



STREATHAM & CLAPHAM PREP SCHOOL

Person(s) responsible for this policy		Head of Prep and Deputy Head Prep	
Last review by	H Loach	Review date	July 2024
Date of next review		September 2025	

Guidelines for Peer Observation

Teacher name	
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Name of Peer who is observing	
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Peer observation is a method of gaining feedback to improve your teaching skills. In essence, you and a colleague discuss your teaching and what you feel you may need some help in developing, then you take turns in sitting in on one of each other's teaching sessions. Afterwards, your colleague can provide some feedback on what went well in the session and where there may be room for improvements, including in any areas where you specifically requested feedback.

Autumn Term

(Complete the form for the person who has observed you.)

Observer	
Date of observation	
Year group and class	
Brief details of focus of observation	
Date of feedback meeting	
Date of reciprocal observation	

Spring Term

(Complete the form for the person who has observed you.)

Observer	
Date of observation	

Year group and class	
Brief details of focus of observation	
Date of feedback meeting	
Date of reciprocal observation	

Summer Term

(Complete the form for the person who has observed you.)

Observer	
Date of observation	
Year group and class	
Brief details of focus of observation	
Date of feedback meeting	
Date of reciprocal observation	

Objectives of peer observation

The sharing and discussion of individual teaching that takes place through peer observation has significant potential to support the enhancement of good practice, and thereby the quality of the pupil learning experience.

In accordance with this, the aims of peer observation at Streatham & Clapham Prep are:

- to identify individual strengths and areas for future development;
- to identify and share best practice within and across subjects;
- to promote discussion and reflection on teaching and learning; and

- to enable the dissemination of new ideas.

Key Principles of peer observation

- Confidentiality
- Separation from PDP and other process where observation of teaching is undertaken
- Reciprocity with a focus on mutual benefit to observer and observed
- Development rather than judgement

Stages of peer observation

- Arrange pre-observation meeting
- Organise cover if necessary
- Undertake observation
- Arrange post-observation meeting
- Organise reciprocal observation

The pre-observation meeting

This meeting is an opportunity to meet and discuss how the observation will be organised and what kind of feedback is being sought.

There are a number of issues which will need to be clarified at this stage including:

- where and when the observation will take place;
- which lesson is to be observed; and
- the aims and intended outcomes for the observation.

The teacher being observed should use this meeting to outline to the peer observer which areas of their teaching they would like specific feedback on.

The following is not intended as a checklist, but may provide a useful starting point for areas for discussion:

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| ▪ Organisation | ▪ Voice |
| ▪ Structure | ▪ Body language |
| ▪ Methods/approach | ▪ Use of visual aids |
| ▪ Content | ▪ Delivery and pace |
| ▪ Enthusiasm | ▪ Pupil participation |
| ▪ Clarity | ▪ Use of resources and environment / accommodation |
| ▪ Interaction | ▪ Teaching style |
| ▪ Methods of assessment and feedback to pupils | |

Suggestions for more specific questions about learning and teaching might include some of those listed here:

- | | |
|--|---|
| ▪ Are the intended learning outcomes for the session clear? | ▪ Do the pupils receive feedback? What kind of feedback? |
| ▪ How well does the teaching match the intended learning outcomes? | ▪ To what extent has the teacher included all the pupils? |
| ▪ How does the teacher support students to take responsibility for their own learning? | ▪ Is the teacher supporting the pupils' individual personal development? |
| ▪ How engaged were the pupils in the session? | ▪ Does the teacher support pupils' critical reflection on their own learning? |

- Were pupils invited to participate? In what ways? How was this facilitated?

Peer feedback should focus on positive comments about the teaching and identify any particular strengths of the teaching approach taken. It is important for the observer to take a supportive stance in suggesting areas for development. Colleagues are likely to benefit from limiting the number of areas or questions being addressed at any one time in order to avoid overload on either the observer or observed.

The observation

The observer should focus on the process of the facilitation of learning rather than the content of the lesson unless the teacher has asked for specific comments on the subject and content. The observer should avoid commenting on how they would have taught the lesson and may find it helpful to take notes or to complete an appropriate form to aid giving feedback later on.

