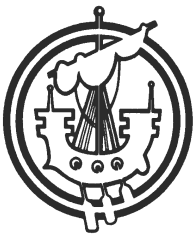


COMHAIRLE NAN EILEAN SIAR

Department of Education

Local Negotiating Committee Agreement

Title:	QUALITY IMPROVEMENT PROCEDURES: CLASSROOM OBSERVATION
Date:	3 JUNE 2009



COMHAIRLE NAN EILEAN SIAR
Department of Education
Local Negotiating Agreement: June 2009

QUALITY IMPROVEMENT PROCEDURES: CLASSROOM OBSERVATION

INTRODUCTION

- 1.1 Under the Standards in Scotland's Schools Act 2000, the Comhairle is charged with securing improvement in the schools for which it has responsibility. This in turn places an obligation on school managers to be committed to continuous improvement. One of the main levers for improvement is the use of Quality Indicators contained within "How Good is Our School?" (HGIOS) – which is Part 3 of the Journey to Excellence.
- 1.2 Quality Indicator 5.9 relates to Improvement through Self-evaluation. HGIOS also lays store on the need for evidence for this process. Evidence is found through the use of quantitative data, through people's views and through direct observation of learning and teaching which requires to be recorded. As an authority, we have used 2 main recording formats when conducting classroom observations. These formats are generic and cover all aspects of good practice.

BACKGROUND

- 2.1 Self-evaluation is a reflective professional process through which schools get to know themselves well and identify the best way forward for their pupils. At the heart of self-evaluation are 3 questions:
How are we doing?
How do we know?
What are we going to do about it?

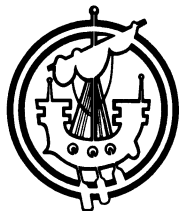
Excellent schools focus on these 3 questions and learning is at the heart of an excellent school.

- 2.2 All staff should reflect on the quality of their work. We should do this as professionals who are responsible for the quality of our classroom work and for the achievements and personal and social development of the children and young people we teach, and as members of the staff team which is responsible for the overall quality of education.
- 2.3 This process of self-evaluation is an important professional activity symbolising the professional responsibility of teams of teachers for their work. It complements professional discussion with senior colleagues who might teach alongside teachers or observe practice in classrooms.
- 2.4 These activities carried out by reflective professionals underpin leadership at all levels:
 - in the classroom
 - within working groups and development teams
 - as promoted staff within departments, faculties and stages
 - as senior managers
 - as the headteacher ultimately accountable for the quality of everything which goes on in the school.
- 2.5 As part of the procedures for self-evaluation, a school should have a calendar of monitoring activities which must include classroom observation by school managers. This calendar should always also include a programme of peer observation opportunities because self-evaluation also involves groups of teachers reflecting on their work together. This can be done in a number of ways by:
 - commenting on each other's work, for example plans and assessments
 - engaging in cooperative teaching and discussion
 - visiting each other's classrooms to see how particular developments are going, to experience different methods of teaching or to confirm views of learners' progress.

- 26 These monitoring activities should always be recorded as evidence and to aid discussion and reflection. The format used for this is not what is important – it is the process and the discussion that brings about improvement.
- 2.7 Schools and teachers may wish to observe a particular strategy or approach to learning and should, in that instance, devise a suitable form on which to record outcomes and impacts.

CLASSROOM OBSERVATION RECORD

- 3.1 The form at Appendix A was approved by LNCT on 3 June 2009 and to be used by schools for their classroom observation.



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Education and Children's Services Department

CLASSROOM OBSERVATION RECORD

School		Date	
Class/Stage		Curricular Area	

The Teaching Process <ul style="list-style-type: none">• Lesson content, aims clearly shared with pupils• Explanations, instructions expressed clearly• A range of teaching styles is used• Questioning is used to extend pupils' knowledge and understanding• Praise / feedback are used effectively• Teacher has high expectations of pupils• Lesson concludes with a plenary session• There is evidence of regular / appropriate homework	Observations / Comment:
Pupils' Learning Experiences <ul style="list-style-type: none">• Pupils know what is expected of them• Pupils are motivated and enthusiastic• Pupils take responsibility for learning and can work independently• There is good quality collaboration among pupils• Appropriate pace and challenge is evident throughout• Account is taken of prior learning• Classroom management is conducive to high quality learning experiences for pupils	Observations / Comment:
Meeting Pupils' Needs <ul style="list-style-type: none">• Tasks/activities match pupils' needs• There is communication with pupils on targets, progress. (eg. PLPs, IEPs, written comments in jotters)• Appropriate resources are selected / used• Learning and Teaching approaches provide support and challenge for ALL• Support staff provide well judged / quality input.	Observations / Comment:

Signature:

Teacher	
Observer	