



# OLD BUCKENHAM HALL

*A leading co-educational preparatory school for children aged 2-13 years*

## Lesson Observation Policy

OBHP29

Policy owner: Deputy Head Academic  
Date of issue: December 2018  
Date last reviewed: August 2022  
Next review due: August 2024

## Introduction

Lesson observations are seen as an important way of supporting teachers at Old Buckenham Hall. They are an integral part of professional development and should be a positive experience for all involved.

- Lesson observations occur:
  - Annually by the Head and by colleagues as part of the Staff Professional Development Programme
  - As part of the Appraisal Programme
  - Where there are concerns regarding a teacher's performance or the teacher is subject to a Capability Procedure.
  - When a 'Lesson Observation Week' is scheduled (usually in the Michaelmas and Summer Terms)

## General Professional Development & Peer Observations

As part of the ongoing professional development programme, all teachers at OBH are expected to carry out two lesson observations of colleagues during the year. Where possible one should be of a colleague in the teacher's own department, and one of a colleague in another department.

Peer observation is a powerful tool for disseminating good practice throughout the school. It can show a teacher how others deal with everyday issues in the classroom and may provide that teacher with some different strategies to use. It encourages reflection and brings together teachers from different departments.

When observing a colleague, the form in the Appendix at the end of this document should be used; however, the lesson grading is not used for peer observations.

The observer and the teacher who has been observed should then meet to discuss the lesson within 48 hours. A copy of the form should then be sent to the Deputy Head Academic who will keep a confidential central record of all observations.

Additionally, all teachers will be observed by the Head on an annual basis. The same observation form will be used and a lesson grade awarded. All observations will be followed up by a meeting between the teacher and the Head.

## Observation as part of the Appraisal Programme (see also Appraisal Policy OBHP 39)

From the Appraisal Policy:

- Classroom observation plays a key role in the assessment of a teacher's skills and effectiveness.
- Classroom observation should take place on at least two occasions, one during an academic lesson and another during Form Tutor, tutor time or games lesson if appropriate.
- The appraisee should provide the appraiser with a written lesson plan setting out the aims and objectives of the lesson, and provide copies of any handouts to be used.
- The lesson observation form should be used in conjunction with its accompanying prompt sheet. Copies of both are included in the Appendix.
- The appraiser and appraisee should meet in a timely fashion to discuss the lesson observation.

Feedback from the appraiser should:

- be specific & constructive
- refer to observed evidence
- recognise and celebrate strengths and achievements
- comment on possible areas for development
- allow the appraisee to offer his or her own perceptions of the lesson

**Observation as part of the Capability Procedure (see also Discipline and Capability Policy OBHP 40)**

Where there are concerns about the teaching performance of a member of staff, lesson observations will occur. These observations may be by a Head of Department in the first instance, or by a member of the Senior Management Team. The rationale is that these observations and the resultant feedback will provide constructive help and support and will help the teacher address the issue.

Should a Capability Procedure be invoked, lesson observations will occur prior to and after a teacher is given an initial or a final warning. These observations will normally be carried out by a member of the Senior Management Team.

## APPENDIX: LESSON OBSERVATION FORM

Observer		Year group			
Teacher		Ability		Number present	
Subject				Date	
Content of lesson:					
MAT pupils present:			LS pupils present:		

**Teaching** (Observers may not be able to grade all criteria, in which case write N/A)

For consideration	Notes/evidence
Lesson planning (including timing)	
Sharing of objectives with the pupils	
Pace	
Use of Assessment for Learning strategies e.g. rich questioning, peer assessment and self-assessment.	
Use a variety of teaching methods to challenge and stimulate the pupils	
Incorporate challenge into your lessons and have high expectations of the pupils	
Monitor the progress of your pupils during the course of a lesson	
Give quality feedback to pupils so that they know how to improve	
Classroom management	
Take into account the different learning needs of different groups of pupils including MAT and LS	
Incorporate key skills into your lessons (communication, numeracy, ICT, speaking, listening, reading, writing)	
Use of resources	
Set homework which advances the learning of the pupils	
Keep the classroom environment stimulating and attractive	
Rapport with pupils	
Subject knowledge (if observing own subject)	
Conveying a passion for your subject	

