## Lesson Visits

The key role of TLR holders is to lead learning and pupil progress. The majority of TLR time should be spent in classrooms working alongside colleagues to develop teaching expertise.

When evaluating the quality of teaching, it is important that a triangulated approach is taken which enables progress over time to be considered. The key sources of evidence and approaches to lesson visits are summarised in the diagram below.
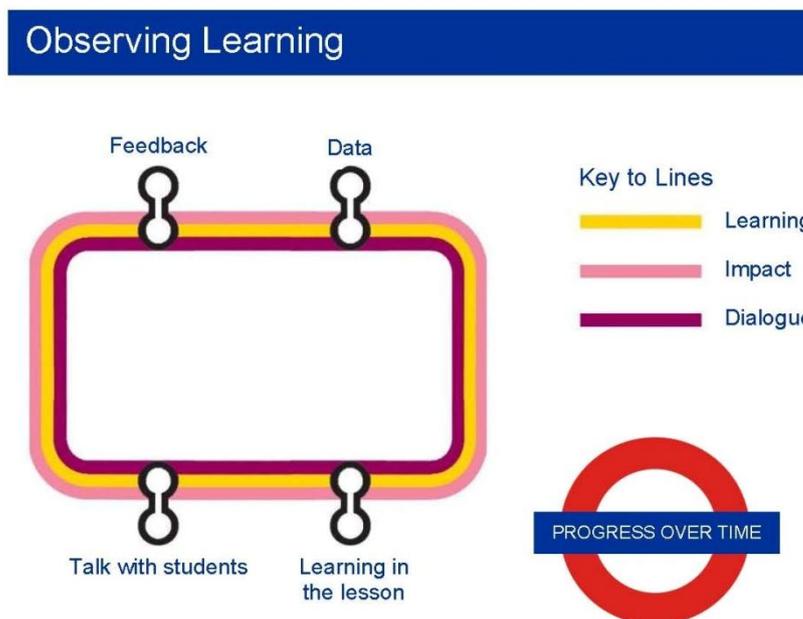
Process

In discussion with SLT line managers, Directors of Learning should allocate each member of their faculty to a TLR coach.

TLR holders should spend a minimum of 15 minutes observing learning (including talking with students and looking at feedback). Key strengths and areas for development should be recorded on the Lesson Visit Form. The criteria from the 9 point framework should be used to inform findings.

Please note that not all areas of the 9 point framework will be seen in one visit.

A follow up conversation with the teacher, adopting a coaching methodology, should take place within 72 hours to discuss what was seen and to set bite-sized actions related to those areas of the 9 point framework that need development. These actions should be recorded.

A copy of the form should go to the teacher, Director of Learning, and the SLT line manager.

Frequency

TLR holders should be in lessons working alongside colleagues every week and TLR holders will be expected to discuss this with SLT line managers on a weekly basis.

Recorded lesson visits should take place a minimum of twice each term – of course these can be as frequent as the TLR holders or teachers wish, and should be seen as a developmental tool.

N.B. This process and cycle replaces all previous coaching documentation although the coaching methodology and principles remain the same.

Learning Walks

Purpose
The purpose of a Learning Walk is to investigate, develop and evaluate patterns within a faculty. These are solely developmental and look at a particular focus area and include all teachers.

Learning walks:

- Gather evidence against a set of criteria on a given focus identified as needing improvement.
- Use that evidence to evaluate the current situation.
- Be able to review and plan for developmental work.

Suggested focus areas may include:

- Checking for understanding
- Differentiation
- Questioning

Conduct
Learning Walks are undertaken by DoLs and TLR holders with SLT Line Managers to support the process and ensure quality assurance and discussion – this also addresses training needs and allows faculties to build capacity through established and emergent leaders.

Feedback
Feedback to the faculty should be in the form of an evaluation report. The report identifies strengths and areas for improvement across the faculty but does not refer to any individual teachers.
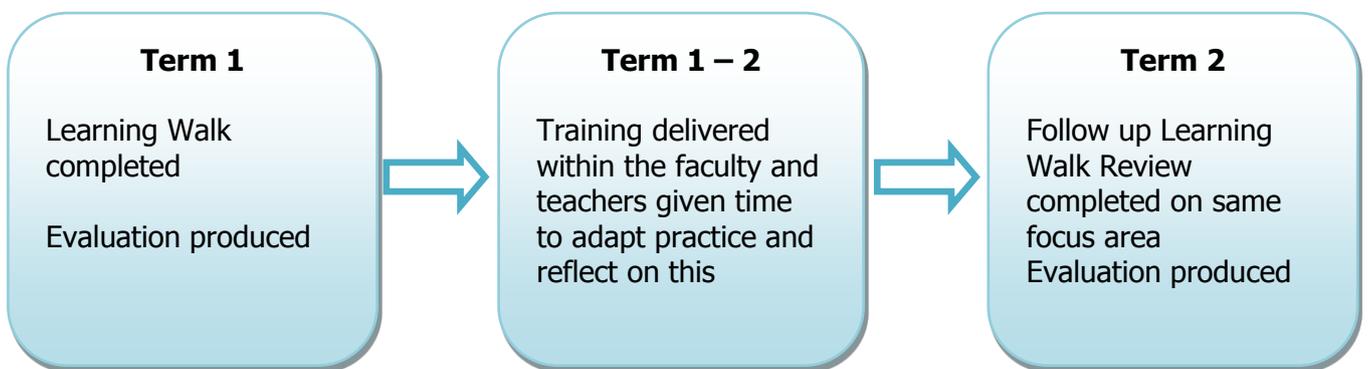
The feedback report identifies that "next steps" to allow for training and support to improve practice against the focus criteria.
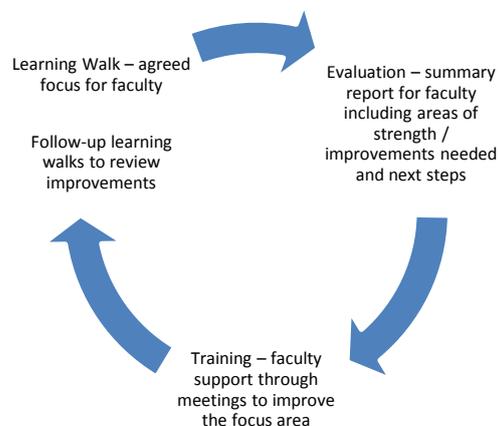
Time Scales

