



Prism Independent School Observation Strategy

2021-2022

Prism Independent School

Prism commitments to staffing observations.

Prism Independent school is fully committed to improving its provision of high quality first educational lessons to all its pupils. We recognise that the provisions of participative, educational and motivational lessons are a key requirement of the school. By providing this to each pupil it will also assist, retention, engagement, behaviour progression and achievement.

Observations are equally important to both staff and pupils; they help identify good practice and the effectiveness of structured interventions. The continuous professional development of staff is underpinned by constructive feedback and the creation of developmental individual action plans given to each tutor.

Observation Frequency

Staffs that are new to Prism Independent School should be observed within the **first 6 weeks** of their employment. Following this initial observation an action plan may need to be generated. Additional half termly classroom walk arounds and termly observation of teaching, learning and assessment will follow. The action plan will also identify the frequency of future observations along with any additional training.

All teaching staff should be observed at least six times per academic year.

Observation timetable

Observations will be carried out by a senior member of staff. However a tutor may request a peer observation at any time.

The observations can be known in advance or unannounced. The observation may last the whole lesson or become part of a site walk exercise.

The observation timetable will sample all area of the curriculum offered to pupils. It will also reflect any specific areas or themes that management feel they need to focus on.

Feedback to the staff will be given by the observers against specific criteria used to judge the session.

Observation Process

Where possible' a full lesson will be observed. Some focused observations will not require the whole lesson being observed. The observer should not take part in or disrupt the lesson. If the observer feels there is a serious Health and Safety, Safeguarding, or Equality, issues which put staff and or pupils at risk they will intervene.

Staff should provide the observation team with their scheme of work / relevant lesson plan for the subject area. Copies of hand-outs and worksheets should also be given to the observation team. This would be supported with a differentiation register.

Throughout the observation the observers should watch the lesson, taking notes as the lesson progresses. The observers will record their findings on either an Observation recording sheet (Appendix 1) or Classroom walk around (Appendix 2)

At the end of the lesson which is being observed the observer may want to talk to some of the pupils.

Expect the team to refer to relevant documents;

- Look at portfolios and pupils work
- Conduct pupil discussions
- Verbal feedback to staff involved in the observation.

Assessment and Grading

The lesson will be assessed using criteria identified on the observation recording sheet.[this will be in line with current Ofsted criteria].The assessment and grading will reflect the lesson observed and not take into account any prior knowledge the observation team may hold about the person being observed. [observee]

The grading will be in line with Ofsted expectations:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Requires Improvement
- Grade 4 Inadequate

Criteria on the observation recording sheet will be individually graded. On completion of each of the criteria grading an overall grade will be determined.

Feedback process

Following the observation a verbal indication of the overall grade will be shared with the observee.

The observation team will produce a written feedback report and will be shared with the observee. This report will identify strengths and weaknesses which will be reflected in an action plan for the person being observed. The report will be signed and dated by both parties. A copy of the report will also be given to the Head of the school. This will also be reported on to the management committee.

The collective findings of these on-going observations will be analysed by the senior management team and inform future observations, staff meetings and school planning.[SAR]

Standardisation Process

Twice a year observational staff will meet to standardise the grading of staff observations, and action plans. The outcomes from these meetings will inform changes to Prisms OTLA strategy.

Appeals process

If the observee is dissatisfied with any aspect of the observation or process they should initially discuss this with the observation team. If the observee feels the issues are not resolved they should then refer it to the executive head to be resolved in writing. The heads decision will be final.

Appendix 1

PRISM

Observation of Teaching, Learning and Assessment

5
September 2021

OTLA Strategy updated

Teacher	Subject	Site	Date	Start Time	End Time	Number in class	Number on roll

Session Preparation

Register Taken		Aims/Objective displayed/discussed	
Started on time		SOW/Session Plan provided	
Differentiation Register provided			

Lesson Observations

Judgements - 1 = Outstanding 2 = Good 3 = Requires Improvement
4 = Inadequate

Set high expectations which inspires, motivate and challenge pupils		Tick
1	Establish a safe stimulating environment for pupils, rooted in mutual respect	
2	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
3	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
Follow up actions:		

Promote good progress and outcomes by pupils		Tick
1	Be accountable for pupils' attainment, progress and outcomes	
2	Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
3	Guide pupils to reflect on the progress they have made and their emerging needs	

4	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
5	Encourage pupils to take a responsible and conscientious attitude to their own work and study.	
Evidence		
Follow up actions:		

Demonstrate good subject and curriculum knowledge		Tick
1	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
2	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
4	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
5	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	
Follow up actions:		

Plan and teach well-structured lessons	Tick
---	------

1	Impart knowledge and develop understanding through effective use of lesson time	
2	Promote a love of learning and children's intellectual curiosity	
3	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4	Reflect systematically on the effectiveness of lessons and approaches to teaching	
5	contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
Evidence		
Follow up actions:		

Adapt teaching to respond to the strengths and needs of all pupils		Tick
1	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
2	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
3	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
4	Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
Follow up actions:		

Make accurate and productive use of assessment		Tick
1	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
2	make use of formative and summative assessment to secure pupils' progress	
3	use relevant data to monitor progress, set targets, and plan subsequent lessons	
4	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	
Evidence		
Follow up actions:		

Manage behaviour effectively to ensure a good and safe learning environment		Tick
1	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	
2	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
3	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
4	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
Evidence		
Follow up actions:		

