

St Charles RC Primary School

Classroom Observation Policy



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

1. Classroom observation, as with any other School Improvement activity, should take place in the context of an agreed school schedule for monitoring and evaluation. As part of this, teachers should expect that from time to time, school managers, LA advisors and external assessors will observe their lessons. Teachers have a right to expect this to be carried out sensitively, unobtrusively and professionally.
2. At St Charles RC Primary School we aim to keep observations undertaken to the minimum required to implement Performance Management and School Improvement. Observations will be undertaken as part of the Performance Management procedure, NQT induction, whole school self evaluation, the monitoring of the curriculum in the whole school context. (see Classroom

Observation protocol, Annex 1) The burden of additional paperwork will be carefully considered and kept to a minimum.

3. There will be an agreed focus and timetable before the observation takes place and feedback after. Before an observation the teacher and observer will:
 - Discuss and agree the lesson to be observed
 - Agree the focus of the lesson
 - Agree the day and time of the observation
4. The Head teacher has a statutory responsibility for evaluating the standards of learning and teaching and ensuring that proper standards of professional performance are maintained.
5. In the case of capability procedure the Head teacher will identify lessons to be observed and follow the capability procedures policy, as set out by the LA.
6. Observations will take place in an atmosphere of supportive collegiality. When serious professional disagreements arise the school will follow the Grievance Policy as set out by the LA.
7. Governors' visits are different to observations as detailed above. Individual Governors may need to visit classrooms to become familiar with school routines or to monitor specific aspects of the curriculum. Such visits will be by prior arrangement with the Head teacher as outlined in procedures agreed between the head teacher and the Governing Body. (See also Governor Visits Policy).
8. The implementation of this policy is the responsibility of all teachers, the Head teacher and Governing Body. It is to be read alongside policies: Performance Management, Continuing Professional Development and Governors' visits to Schools. This policy will be reviewed every two years or sooner if necessary.

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL

1. The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
2. The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

3. In this school 'proportionate to need' will be determined by discussion in the planning and review meeting and as appropriate to the objectives set and whether the teacher works full or part time.
4. The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.
5. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.
6. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
7. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
8. Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
9. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
10. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be

covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

11. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.
12. A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.
13. Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.