Fair Ways Schools

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 us 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 continually evaluate the quality of education, support and care so that young people are safe, included, engaged, and able to make meaningful progress. Monitoring activity is aligned to the current Ofsted school inspection toolkit evaluation areas, including safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance.

1.2 Teaching, learning and support are evaluated through a proportionate range of evidence, including classroom observations, learning walks, review of pupils' work, assessment information, pupil voice, environment checks and professional dialogue. Evidence is triangulated and used to understand the quality of provision over time; leaders will not rely on a single observation to make high-stakes judgements about an individual member of staff.

1.3 Observation activity is developmental, supportive and improvement-focused. It informs coaching, professional development and school self-evaluation, and supports leaders to identify strengths, barriers and next steps in relation to pupils' needs, curriculum intent and implementation, safeguarding, inclusion and achievement.

1.4 This policy sets out procedures that are manageable, fair, transparent and consistent with statutory duties and national guidance. It should be read alongside the school's safeguarding, behaviour, SEND, curriculum, appraisal, capability, equality and data protection policies.

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' Learning behaviours ;
- To ensure high expectations are consistent through the school;
- To ensure support, challenge and professional development are based on reliable first-hand evidence and professional dialogue;

- To have the chance to reflect on our own practice prompting opportunities to develop our teaching skills;
- To share good practice and ensure consistency
- To inform coaching, CPD and improvement planning while avoiding unnecessary workload;
- To support self-evaluation against the Ofsted toolkit areas and the school's statutory responsibilities.
- Inform INSET needs

3 What we observe during observations

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

- Evidence linked to the Ofsted school inspection toolkit, including safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance;
- How effectively teaching supports pupils to learn the curriculum, including clarity of explanation, modelling, questioning, adaptation, use of time, resources and assessment;
- Whether learning objectives and activities are ambitious, developmentally appropriate, accessible and suitably challenging for pupils, including those with SEND or additional vulnerabilities;
- How well staff understand pupils' current academic, social, emotional, therapeutic and safeguarding needs, and how these inform planning, relationships and next steps;
- How consistently the learning environment, routines and behaviour approaches promote safety, dignity, attendance, engagement and positive relationships;
- Young people's responses;
- Relationships throughout the young people's learning and therapeutic journey.
- Any safeguarding, health and safety, equality or conduct concerns observed, which must be reported promptly through the school's agreed procedures.

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.
- Formal lesson observations will not generate a standalone Ofsted grade for an individual lesson or member of staff. Feedback will identify strengths, impact on pupils, areas for development and agreed next steps, using language aligned to the school's expectations and the Ofsted toolkit where relevant.
- Informal Observations will not be graded and will be used to support staff development.
- Lesson observations may be planned but can take place without prior warning.
- Where significant concerns are identified, leaders will agree timely support, coaching and review points with the staff member. Re-observation may take place within an appropriate timescale, normally within 2-4 weeks, after support has been provided and reasonable adjustments have been considered where relevant.
- If concerns continue after support, the Senior Leadership Team will review the evidence and consider whether further informal support, a Personal Improvement Plan or the school's appraisal/capability procedures are appropriate, in line with employment, equality and data protection requirements.

4.2 **Learning Walks (Appendix B)**

- Learning Walks will take daily as part of SLT walkabouts.
- Learning Walks will be completed by a member of the Senior Leadership Team.
- Feedback from Learning Walks will normally be thematic and developmental, based on what was seen across the school and shared with staff to inform professional development and improvement planning.

- Where specific concerns about safeguarding, pupil welfare, professional conduct or serious risk are identified, these will be recorded and followed up through the appropriate school procedure.

4.3 **Peer Marking**

Peer marking takes place internally and also across all of Fair Ways education. This happens termly.

- Sharing of good practice
- Positive valuing of teaching
- Learning about a range of different approaches to teaching and learning
- Exam marking validation

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 improvement and professional learning. The process should be supportive, proportionate, transparent and non-threatening. Any staff member who is concerned about the conduct, evidence base or outcome of a monitoring activity may raise this with the observer or a senior leader. If the matter remains unresolved, the staff member may use the school's agreed grievance, appraisal or capability procedures as appropriate. Records will be handled confidentially and in accordance with data protection requirements.

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 Report – Tutor Form

Teacher/TLP:	School:	Date:	YP:
Observer:		Signature:	

Lesson Objectives:	

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

Lesson Strengths:	

Key Areas for Improvement	

Outstanding	Good	Requires Improvement	Inadequate

Lesson Observation Report – Tutor Form

Comments	Targets
Planning and Resources	
Attitudes & Behaviour	
Teaching	
Assessment	

	Outstanding	Good	Requires Improvement	Inadequate
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.
ICT Used Effectively	ICT is used effectively and an 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.
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	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
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
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 Differentiation	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.
Activities	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.
Learning Strategies	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.

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.
Equality & Diversity including SMSC	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.
Assessment				
Learner Engagement	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.
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.
Maths Development	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.
English Development	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.
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.
Assessment Feedback	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.
Homework	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

Young person thoughts of the lesson:
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?

Staff Feedback (following observation)	
Date:	Signature:

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

Appendix B: Learning Walk / Behaviour Observation

Learning Walk Theme:

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:	

Overview	Week Commencing

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

Behaviour Observation Report

School:	Date:	Time:
Observer:	Signature:	

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

Strengths	

Key Areas for Improvement	

Action Plan for all staff to consider		
Target	**Action to be Taken**	**Date to be Completed**

Areas of good practice to share:	

making a difference, not a profit

Appendix C: Peer Observation

Teacher being observed:	Lesson:	YP:
Observer:	Date:	

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

Agreed focus for next peer observation:	When:

Signed observer: _____ Date_____

Signed teacher:_____ Date: _____

Appendix D: Support Worker Observation

Lesson Observation Report – Support Worker

Support Worker:	School:	Date:	YP:
Observer:		Signature:	

Lesson:	

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

Observation Strengths:	

Key Areas for Improvement	

Lesson Observation Report – Support Worker

Comments	Targets
Planning and Resources	
Attitudes & Behaviour	
Support to teacher	
Lesson content	

	Outstanding	Good	Requires Improvement	Inadequate
Planning and Resources				
Lesson Planning	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.
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.
Support to Teacher				
Relationship with teacher (if applicable)	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.
Equality & Diversity including SMSC	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.
Lesson Content				
Learner Engagement	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.
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.
Support Worker Understanding / knowledge of lesson content	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**