

# The Joy of Lesson Observations



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# Session Overview



- Why do we do observations?
- What kind of observations can we do?
- How do we report / feedback on observations?
- How do we manage observations?
- Action Plan

# Why do we observe teachers?

- Professional Development
- Performance Management
- Inspection Preparation
- Quality Control
- Responding to student complaint
- Appraisals
- Responding to teacher complaint
- Probation period



# Different Kinds of Observation

- Drop in w/plan
- Drop in w/out plan
- Scheduled full lesson w/plan
- Scheduled full lesson w/out plan
- Peer observation
- Self-observation



# What's the perfect match?

- Professional Development
- Performance Management
- Inspection Preparation
- Quality Control
- Responding to student complaint
- Appraisals
- Responding to teacher complaint
- Drop in w/plan
- Drop in w/out plan
- Scheduled full lesson w/plan
- Scheduled full lesson w/out plan
- Peer observation
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# Reporting

- Stages/actions/comments
- Checklist (tick or ?)
- Checklist (score)
- Objectives (comments)
- Objectives (scores)
- Targeted (e.g. boardwork, pace)



# Reporting

CRITERIA	YES	NO	EVIDENCES
<b>CLASS STAGES</b>			
Is the lesson aim clearly stated at the beginning of class?			
Does the student-teacher encourages the learners to recall what they have learnt in previous lessons?			
Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?			
Does the student-teacher check learners' comprehension of the new topic of the lesson?			

# Reporting

**Rating Key:** 1 = unsatisfactory 2 = fair 3 = satisfactory 4 = very good 5 = excellent

Attributes and Performance	Rating (circle)	Comments (if any)
Introduction given (of both, self and topic)	1 2 3 4 5	
Dress, neatness and appearance.	1 2 3 4 5	
Writing on the board, figures / diagrams (visual aids)	1 2 3 4 5	
Usage of classroom language	1 2 3 4 5	
Circulated during class to check all the students	1 2 3 4 5	
Eye contact with students	1 2 3 4 5	
Gesture and posture	1 2 3 4 5	
Spoke loudly and clearly	1 2 3 4 5	
Communication (language, choice of words, grammar and fluency)	1 2 3 4 5	
Encouraged students to ask questions.	1 2 3 4 5	



# Reporting

## Lesson Observation – Ofsted Key Indicators

		Inadequate	Satisfactory	Good	Outstanding
Environmental Habits	Positive, purposeful atmosphere	The children need regular reminders to keep on-task; some do not keep on-task, despite reminders	With regular reminders, the children work purposefully and productively	Children only need occasional reminders regarding staying on-task	A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class
	Planning in place and available	Planning for the lesson is not available	Teachers planning folder is present and a suitable lesson plan is in place	Planning for the lesson is precise and is clearly adapted to the needs of the children; adjustments, based on previous learning are clear; previous plans are annotated, including references to assessment	All planning is thorough and detailed; subject and cross-curricular links are clear; assessment opportunities are identified and annotated accordingly; links to S&L, ICT, Homework ensure integrated approach through lesson
	Key vocabulary displayed and used	Key vocabulary is not displayed	There is evidence of lists or groups of key vocabulary in the classroom that children can, if they choose, make use of	The key vocabulary on display in the rooms is referred to and used by the teacher, LSAs and children in the course of their work	The use of key vocabulary forms a key component in the teaching and learning of the children; routines are evident and the vocabulary is impacting on the learning
	Well-prepared resources in place	Elements of resources are not prepared sufficiently in advance	All resources are prepared ready for the beginning of the lesson	All resources are well-prepared and routines are in place for them to be effectively distributed through the course of the lesson	Full range of classroom resources and specific lesson resources are effectively prepared, available and distributed; routines lead to minimal disruption
	Effective use of display	Displays, where present, do not reflect or impact on the work being carried out in the class	A mixture of displays are used in the class, some with examples of children's work;	A wide range of different displays include children's work, work in progress and items to stimulate interest	A wide range of well-thought out, high quality, stimulating displays are used to support the work in class; there are examples of 3D work, interactive displays, examples of best work
	LSAs effectively deployed	LSAs have little or no impact on learning	LSAs work alongside groups of children or individuals to ensure they are on task	LSAs are deployed strategically by the class teacher and work effectively to support groups of children and individuals	LSAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with
	ICT used effectively, where appropriate	ICT is not used where it could have been used to enhance the learning	ICT is used, principally by the class teacher	ICT is used by both the teacher and the children to enhance the learning	ICT is used in interesting ways to add significantly to the learning

# Reporting

## Peer Observation Task – Stages of the Lesson

Observe the class paying particular attention to the different stages of the lesson. Make notes on the following:

- What happens in each stage
- What the purpose is
- Comment on how the stages were linked

Stages of the lesson	Purpose of each stage	Comments & Reflections

# Management

(procedures)

## Stages

- Pre-observation meeting
- Feedback meeting
- Observe lesson
- Request/arrange observation
- Follow up observation
- Teacher self – assessment returned
- New objectives agreed
- Observer report returned



# Management

(procedures)

## Stages

- Request/arrange observation
- Pre-observation meeting
- Observe lesson
- Teacher self-assessment returned
- Observer's assessment returned
- Feedback meeting
- New objectives agreed
- Follow-up observation



# Management

(communication)

How do you communicate / agree your observation systems with your teachers?

- Discuss at interview
- Staff handbook
- Schedule
- Feedback & review of procedures



# Rearview



- What's the purpose of the observation?
- What kind of observation is best-suited?
- How are you going to report it?
- How best to manage (communicate re.) observation procedures?

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Thank you!

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