



Adopted: January 2024

Review date: January 2025

Lesson Observation Policy

At Unique Academy we believe that high quality teaching and learning is key to pupil progress. Lesson observations provide a chance for us to:

- develop teachers' pedagogy
- recognise and share good practice
- identify areas for improvement that can inform professional development
- foster a climate of professional reflection
- provide ongoing feedback to teachers and leaders

Classroom observations are therefore an important way of ensuring consistently high-quality teaching and learning throughout the school, monitoring the implementation of school policies and checking that the needs of all pupils are met.

A formal classroom observation is one element which is used to assess the quality of teaching and learning over time. We will also draw on evidence including, though not confined to:

- pupil achievement and progress
- learning displayed in books and classwork
- pupil feedback
- teacher lesson plan evaluations.

Conducting a Lesson Observation

Unique Academy makes a commitment to conduct lesson observations in a way that is professional, supportive and developmental.

We recognise that observations only provide evidence of a particular moment in time and will not necessarily include many other aspects of successful teaching. The observer must also look at progress data, assessment and feedback, work in books and the views of pupils in order to evaluate the quality of teaching over time.

We expect observers to respect the confidentiality of the information gained and evaluate the teaching as objectively as possible.

Observees should feel involved and supported throughout the observation process. It should be part of a professional conversation and the appropriate atmosphere for any observation is constructive and non-threatening.

Verbal feedback from the lesson observation will always be given as soon as possible after the observation. Written feedback should follow thereafter.

The written record of feedback should include the length of the observation date, the date on which it occurred, and the lesson observed. The teacher being observed should be able to add their comments to the written document and access the record freely.

Categories of Observation

We use 3 types of classroom observation.

1. Formal pedagogy focused observations. These are held primarily for the teacher's professional development and the sharing of good practice across the school. They are undertaken for the development of both reviewer and reviewee.
2. Learning walks. These are held to give a snapshot of teaching practice across the school. They focus on whole-school points for development rather than individual practice and are not used for performance management.

3. Drop-in and coach observations. These are frequent, brief and have a single focus. They often form part of an ongoing development programme.

Formal pedagogy focused lesson observations

Lesson observations are an essential tool for sharing good practice across the school and providing every teacher with a chance to learn and develop their teaching.

These observations can be part of the school's planned cycle of observation or might be arranged between observer and observee (.e.g. through peer observation) at their mutual convenience. These will take place once a term.

Learning walks

Learning walks allow us to get a snapshot of teaching across the school and gather evidence of staff development needs. These should not be used for performance management or focus explicitly on the performance of an individual; their purpose is for whole-school improvement and to assess the quality of teaching over time in the school.

- Teachers will be told in advance of the focus of the learning walk.
- Learning walks will assess the quality of whole-school teaching, normally focusing on a particular aspect of practice.
- Individual teachers will not be named in any report produced as the result of a learning walk.
- Learning walks should aim not to disrupt either pupils or teachers unduly.

Drop-in and Coach Observations

Drop-in and coaching sessions are short, focused and developmental. Feedback takes place on the same day and is focused on a single improvement point, which is followed up at the next observation. Written feedback is generally limited to a brief paragraph.



Lesson Observation Form

Teacher: _____ Observer: _____ Lesson: _____ Date: _____

Time: _____ Term: _____

Learning objectives: _____

Learning outcomes: _____

Learning and Behaviour

Learning	Comments
<p>Teachers Standards 2: Promote good progress and outcomes by pupils <i>Examples may include:</i></p> <ul style="list-style-type: none"> -be accountable for pupils' attainment, progress and outcomes -be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these -guide pupils to reflect on the progress they have made and their emerging needs -demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching -encourage pupils to take a responsible and conscientious attitude to their own work and study. 	
<p>Teachers Standards 7: Manage behaviour effectively to ensure a good and safe learning environment <i>Examples may include:</i></p> <ul style="list-style-type: none"> -have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. -have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly. 	

<p>Teachers Standards 1: Set high expectations which inspire, motivate and challenge pupils Examples may include:</p> <ul style="list-style-type: none"> -Establish safe stimulating environment -Set goals to stretch and challenge pupils of all backgrounds, abilities and dispositions -Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
<p>Pupil comments (Ask deep dive questions) e.g.:</p> <ul style="list-style-type: none"> -What is your favourite book/lesson at school this year? -What books have you taken home? How often do you take them home? -Does your teacher read aloud to you? When? How much? -Do your parents read with you? Do you parents know you have books that you take home? -Do you enjoy story time? -Do you read in other subjects? 	
<p>Teachers Standard 6: Make accurate and productive use of assessment Examples may include:</p> <ul style="list-style-type: none"> -know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements -make use of formative and summative assessment to secure pupils' progress -use relevant data to monitor progress, set targets, and plan subsequent lessons -give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	
<p>Independent learning Student's learning is extended through opportunities for independent learning</p>	

