

## GLADE School

# Teacher Lesson Observation Procedure

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## Fair Ways Vision, Mission and Values (2024)

### Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

### Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

### Our values

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 Fair Ways to *play their part*:

<b>P</b> ROFESSIONAL	<b>A</b> CCEPTING	<b>R</b> EFFECTIVE	<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. Purpose and Scope**

- 1.1 The purpose of this procedure is to provide a structured framework for conducting lesson observations on staff at GLADE. Observations are intended to enhance teaching and learning practices, provide constructive feedback, and identify areas for professional development. This procedure applies to all teaching staff and outlines the procedure for both observed lessons and feedback provided.

## **2. Observation Process**

### **2.1 Frequency of Observations:**

Each Teacher/TLP and Support Worker will be observed at least once per term. Additional observations may be scheduled as part of professional development initiatives or at the request of the teacher or management team.

### **2.2 Pre-Observation Discussion:**

Prior to the lesson observation, during Teaching and Learning meetings, there will be a discussion about timings, learning foci, and any other specific details. This helps both the staff member and observer understand the purpose of the observation.

### **2.3 Observation Criteria: Teacher/TLPs**

Lesson observations will focus on the following key areas:

- Lesson Planning
- Learning Materials/Resources
- Behaviour Management
- Learning Support (if present)
- Learning Behaviours and Values
- Subject Knowledge & Understanding
- Assessment of Learning
- Pace/Time Management
- Task Design
- Teaching and Learning Strategies
- Review/Summary of Learning
- Personal Development
- Learner Progress
- Assessment Feedback

## **Support worker**

Lesson observations will focus on the following key areas:

- Punctuality and Liaison with Staff
- Use of Lesson Planning
- Response to Support Worker's Direction
- Clarity of Expectations
- Engagement Strategies
- Promotion of School Values
- Use of Assessment for Learning (AfL)
- Encouraging Student Independence
- Pacing of Lesson
- Adherence to Lesson Structure
- Feedback to Student
- Progress Monitoring

## **3. Observation Evaluation**

### **3.1 Teacher/TLPs**

Each of the above key areas will be assessed using the following scale:

- **Outstanding:** Meets and exceeds expectations, showcasing best practices.
- **Good:** Meets expectations with room for further enhancement.
- **Requires improvements** Meets minimum expectations but requires improvement.
- **Inadequate:** Below expectations and requires significant development.

### **Support workers**

Each of the above areas will be assessed using the following scale:

- **Yes:** Meets or Exceeds expectations and demonstrates best practices.
- **NO:** Below expectations and requires significant development.

### **3.2. Date of Last Observation**

The date of the previous observation will be recorded to track progress and identify any recurring areas for improvement.

### **3.2. Key Areas for Improvement**

The observer will identify key areas for improvement based on the observation, providing clear and constructive feedback to guide the teacher's development.

### **3.3. Evidence in this Observation**

Evidence from the observed lesson will be provided to support each evaluation. This includes specific examples from the lesson that demonstrate strengths and areas for improvement.

## **4. Lesson Observation Format**

Refer Appendix A for Teacher/TLP Observation form

Refer Appendix B for Support Worker Observation form

## **5. Post-Observation**

### **5.1 Development Focus**

A summary of the key areas for development will be provided, outlining specific actions for improvement.

### **5.2 Staff Reflection**

Teachers/TLPs are encouraged to reflect on their lesson and identify areas of growth, incorporating feedback provided.

Support workers verbally discuss the observation feedback and sign to acknowledge they have been a part of the procedure.

### **5.3 Observer Feedback**

Feedback from the observer will be provided in a constructive and supportive manner. The observer may suggest strategies for development and offer resources or training to support staff.

## **6. GLADE Learning Walks**

6.1 At GLADE, learning walks are a key strategy for supporting staff development, maintaining consistency in practice, and ensuring high-quality teaching and learning

across the school. These informal, purposeful visits into classrooms are designed to be collaborative and supportive, not evaluative.

- 6.2 Learning walks are conducted weekly by The Curriculum Manager with a clear focus—such as questioning techniques, classroom environments, or differentiation. These walks are always rooted in GLADE’s pedagogy:

One of the central goals of learning walks is to identify and celebrate staff strengths. By observing effective practice in action, we ensure that what works well is recognised and, where appropriate, shared across the team to drive school-wide improvement. Staff are encouraged to reflect on their own practice and learn from peers in a positive, low-pressure environment.