Appendix 2

PRISM

Classroom Walk around (Half Termly) - Middle Management

Teacher	Subject	Site	Date	Start Time	End Time	Number in class	Number on roll

Session Preparation

Register Taken		Aims/Objective displayed/discussed	
Started on time		SOW/Session Plan provided	
Differentiation Register provided			

Lesson Observations

Judgements - 1 = Outstanding
4 = Inadequate

2 = Good

3 = Requires Improvement

Student Progress and Attitude		Tick
1	Overall all pupils make exceptionally good progress and show very positive attitudes to their work.	
2	Overall all pupils make good progress in relation to their ability/potential and show positive attitudes to their work.	
3	Overall all pupils make satisfactory progress and must show positive attitudes to their work.	
4	Overall some or all pupils make inadequate progress in relation to their ability and potential and some/all pupils show lack of interest and negative attitudes to work.	
Follow up actions:		

Teacher subject knowledge, confidence and style		Tick
1	Teacher has excellent subject knowledge and a very confident and imaginative teaching style	
2	Teacher has good subject knowledge and a confident and appropriate teaching style	
3	Teachers subject knowledge is adequate and teaching style satisfactory	
4	Teachers subject knowledge is adequate but teaching style is inappropriate to pupils needs	
Evidence		
Follow up actions:		

Teacher challenge and expectation		Tick
1	Teaching provides a high level of challenge, at an appropriate pace, which engages and encourages pupils. Expectations of pupils are very high.	
2	Teaching provides a good level of challenge, delivered at an appropriate pace, which engages and encourages pupils.	
3	Teaching provides a reasonable level of challenge at an appropriate/ inappropriate pace, which engages and encourages some pupils	
4	Teaching provides a low level of challenge that fails to engage and encourage pupils. Teacher expectations are low.	
Follow up actions:		

Environment		Tick
1	The learning environment has an excellent impact on pupils learning and behaviour	
2	The learning environment has a satisfactory impact on pupils learning and behaviour	
3	The learning environment has little impact on pupils learning and behaviour	
4	The learning environment has no impact on pupils learning and behaviour	
Evidence		
Follow up actions:		

Relationships		Tick
1	Relationships between the teacher and pupils and pupil behaviour are excellent	
2	Relationships between the teacher and pupils and pupil behaviour are good	

3	Relationships between the teacher and pupils and pupil behaviour are inconsistent	
4	Relationships between the teacher and pupils and pupil behaviour are poor	
Follow up actions:		

Respect		Tick
1	Respect is shown by all pupils throughout the lesson	
2	Respect is shown by most pupils throughout the lesson, disrespect is managed well by the teacher	
3	Respect is shown by some pupils throughout the lesson, disrespect is managed well/poorly by the teacher	
4	No respect was shown by pupils to the teacher or other pupils	
Evidence		
Follow up actions:		

Assessment		Tick
1	Assessment is rigorous/imaginative and assessment information is used effectively to ensure work is appropriate to all pupils.	
2	Assessment information is used effectively to ensure work is appropriate to all pupils.	
3	There is some use of assessment information, the level of work is appropriate to most pupils.	

4	Assessment is infrequent and erratic. There is insufficient use of assessment information. The level and nature of the work is appropriate to all pupils	
Evidence		
Follow up actions:		

Pupil levels and area's for improvement		Tick
1	Pupils have a very good understanding of their own level and what they need to do to improve	
2	Pupils have a good understanding of their level and how to improve	
3	Pupils have some understanding of their level and how to improve	
4	Pupils are unaware of their level and how to improve	
Evidence		
Follow up actions:		

Behaviour Support Workers / 1-1 Workers		Tick
1	Additional support staff are well deployed, making a significant contribution to pupils' learning	
2	Additional support staff are used well and effectively support learning	
3	The use of additional support staff makes some contribution to pupils' learning	
4	Additional support staff are not well deployed and provide little or no effective support to pupils	

Evidence

Follow up actions:

Resources		Tick
1	Resources are of an excellent quality and used very effectively	
2	Good quality resources are used effectively	
3	Resources are adequate	
4	Resources are inadequate/inappropriate and do not support learning	
Evidence		
Follow up actions:		

Careers/IAG		Tick
1	Opportunities to promote impartial careers advice are embedded well into the lesson	
2	Some opportunities to promote impartial careers advice can be seen in the lesson	
3	Opportunities to promote impartial careers advice is weak	
4	There are no links to impartial careers advice within the lesson	

Evidence
Follow up actions:

End of session	Comment	Tick
Aims and objective achieved?		
Health and safety considered throughout?	Further attention re waste on site required	
Professionalism? (Practice and Values)	Learners and tutors-plan do review observed, success praised and rewarded	
Plenary?	Session was pulled together by tutor with learners	
Opportunities for embedded English and maths?	Opportunities created and responded to by pupils	
Evidence		
Follow up actions:		

Pupil Voice		Tick
Can you explain what you are learning?	Constant question and answer through the session	
What do you need to do in order to improve?	Learners at the end were able to identify how to do things better	
Did you have an induction into this course?		
What IAG have you received?		

Evidence
Follow up actions:

Book Scrutiny	Comment	Tick
Marking and feedback? (Marking Policy)	Not seen	
Progress and Learning?	Not seen	
Links to ILP?	Not seen	
Differentiation evident?	Differentiation register produced	
Pride in learning? (Graffiti etc.)	Pride observed in respect given to resources and animals	
Opportunity for writing at length?	Practical session	
Reading booklets?		
Evidence		
Follow up actions:		