

## **Monitoring and Developing Teaching and Learning – Observation Protocol**

**The minimum expectation for the quality of provision in each class is good. Management action including coaching and individual support will be offered to staff working below this level of provision**

It is important that school leaders at all levels are aware of the current standards of teaching and learning within the school.

### **Monitoring**

There is a requirement for the monitoring of teaching and learning standards. This can be achieved in many ways:

- Lesson observation
- Learning walks
- Work scrutiny
- Planning scrutiny
- Peer observation
- Pupil interviews
- Data analysis

All forms of monitoring will be recorded and the outcomes shared with staff and governors. Staff will always be aware of how well they have performed against a criteria. Governors will always receive anonymous information.

### **Observation Schedule**

It is important that formal observations are appropriate and proportionate. Staff will all routinely have one formal observation a year. This will be against the current Ofsted criteria and triangulated with other evidence to build a picture over time. After all lesson observations, staff will discuss the lesson observed and agree future development targets. All staff will then agree an action plan to support the development of these targets.

Lesson observations over time, along with triangulated evidence, will be used to form a view of the quality of teaching. Staff will receive further observations depending on outcome the current and preceding observations, verified with other available information.

- Outstanding (2 consecutive) staff will routinely be observed once on an annual basis unless pupil progress deteriorates in between to cause concern.
- Good (2 consecutive) will be routinely observed at once a year, and usually observed twice a year. If pupil progress drops in between observations this could trigger an earlier re-visit.
- Requires Improvement – staff graded as RI will usually be observed once a term as they progress towards good. We would anticipate staff to move quickly to good.
  - Staff who have achieved RI by progressing from inadequate will initially be observed ½ termly.
  - Staff who have become RI and were previously good will be observed ½ termly to ensure they achieve good quickly.

- Inadequate (2+ consecutive) will be observed on a schedule in line with an agreed action plan. The first revisit will usually take place within the ½ term. If no progress revisits could happen within 2-4 weeks.

Staff will be given notice of observations.

- Maximum notice will be a week
- Notice will vary and will be agreed with staff. For example:
  - Staff may agree a week where they might be observed
  - There might be an agreed day
  - Some staff request no notice and this can be accommodated
  - Where serious concerns exist, a no-notice observation may be used to see what 'normal' practice is.

## **Management Action and Support**

All staff will have a current action to develop their own teaching and learning practice. This will be specific with clear success criteria. Staff not currently judged as outstanding will have targets that support them to become outstanding.

Action plans will use supportive strategies such as:

- Peer coaching
- Peer observation
- Video observation
- CPD to address subject knowledge issues etc.
- Reading material
- Use of current research
- School Action Research
- Lesson Study
- Learning Walks
- Team Teaching

When a member of staff has 2 or more consecutive lessons graded as Requires Improvement or Inadequate all the above strategies will be deployed when appropriate. In addition, staff will

- Access Informal Capability support.
- If there is no change this will move to formal capability. The capability process is a supportive action, detailing what needs to improve and identifying how this is to be achieved with clear success criteria.