- Learning walks also support continuity and consistency, ensuring that agreed approaches and policies are being embedded and that all learners have access to a coherent learning experience. The feedback loop from learning walks is constructive, with clear opportunities for professional discussion and the sharing of good practice.
- Ultimately, GLADE’s learning walks are about empowerment—helping every member of staff to feel valued, supported, and part of a collaborative journey toward excellence.

## **7. Conclusion**

- 7.1. Lesson observations are an essential part of the ongoing professional development process at GLADE. This policy ensures that the process is structured, objective, and focused on enhancing teaching and learning for the benefit of students.
- 7.2. Staff have the right to appeal their observation grade if they believe it does not accurately reflect their performance. If a staff member wishes to challenge the outcome, they are encouraged to raise their concerns promptly and professionally. An open and respectful discussion will take place between the staff member and the observer, allowing for clarification, additional context, or evidence to be shared. Where necessary, a member of SLT who did not observe may be involved to support a fair and transparent review process. The goal of this dialogue is to ensure that all evaluations are accurate, constructive, and aligned with professional standards.

## Appendix A : Teacher / TLP Observation Form

### Lesson Observation (GLADE)

<b>Teacher:</b>		<b>Date:</b>	
<b>YP:</b>		<b>Observer:</b>	
<b>Lesson:</b>		<b>Position:</b>	Curriculum Manager

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

<b>Lesson Strengths:</b>	
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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>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: <ul style="list-style-type: none"> <li>• IEPs</li> <li>• Clear care</li> <li>• Active participant</li> <li>• Points</li> </ul>	Learning support professionals are clear on the plan and directed by the teacher: <ul style="list-style-type: none"> <li>• IEPs</li> <li>• Clear care</li> <li>• Active participant</li> <li>• Points</li> </ul>	Learning support professionals in the classroom having some impact on the lesson/student.	Learning support professionals in the classroom are undirected

<b>Learning behaviours and values</b>	High expectations of behaviour and engagement is fostered, meaning that attitude to learning is positive. Resilience is shown when learning becomes challenging. Reference to the school values is evident.	High expectations of behaviour and engagement is fostered, meaning that attitude to learning is positive. Reference to the school values is evident.	Expectations are not clear to the student and not always upheld, resulting in poor engagement.	No expectations and no engagement.
<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>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>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>Task design</b>	Task design is very well-structured and timed to maintain interest and stimulate learning for all.	Task design is well-timed and structured.	Most task design is sufficiently matched to learner/subject level.	Task design lacks pace/rigour and does not promote learning.

<b>Teaching and Learning Strategies</b>	Excellent range/creative approaches used to maximise learning and modelling involves learner and highly appropriate for the subject.	Good range of learning methods used to engage learner and modelling promotes 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>Personal development</b>	Learning environment is purposeful and creates a culture of inclusion, independence and respect, resulting in learners being prepared for their next steps.	Learning environment is purposeful and creates a culture of inclusion, independence and respect.	Environment does not always set learners up to be successful.	Environment is not purposeful.
<b>Assessment</b>				
<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>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.
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## Appendix B Support Worker Observation

<b>Support Worker:</b>		<b>Date:</b>	
<b>YP:</b>		<b>Observer:</b>	
<b>Lesson:</b>	...	<b>Position:</b>	Choose an item.

	Yes	No	N/A
Is the support worker punctual to lessons and liaising with staff?			
Does the support worker use the lesson planning to teach the lesson?			
Does the student respond to the support worker's direction?			
Does the support worker make the expectations of the lessons clear to the student?			
Does the support worker use strategies to keep the learner engaged?			
Are the school values evident and promoted within the lesson?			
Does the support worker use a range of questions to check knowledge, skills and understanding? (AfL)			
Does the support worker respond to AfL in the lesson?			
Does the support worker encourage the student to be independent with their learning?			
Does the support worker vary the pace depending on the student's ability?			
Has the structure of the lesson been followed?			
Does the support worker give the student feedback during the lesson?			
Is progress evident within the lesson?			

**Lesson Strengths:**

**Development focus:**

<b>Support worker Signed:</b>	X	<b>Observer Signed:</b>	X
<b>Date:</b>		<b>Date:</b>	