



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

Academy Governance Committee Paper

Date	18.9.25
Author	A McKeegan/V Beaney
Title	DHS Classroom Observation Policy
Reference Documents	

For Information	☐	In answer to	☐	Decision required	☒
Please mark as appropriate					

Main Points/Changes (if existing document) & Any Recommendations
Please could the AGC consider this policy for ratification. This is a school-specific policy based on the model policy issued by the NEU.

Decision(s) required from AGC



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

Classroom Observation Policy

Introduction

Deyes High School is committed to ensuring that classroom observation and learning walks are developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information obtained.

Scope

This policy applies to all teaching staff except for Early Career Teachers (ECTs), for whom separate induction procedures should apply.

Planning and preparing for observation

In keeping with Deyes High School's commitment to supportive and developmental classroom observation, the head teacher will:

- consult teachers on the pattern of classroom observation which they can expect annually, and seek agreement with teachers and union representatives on these arrangements;
 - ensure that those being observed for all purposes will be notified at least five working days in advance;
 - arrange, as far as possible, for all observations to take place at a time agreed between the teacher and the observer;
 - ensure that there is a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- 



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation;
- provide constructive feedback and support in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the academic year and will include details of:

- the amount of observation;
- the focus of the observation;
- the duration of the observation;
- when during the academic year the observation will take place;
- who will conduct the observation.

To ensure that classroom observation is kept to a minimum – and to support efforts to deliver Deyes High School commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers – the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the head teacher to discharge her/his duty to evaluate the standards of teaching and learning, and to ensure that proper standards of professional performance are established and maintained.

Before any classroom observation is conducted, there will be an opportunity for the reviewer and teacher to meet during directed time so that the context of the lesson to be observed can be discussed.

Conducting observations

There should be a limit of three observations for all purposes. Under no circumstances shall the total time occupied by all observations exceed three hours per year, and the focus and timing must be agreed beforehand.

Neither pupils nor governors will undertake observations (although governors may, by specific agreement with the teacher concerned, visit a lesson to familiarise themselves with their linked area).

Feedback and records

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for classroom observation will be made available, in addition to planning, preparation and assessment (PPA) time.

Written feedback will be provided within five working days of the observation. If issues emerged that were not part of the focus of the observation, these should also be covered in the written feedback and the appropriate action discussed with the teacher.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

Classroom observation and formal capability procedures

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.

Learning walks and drop-ins

Deyes High School agrees that 'learning walks' (including other short visits to classes such as drop-ins) will only be carried out in accordance with the NEU classroom observation protocol in this policy.



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

Learning walks may take place to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should be no attempt to use this approach as part of capability procedures or for appraisal.

A programme of learning walks should be agreed with teachers so that they know the date, time, and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.

Deyes High School's protocol for learning walks is as follows:

- The purpose or focus of a learning walk should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
- Learning walks will be conducted with minimum disruption to teachers and pupils.
- Learning walks will be undertaken in a supportive and professional manner.
- A maximum of two colleagues will be involved in learning walks at any time.
- Pupils will not be asked for their views of an individual teacher during learning walks.
- Those teachers whose classes are visited will be given the opportunity to see any written records made during the learning walk.
- There shall be no evaluation of an individual teacher during a learning walk.
- Regular reviews of the operation of learning walks will be held with all staff.
- Any teacher whose classroom is visited during a learning walk will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length.



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

- Any concerns about the implementation of this protocol should be raised initially with management.
- Any teacher whose classroom is visited during a learning walk will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length.
- Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of the NEU school representative.

Review and monitoring

This policy will be reviewed bi-annually, in consultation with the recognised unions, to ensure consistency, fairness, and effectiveness, and to reflect any changes in employment legislation.

Deyes High School will monitor, review and report on the outcomes and impact of this policy on an annual basis and in line with the Equality Act 2010.

Record keeping

Deyes High School will ensure that individual records and feedback is managed appropriately in accordance with data-privacy requirements under the General Data Protection Regulations (GDPR).

