

Quality, Monitoring and Observation Procedure

St Piers School

This procedure supports the implementation of the Teaching and Learning Policy and outlines the steps to be taken to ensure effective monitoring and observation of teaching and learning activities.

BACKGROUND

This procedure will apply to all staff and students at St. Piers School and aims:

- to identify strengths and areas for support and development by engaging in informed dialogue on specified aspects of practice
- to ensure curriculum coverage is broad balanced and to provide continuity within and across key stages
- to collect information against a set of criteria as identified in the School Teaching and Learning Guidelines for the observation of teaching and learning
- to enable SMT, the executive team and governors to review evidence gathered and make considered judgments about the strengths of teaching and learning, to identify areas for development and to use this to inform the School Improvement Plan and continued professional development of and for staff

PROCEDURE

Quality Assurance and monitoring of Teaching and Learning will be implemented by:

- the Senior Management Team collecting and sampling planning documentation, individual education plans, annual reviews, CASPA data, teachers' records and pupil files
- tracking pupil achievement through CASPA data
- sampling accreditation documents
- twice yearly classroom observations of every teacher
- target setting and identification of training needs using an the performance review system
- subject co-ordinator monitoring and support

Monitoring and the observation of teaching and learning will be carried out in various ways by:

- The Senior Management Team (Formal observations, Drop in observations and Learning Walks)
- Subject Coordinators (Formal observations)
- Colleagues within departments (Peer observations)
- Visiting external professionals (Informal and formal observations)
- The Executive Team (Informal and informal observations)
- Education Board of Governors (Informal observations)

Timescale

Formal observations will be carried out in the Autumn Term in preparation for the Annual Performance Reviews and Appraisals which are completed before the end of the end of December each year. These observations will be graded in line with OfSTED criteria and using national standards and grading. Each observation will lead to identified strengths and areas for improvement which will then be fed into the professional discussion and review for each teacher.

A minimum of one further formal observation will take place during the Spring Term where progress against any identified areas for improvement will be monitored.

Teachers will be given the date of the observations at the beginning of each term.

Duration

Formal observations will be booked for 45 minutes in total. However it is expected that evidence of good practice will be observed within the first 15 minutes of the observation. The observation may take longer than this if it is judged necessary by the observer or may be shorter if the observer judges that they have seen enough evidence to make a complete judgment of the quality of teaching and learning in the class.

Feedback

Verbal feedback following formal observations will normally be provided on the same day as the observation. The meeting will be one to one and conducted in private. Following this written feedback will be provided using the observation forms available. A copy of the observation feedback form is left with the teacher, a copy is given to the Head Teacher and a copy is kept on the teacher's file.

If a teacher disagrees with the feedback given or the judgments made a re-observation will be arranged and undertaken by the Head Teacher.

Monitoring progress and continuous improvement

Action points to address areas for development should be given both orally and on the observation sheet. The teacher will normally be required to demonstrate and provide evidence progress against action points prior to the next scheduled observation. The subsequent formal observation will be used to monitor progress against all action points and required areas for improvement.

Any subsequent re-observation done to monitor progress will be a drop in observation. In this case no notice will be given to the teacher in advance of the visit.

Observations by Subject Coordinators

Subject coordinators carry out regular observations in relation to their area of responsibility. If this is literacy, numeracy or science then the observation will be triggered in response to an issue that has arisen from interrogation of the data. These observations will also assess the effectiveness of the use of subject resources and to identify further resources required to improve teaching and learning in the area.

Learning Walks

Learning walks will be undertaken regularly across the school. The usual timescale will be approximately every two weeks. Learning walks will be unannounced and will include a randomly selection of classes.

Learning walks are also undertaken with Education Governors who then submit their report of their general observations regularly to the Education Governing Body. Learning walks are not graded but inform an ongoing dialogue about teaching and learning to and about good practice and practice that requires development across the scope of the school.

Peer Observations

Teachers will carry out peer observations regularly in order to look at and share good practice. The partnerships for peer observations can be informed by the outcomes of formal observations and learning walks. Partnerships are normally directed through and following the performance management reviews.

This procedure is agreed by the Director of Education and will be implemented by St Piers School.

Signed:

Date:

Paul Keenleyside
Director of Education

Date of next review: 1st January 2017