills. In some cases activities are not linked to the core lesson content.	Little or no development of maths skills.
<b>English Development</b>	Every opportunity is taken to skilfully integrate English development.	Good range of opportunities taken to develop English skills which in most cases are relevant to the session.	Some development of English skills. In some cases activities are not linked to the core lesson content.	Little or no development of English skills.
<b>Assessment of learning</b>	Wide range of valid, reliable and differentiated assessment tools used highly effectively. Learner is assessed at their varying levels.	Range of appropriate assessment tools used effectively. Individual assessment strategies used. Learner is assessed.	Some use of assessment tools. General assessment strategies employed to demonstrate learning has taken place.	Inadequate level of assessment. Checks on learning are limited.
<b>Assessment Feedback</b>	Constructive individual feedback given. Feedback is clearly owned by learner for their future development.	Constructive feedback given to learner. Feedback is detailed and learner acknowledges and takes it on board.	Feedback provided, however responses are limited.	No evidence of feedback or feedback is of a poor standard.
<b>Homework</b>	Appropriate and regular homework contributes very well to learning.	Appropriate and regular homework contributes well to learning.	Appropriate homework is set which contributes reasonably to learning.	Homework is not set regularly or doesn't contribute to learning.

Time	Points to note/evaluate

<b>Young person thoughts of the lesson:</b>	
<i>Does the young person know what the lesson is about? Do they know their targets? Do they know how it links? What qualification are they doing?</i>	
<b>Staff Feedback (following observation)</b>	
Date:	Signature:

<b>Action Plan for Observation Targets</b>		
<b>Target</b>	<b>Action to be Taken</b>	<b>Date to be Completed</b>

**Appendix B: Learning Walk / Behaviour Observation**

Learning Walk Theme:
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Academic Year:	Date of Learning Walk:
Name of Observer:	Time of Learning Walk:

Session 1:	
Teaching Staff:	Support Staff (Where appropriate:
Initials of Young Person:	
Comments:	

Session 2:	
Teaching Staff:	Support Staff (Where appropriate:
Initials of Young Person:	
Comments:	

Session 3:	
Teaching Staff:	Support Staff (Where appropriate:
Initials of Young Person:	
Comments:	
Session 4:	
Teaching Staff:	Support Staff (Where appropriate:
Initials of Young Person:	
Comments:	
Session 5:	
Teaching Staff:	Support Staff (Where appropriate:
Initials of Young Person:	
Comments:	

Subject Area	Staff Lead	Curriculum Lead	Target	Action to be Taken	Date to be Completed



**Behaviour Observation Report**

<b>School:</b>	<b>Date:</b>	<b>Time:</b>
<b>Observer:</b>		<b>Signature:</b>

<b>Observation Focus:</b>	
<b>Type of Observation e.g. break, lunch, start/end of day</b>	

<b>Strengths</b>	
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<b>Key Areas for Improvement</b>	
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<b>Action Plan for all staff to consider</b>		
<b>Target</b>	<b>Action to be Taken</b>	<b>Date to be Completed</b>

<b>Areas of good practice to share:</b>	
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## Appendix C: Peer Observation

<b>Teacher being observed:</b>	<b>Lesson:</b>	<b>YP:</b>
<b>Observer:</b>	<b>Date:</b>	

<b>Focus of observation (discussion with person observed beforehand):</b>
<b>Strengths: (e.g. structure, activities, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm)?</b>
<b>Can you identify any areas for reflection (e.g. structure, activities, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm)?</b>
<b>Do you have any comments on specific areas of focus identified prior to observation?</b>
<b>What have you learnt that you can use in your own teaching?</b>

<b>Agreed focus for next peer observation:</b>	<b>When:</b>

Signed observer: \_\_\_\_\_ Date \_\_\_\_\_

Signed teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix D: Support Worker Observation