Post-observation meeting

Colleagues should arrange to meet as soon as possible after the lesson. This enhances recall of the details of the session and thereby facilitates reflection by the observer and observed. It is important for the teacher to reflect on the session and note what seemed to work well, what did not seem to work so well, and any particular areas of interest or concern.

Giving Feedback

Observing someone else's teaching is a very subjective experience but the observer's thoughts on what they observe can be highly illuminating for the teacher. The observer should aim to give constructive feedback i.e. pointing out what worked well but also what perhaps went less well and where appropriate make suggestions for improvement. Only verbal feedback should be given.

Use the following as a guide when providing feedback:

- *positive phrasing*: feedback messages need to affirm and acknowledge effort and achievements;
- *concreteness*: comments are grounded in specific, observable behaviour;
- *action: orientation* – suggesting to the observed a specific plan of action to follow; and
- *focus*: offering feedback on behaviour that the individual can change.

Also remember:

- To be useful, feedback has to mean something and be acceptable to the other person;
- Perceptions, reactions and views should be presented as such and not as facts;
- Terms which could produce emotional reactions in or raise the defences of the other person should be avoided;
- Strengths should outweigh areas for development;
- Your non-verbal feedback supports the message of the words you use;
- You should be sensitive to the other person's reaction to your feedback; and
- End with looking forward and closure.

Reflecting on the process

One should continue to reflect on the process and, in particular, reflect on the comments that the observer has made in the feedback meeting. It is worthwhile taking time to consider how you might adapt your teaching practice in the light of the process and outcomes.

The observer may also wish to reflect on the process of observing; in particular, consider what you have learned from the observation experience. It can be useful for colleagues to continue meeting in order to further develop critical reflection on the lesson and outcomes.

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Outstanding Lesson Criteria

Teachers will deliver a consistently **challenging** and interesting lesson, stemming from **excellent subject knowledge**. The **techniques and resources** used, including new technology, will make a marked contribution to **support, develop and challenge** all pupils. **Effective questioning** and **assessment strategies** are used well to effectively **check pupils' understanding throughout the lesson** and **intervene** where necessary. High levels of **collaboration** and **pupil-led learning** are encouraged.

This includes:

- Differentiated planning of tasks, outcomes and resources
- Starters are used to assess prior learning and engage pupils from the outset
- Objectives and expectations are set and/or shared with pupils
- Modelling and Thinking aloud
- Partner talk/collaboration in response and working out within the main lesson
- Teacher shows awareness of the capabilities and needs of all individuals and groups of learners
- Tasks encourage pupils to develop a range of skills (links where appropriate)
- Collaborative tasks are thoughtfully planned and well-managed
- Praise and feedback is specific to the process, not just the outcome
- A range of questioning techniques are used effectively
- Progress is reviewed during and at the end of each lesson
- Intervention is responsive based on effective on-going assessment within the lesson
- Where Computing / technology are used, it enhances the learning
- Teaching assistants are actively engaged with supporting learning and behaviour from beginning to end of the lesson
- Challenge and extension are evident

Pupils will show a strong sense of enthusiasm, active engagement and enjoyment. Pupils learn well both independently and collaboratively and take responsibility for their learning by evaluating their own progress accurately. As a result, pupils know how to improve and respond well to constructive feedback from teachers and peers.

This might include:

- All pupils are willing to contribute
- Pupils take pride in their work
- Pupils self-assess and set their own targets for improvement
- Dedicated improvement / reflection time (RAR)
- Pupils can provide constructive feedback in peer assessment opportunities (they've been taught how to do this)

- Pupils use a variety of learning styles
- Pupils work well in pairs / groups
- Pupils are able to make choices about the way they carry out and present their learning
- Pupils identify 'next steps' in their learning
- Effective behaviour for learning
- Pupils appreciate the 'big picture' and the context of their learning

Learning will demonstrate that all groups have **made good progress**, and some have made exceptional progress, by acquiring knowledge, developing understanding and practising skills exceptionally well. The climate for learning will be very **positive with pace and purpose** to the lesson. Relationships are very positive with **high expectations of all pupils**.

This document sets out to identify some of the elements, which may be seen in an outstanding lesson, it is not intended to be used as a checklist and outstanding lessons do not have to include all the characteristics above. However, those shown in bold do form the spine of an outstanding lesson and should be used to inform planning and in making lesson judgements.

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