

**What are you observing?
What outcomes are you seeking from the activity?**

Purpose: Leadership Evaluation – School performance **Activity 1**

Outcomes: Evidence of attainment and progress for school, learner groups, in subjects etc **Activity 2**

Observation evidence is unlikely to stand by itself.

What triangulation is needed? **Activity 3**

- With assessment data
- With learner’s work over time
- By talking with learners
- By talking with teachers or support staff

How does this evidence fit into the bigger picture?

- How is the observation informed by assessment data?
- How does the observation contribute to the bigger assessment picture?
- Links to previous Pupil Progress discussions, and targets at learner, class, cohort subject or school levels

Is the observation linked to the performance review of the teacher?

- Is the observation relevant to the teacher’s objectives or part of overall performance review?

Purpose: Leadership Evaluation – Effectiveness of school improvement **Activity 4**

Outcomes: Evidence for the impact of school improvement work **Activity 5**

Observation evidence will depend on the clarity of focus

What impact is being sought in the school improvement issue?

- What improved outcomes for learners?
- What improved skills in learners?
- What new or refined strategies by adults?
- What new or refined use of resources? **Activity 6**

What triangulation is needed?

- With assessment data
- With learner’s work over time
- By talking with learners
- By talking with teachers or support staff

How does this evidence fit into the bigger picture?

- What was the starting point or baseline for the improvement issue?
- What is the overall goal or outcomes sought in the improvement issue?
- What does this evidence tell you about progress towards the overall goals?

Who needs to know the outcome of these observations?

- Who needs to celebrate the progress that is being achieved?
- What are the current priorities / next steps and who needs to share these? **Activity 7**

Purpose: Leadership Evaluation - Deeper understanding of the current quality of learning and teaching **Activity 8**

Outcomes: Evidence of the quality of learning and teaching to form the basis for further improvement **Activity 9**

A single lesson observation will only provide limited evidence as a ‘snapshot’ of longer term qualities

What is the context of this lesson - how does it fit into the larger sequence of lessons?

- What has been achieved so far and what are the learning goals for the whole sequence of lessons?
- What contribution to the overall progress of learners is intended in this lesson?
- How can you best find this out from the teacher before the observation? **Activity 10**

What particular qualities of learning and teaching are in focus?

- Is the focus on a specific group of learners, e.g. low ability learners?
- Is the focus on a specific learning issue, e.g. independence?
- Is the focus on a specific teaching strategy, e.g. group working? **Activity 11**

What triangulation is needed?

- With assessment data
- With learner’s work over time
- By talking with learners
- By talking with teachers or support staff

What type of conversation do you need with the teacher after the observation to generate ideas for next steps and further improvement of impact?

- Do you need to ‘tell’ the teacher what to improve or how to improve?
- How can you get the teacher to clarify the learners’ next goals?
- How can you get the teacher to identify his/her own next development steps to help learners achieve those goals? **Activity 12**