Fair Ways School

Observation Policy

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Fair Ways Vision, Mission and Values

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*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 Within Fair Ways School 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, learning walks, data and progress drops, 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 'expected standard ' and use the outcomes of classroom observations to evaluate the quality of practice and plan for bespoke 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:

- Elements of Ofsted 'Curriculum and teaching', 'inclusion' and 'achievement' to ensure lessons are at expected standard and above.
- Use of questioning, 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 they 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 Need attention or below, they will be re-observed within 4 weeks after an appropriate and agreed coaching package has been provided.
- If a staff member gets two observations of needs attention or below 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 (Appendix B)

- Learning Walks will take place each half term
- Learning Walks will be completed by a member of the Senior Leadership Team.
- Feedback from Learning Walks will be generic based on what was seen and shared will staff to inform professional development.
- Any specific feedback from Learning Walks 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 Strong Standard and above, 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 high quality education. 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

Fair Ways
EDUCATION

making a difference, not a profit

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