



Classroom Observation Protocol

SM14

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A guidance document from the National Association of Head Teachers

What is in this leaflet?

A model classroom observation protocol, which NAHT recommends for adoption with the school's appraisal policy.

For appraisal purposes

The governing body is committed to ensuring that classroom and task 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.

The arrangements for classroom and/or task observation will be included in the appraisal planning statement and will include; the amount of observation; specify its primary purpose; any particular aspects of the employee's performance which will be assessed; the duration of the observation; when during the appraisal cycle the observation is likely to take place; and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations may be arranged in addition to those recorded at the beginning of the cycle.

In keeping with the commitment to supportive and developmental classroom and task observation, those being observed will be notified in advance.

Classroom observations of teachers will only be undertaken by persons with QTS, who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.

Oral feedback will be given as soon as possible after any observation and no later than the end of the following working day. It will be given in a suitable, private environment.

Written feedback will normally 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.

The written record of feedback also includes the date on which the observation took place, the lesson/task observed and the length of the observation. The appraisee has the right to append written comments on the feedback document.

For ongoing monitoring purposes

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school.

While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the head teacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be “light touch” and relatively informal.

Other forms of additional monitoring may include learning walks or drop in visits to classes

Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal.

The number and duration of lesson observations and other monitoring activities will be for the head teacher to determine as appropriate.