Curriculum and Teaching

CURRICULUM	Comments
<p>Teachers Standards 3: Demonstrate good subject and curriculum knowledge <i>Examples may include:</i></p> <ul style="list-style-type: none"> -have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings -demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship -demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject -if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics -if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	
<p>Teacher Standards 4: Plan and teach well-structured lessons <i>Examples may include:</i></p> <ul style="list-style-type: none"> -impart knowledge and develop through effective use of lesson time -promote a love of learning and children's intellectual curiosity -set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired -reflect systematically on the effectiveness of lessons and approaches to teaching -contribute to the design and provision of an engaging curriculum within the relevant subject area (s) 	
TEACHING	Comments
<p>Communication Good communication Good questioning skills Explicit, detailed and constructive feedback to class</p>	
<p>Structure of lesson Use of keywords, learning objectives, plenary Parts to the lesson Range of activities</p>	
<p>SMSC, including British Values -Is incorporated into the lesson -If teaching about government or political ideologies, a range of views are represented</p>	

<p>Teachers Standards 3: Adapt teaching to respond to the strengths and needs of all pupils Examples may include:</p> <ul style="list-style-type: none"> -know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively -have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these -demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development -have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	
<p>Use of resources Effective use of classroom resources of good quality, quantity and range Pace & timing</p>	
<p>Teachers Standards: Fulfil wider professional responsibilities Examples may include:</p> <ul style="list-style-type: none"> -make a positive contribution to the wider life and ethos of the school -develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support -deploy support staff effectively -take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues -communicate effectively with parents with regard to pupils' achievements and well-being 	

Strengths	
Areas/targets for development	
Focus of the next observation and dialogue	



EYFS Lesson Observation Form			
Date		Time of the day	
Nursery	Reception	No. of other adults	
Practitioner		Observer	
Focus		Context	
<p>Unique Child</p> <ul style="list-style-type: none"> • Are adults supporting children’s individual needs EAL, SEN and other vulnerable groups? • Are children’s interests reflected/recorded in the planning, activities and display? • Are clear and consistent boundaries demonstrated and expectations reasonable? • Are appropriate risk assessments made? • How is each child’s individual development supported through all experiences? • Is there a balance between children able to develop resilience and staying safe? • Are there reasonable rules that fit with children’s rhythms and give a pattern to daily life i.e. snack time, quiet areas, space to move freely? 			
Evidence			
<p>Positive relationships</p> <ul style="list-style-type: none"> • Do adults interact respectfully with each other and the children? • Do the children respond in a kind and caring manner to each other? • Does the behaviour of children demonstrate that positive relationships are embedded within the ethos of the classroom? • Do adults talk with children and support them in extending their speaking and listening skills? • How skilful are adults at supporting and modelling being a learner? 			
Evidence			

Enabling environment

- Do all adults contribute to observation, assessment and planning?
- Are observations made predominantly during child-initiated play and learning?
- Does planning reflect the interests and developmental needs of the children?
- Do children have daily access to a well-resourced indoor and outdoor environment?
- Are all areas of provision well used by the children?
- Do children appear happy, relaxed and confident in their environment?
- Are children motivated, involved and engaged?

Evidence

Learning and development

- Are children given time, space and sufficient resources to learn through play?
- Are children independent and actively involved in their learning?
- Do adults participate in child-initiated experiences to support, scaffold and extend their learning through play?
- Are adults deployed effectively with a clear understanding of their role?
- Are open ended experiences provided to promote creativity and critical thinking?
- Are all areas of learning and development/characteristics of effective learning reflected/promoted in the environment?
- Evidence of SMSC/British Values?

Evidence

General comments

Points for development



Learning walk to obtain evidence to support judgements about – conditions for learning, variety of teaching methods, pupils' work/comments

Name of observer:	Date:	Subject:
The learning walk aims to:		
•	•	•

Class Details:	Displays support learning (Targets displayed, interactive displays, learning walls)	Teaching & Learning strategies (Use of VAK, SMSC/British Values, ICT, practical activities, speaking & listening e.g. partner talk, use of key questions etc.)	Discussions with pupils What are you learning? (Overhear partner talk; Know success criteria? Know the target?)	Pupil progress Are the children moving on in their learning? Are they making progress?	Pupils' work What do we see in books / work on whiteboards / display? (Evidence of differentiation)	General comments



Book Look Form

Date	
Class	

Criteria	Name of Pupil:			Name:			Name:		
	NO	YES		NO	YES		NO	YES	
Is there a pupil working at level/Grade evident in the books based on the assessment?									
Is there a pupil target evident in the book?									
	Developing	Standard	Good	Developing	Standard	Good	Developing	Standard	Good
Is there regular evidence of assessment of learning?									
Is there evidence of self or peer assessment?									
Do comments give pupils specific information on how to improve their work?									
Is there evidence of pupils responding to the comments of teachers?									
Is there evidence of Literacy marking?									
Is there evidence of poor work being challenged?									

Areas for improvement:

Positive comments:

