Fair Ways Education - GLADE School

Observation Policy

Document Ref:	Version No:	Summary of Changes:	Author	Release Date:	Approved By:
SC32	1	New Policy	Daniel Pitt	July 2019	QSGC
SC32	2	Review 2019/20	Daniel Pitt	Nov 2019	QSGC
SC32	3	Review 2020/21	Laura Rowe	Oct 2020	QSGC
SC32	4	Review 2021/22; added new schedule for inadequate	Laura Rowe	Oct 2021	QSGC
SC32	5	Review 2022 /2023	Laura Rowe	Oct 2022	PSC
GSC32	6	GLADE School review 2023/2024	Neil Joisce	July 2023	PSC
SC32	7	GLADE Review 2024/2025	Emma Moore	October 2024	PSC
SC32	8	GLADE Review 2025/2026	Natalie Mears	October 2026	PSC

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Review Date: October 2027 (Annually)

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..... **Error! Bookmark not defined.**

Appendix C: Peer Observation ..... **Error! Bookmark not defined.**

Appendix D: Support Worker Observation 19

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*:

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 GLADE 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. Headteacher/Deputy Headteacher/Curriculum manager/Pastoral manager 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 GLADE, we expect all teaching to be at an Expected Standard '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 students are observed for the following reasons:

- To review staff strengths and areas for improvement 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 the quality of education to ensure lessons are Exceptional, Strong Standard or Expected Standard;
- Use of questions, modelling, task design, scaffolding, 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)
- 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 GLADE School 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, 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. This will also be shared with the Headteacher.
- 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 a week of observations.
- If staff are graded Needs Improvement or Urgent Improvement, they will be re-observed within 4 weeks.
- If a staff member gets two observations of Needs Improvement or Urgent Improvement 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 will take place weekly by the Curriculum Manager.
- Behaviour Observations will take place once half term by the Pastoral Manager
- These Learning Walks/Observations will always have a theme which will be focused on throughout the Learning Walk / observation.
- Feedback from Learning Walks / Behaviour Observations will be generic and shared will all staff to inform professional development.
- Any specific feedback from Learning Walks / Behaviour Observations will be given to staff in a via discussions and written format.

4.3 Peer Observations

- 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.

4.4 Support Worker Observations

- It is as important to Quality Assure the work support workers do as it is teaching staff.
- Support Workers at GLADE School maybe working 1:1 with young people and need to know where their strengths are and where their weaknesses are.
- These observations will occur twice yearly.

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 GLADE School.

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

- Ofsted Education Inspection Framework and State-funded School Inspection Toolkit, including safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance.
- Education Act 2002, including the duty to safeguard and promote the welfare of children.
- Education Act 2005, including school inspection arrangements.
- Keeping Children Safe in Education and Working Together to Safeguard Children.
- Teachers' Standards and relevant professional standards for support staff.
- Education (School Teachers' Appraisal) (England) Regulations 2012 and Department for Education teacher appraisal guidance.
- Equality Act 2010, including the public sector equality duty and reasonable adjustments.
- UK GDPR, Data Protection Act 2018 and Department for Education data protection in schools guidance.
- School policies for safeguarding, behaviour, SEND, curriculum, assessment, appraisal, capability, complaints, grievance, health and safety and data protection.

Appendix A: Observation Form

Lesson Observation (GLADE)

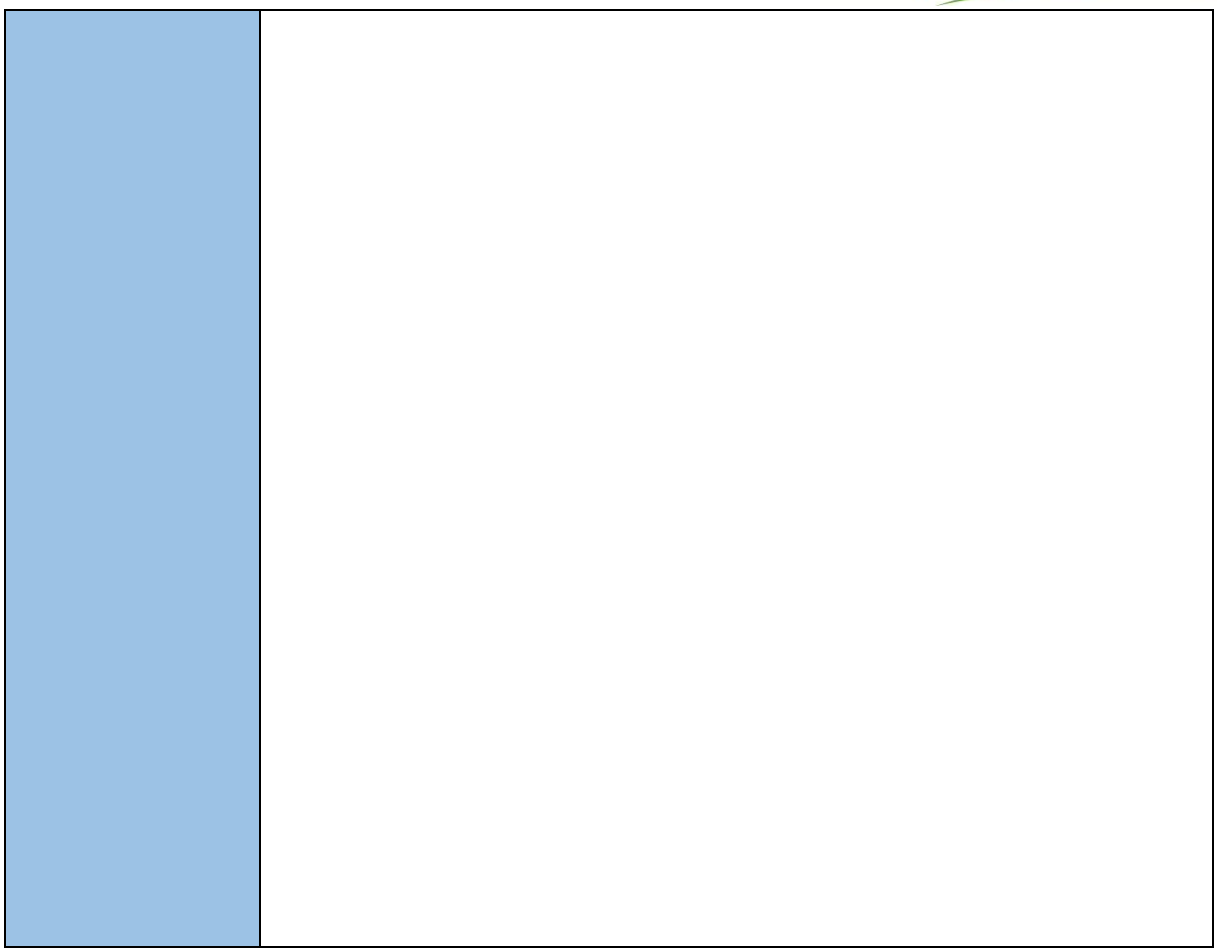
Teacher:		**Date:**	
YP:		**Observer:**	
Lesson:		**Position:**	

Lesson Objectives:	

Date of last observation	**Key area for improvement**	**Evidence in this observation**

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Lesson Strengths:	



Areas to think about:	

Exceptional	Strong Standard	Expected Standard	Needs Improvement	Urgent Improvement

Planning and Resources				
Lesson Planning	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.

Learning Materials/ Resources	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.
Attitudes & Behaviour				
Behaviour Management	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.
Learning Support (if present)	Effective liaison and direction of learning support professionals: • IEPs • Clear care • Active participant • Points	Learning support professionals are clear on the plan and directed by the teacher: • IEPs • Clear care • Active participant • Points	Learning support professionals in the classroom having some impact on the lesson/student.	Learning support professionals in the classroom are undirected
Learning behaviours and values	High expectations of behaviour and engagement is fostered, meaning that attitude to learning is positive. Resilience is shown when	High expectations of behaviour and engagement is fostered, meaning that attitude to learning is positive. Reference to the	Expectations are not clear to the student and not always upheld, resulting in poor engagement.	No expectations and no engagement.

	learning becomes challenging. Reference to the school values is evident.	school values is evident.		
Teaching				
Subject Knowledge & Understanding	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
Assessment of learning	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.
Pace / Time	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.
Inclusion and task design.	Task design is very well-structured and timed to maintain interest and stimulate learning for all, adapting to individual needs with creativity.	Task design is well-timed and structured, adapting to individual needs.	Most task design is sufficiently matched to learner/subject level. Learning is adapted with some individualised.	Task design lacks pace/rigour and does not promote learning. Learning in inclusive.
Teaching and Learning Strategies	Excellent range/creative approaches used to maximise learning and modelling involves	Good range of learning methods used to engage learner and modelling	Limited range but teacher makes some effort to vary approach and	Lesson is too teacher centred. Insufficient variety and involvement of learner.

	learner and highly appropriate for the subject.	promotes learning.	involve learner.	
Review / Summary of Learning	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.
Personal development	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.
Assessment				
Learner Progress	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.
Assessment Feedback	Constructive individual feedback given. Feedback is clearly	Constructive feedback given to learner. Feedback is detailed and	Feedback provided; however,	No evidence of feedback or feedback is of a poor standard.

	owned by learner for their future development.	learner acknowledges and takes it on board.	responses are limited.	

Agreed Development Areas	
Focus 1:	
Focus 2:	
Focus 3:	

Staff Reflection			
Signature:		**Date:**	

Ofsted questions to be asked during feedback: (pick 2 or 3 questions for staff to answer)

- What are these students learning today?
- Why are they learning this?
- Where does this lesson fit within the wider curriculum?
- What have students learned previously that links to today's lesson?

- What do you want students to know, understand or be able to do by the end of the lesson?
- What are the next steps after this lesson?
- How does this lesson build towards the end point for this unit or subject?
- How do you know that the curriculum is appropriately challenging for these students?
- How does your curriculum prepare students for their next stage of education, employment or training?

Behaviour Observation Report

Therapeutic Support Learning Walk

Team Member:	**Observer:**	**Date:**	
Student:	**Subject:**		
	Y	**N**	**EX**
Knowledge of students:			
Has the staff member adapted their approach to support the individual based on their needs?			
Is the staff member able to recognize any changes in the presentation of the student.			
Is the staff member able to use PACE to explore pastoral needs appropriately for the individual?			
Lesson preparation:			
Is the staff members prepared for the lesson ensuring the room is set up therapeutically?			
Is the staff members' approach appropriate for the individual's needs?			
Is the work tailored to the individual therapeutic/ communication need?			
Is the staff member recapping previous areas of support, concern or learning?			
Is the staff able to manage challenging behavior or conversation appropriately?			
Pupil Engagement:			
Is the student aware of the topic they're covering, and does it build on previous learning?			
Is the student able to reflect on the work?			
Is the student able to identify why they may be focusing on the topic?			

Does the student appear to feel safe and secure to speak openly during the sessions?			
Has the session ended therapeutically?			

***Y= Observed**
***N= Not observed**
***EX= Example**

Observer Feedback:	Things to think about:

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Lesson Observation – Support Worker

Support Worker Observation (GLADE)

Support Worker:		**Date:**	
YP:		**Observer:**	
Lesson:		**Position:**	

	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:			
Support worker Signed:		**Observer Signed:**	
Date:		**Date:**	