### Lesson Observation Report – Support Worker

<b>Support Worker:</b>	<b>School:</b>	<b>Date:</b>	<b>YP:</b>
<b>Observer:</b>		<b>Signature:</b>	

<b>Lesson:</b>	
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Date of last observation	Key area for improvement	Evidence in this observation

<b>Observation Strengths:</b>	
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<b>Key Areas for Improvement</b>	
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**Lesson Observation Report – Support Worker**

Comments	Targets
<b>Planning and Resources</b>	
<b>Attitudes &amp; Behaviour</b>	
<b>Support to teacher</b>	
<b>Lesson content</b>	

	Outstanding	Good	Requires Improvement	Inadequate
<b>Planning and Resources</b>				
<b>Lesson Planning</b>	Excellent communication with the teacher. Know what the learner is expected to achieve. Familiar with lesson plan.	Good communication with the teacher. Know the lesson plan and aims and objectives.	Little communication with teacher – handed cover work but no lesson plan to follow.	No lesson plan or cover work in place.
<b>Learning Materials/ Resources</b>	Excellent range of creative materials clearly presented & well-used to promote learning.	Good range of materials and resources + effectively used to support session content and promote learning.	Resources and learning materials used to support learning. However these would benefit from greater creativity.	Insufficient or inadequate resources to support learning.
<b>Attitudes &amp; Behaviour</b>				
<b>Behaviour Management</b>	The learner is acting responsibly and has an excellent understanding of the expectations of them. Challenges are rarely needed, but are effectively managed and do not disrupt learning.	The learner is clear about what's required from them and engaged with activities. Challenges are appropriately managed with minimal disruption.	The learner is clear about what is required. Challenges are managed with some disruption.	The learner is unclear about what is required. This is not addressed by the teacher. Inappropriate behaviour is not addressed and this negatively impacts on learning.
<b>Support to Teacher</b>				
<b>Relationship with teacher (if applicable)</b>	Effective liaison and communication and following direction from teacher	Will follow teachers lead and communicate when appropriate	Minimal interaction with teacher.	No interaction with teacher.
<b>Equality &amp; Diversity including SMSC</b>	E&D is fully integrated into the lesson. Teacher models best practice through use of inclusive language, attitudes and terminology.	Frequent opportunities to promote understanding of E&D are utilised. Teacher models good practice through use of inclusive language, attitudes and terminology.	Some opportunities to promote understanding of E&D are utilised. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes.	Language is inappropriate; resources do not promote an understanding of E&D and in some cases reinforce stereotypes. Inappropriate remarks are unchallenged.
<b>Lesson Content</b>				
<b>Learner Engagement</b>	Learner is actively involved and engaged. Highly motivated/interested. High levels of co-operation and interaction.	The learner is involved and engaged in the lessons. Good level of interest and concentration.	The learners' involvement in the lesson is sufficient for the learning activities to be completed.	The learner is insufficiently engaged. Limited concentration and interest. Learner is bored and showing it.
<b>Learner Progress</b>	Learner is demonstrating excellent knowledge and skills for level and stage of programme. Learner uses/takes initiative and responsibility for their learning. Excellent use of stretch and challenge.	Learner is demonstrating a good level of skills/knowledge. Stretch and challenge is evident.	Learner is working appropriately for standard and stage of programme, with minimal stretch & challenge.	Level of knowledge and skills demonstrated is not at the standard expected for the stage and level of programme.
<b>Support Worker Understanding / knowledge of lesson content</b>	Support worker has an excellent understanding of the lesson content and can provide stretch and challenge for the student when appropriate	Support work has good understanding of the lesson content and can answer questions when needed	Support worker has minimal understanding of the lesson content and struggles to deliver lesson	Support worker has no understanding or knowledge of the lesson content and cannot sufficiently teach it.

Time	Points to note/evaluate

Staff Feedback	
Date:	Signature:

Young Person Feedback	
Date:	Signature:

Action Plan for Observation Targets		
Target	Action to be Taken	Date to be Completed