Learning Walks take place **each term** and work in pairs. An area for development is established and a Learning Walk is completed to specifically focus on strengths and areas for development. This is followed up by an evaluation which includes key areas for development, training and next steps. Training sessions (2-3) should then be organised and delivered, sharing good practice as required, with time allowing for staff to trial ideas and adapt practice as needed. A second Learning Walk is then conducted to measure impact of the training and improvements made. This can then be repeated if the current need exists or adapted if a new need has emerged.

Learning Walks should last no more than 2 hours and will be dependent on how many lessons could be seen – 4-6 lessons can be seen in an hour period.
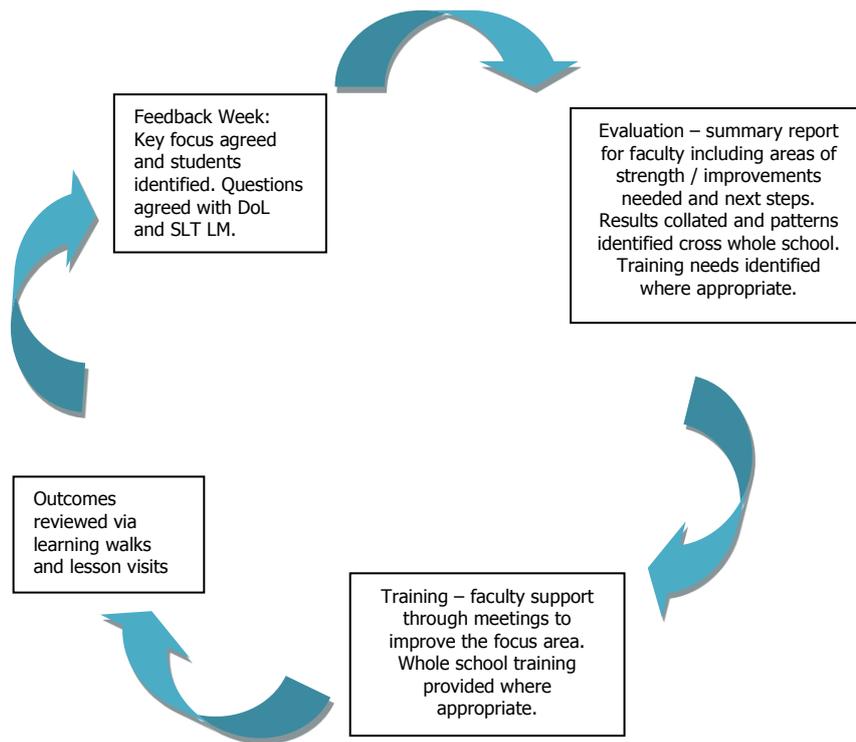
Term 1 Learning Walk completed Evaluation produced	→	**Term 1 – 2** Training delivered within the faculty and teachers given time to adapt practice and reflect on this	→	**Term 2** Follow up Learning Walk Review completed on same focus area Evaluation produced

Feedback Weeks

Rationale:
In order to take into account the variety of different feedback strategies used to develop our learners, and acknowledge that effective feedback transcends written comments, regular meetings with key groups of students will be scheduled on a termly basis. In addition to providing opportunities to explore the written work of students, the meetings will provide opportunities for discussions about effective feedback strategies within and across faculties. The purpose of a Feedback Week is to investigate, develop and evaluate patterns within a faculty and identify patterns across the whole school to enable future development.

Aims:
- To acknowledge that effective feedback transcends solely written comments.
- To identify key issues for developments within faculties and across the whole school.
- To ensure consistency across faculties and whole school through unbiased selection of students for interview.
- To provide a forum to share best practice across the whole school and promote collaborative working across faculties.
- To ensure that students become familiar and comfortable with discussing progress and feedback in a formal setting.

Feedback Week: Key focus agreed and students identified. Questions agreed with DoL and SLT LM.

Evaluation – summary report for faculty including areas of strength / improvements needed and next steps. Results collated and patterns identified cross whole school. Training needs identified where appropriate.

Outcomes reviewed via learning walks and lesson visits

Training – faculty support through meetings to improve the focus area. Whole school training provided where appropriate.

Process:

Feedback weeks will be scheduled in six weekly cycles (once per term) and will involve DoL, SLT LM and an unbiased selection of 15 students from the key group of focus. Each meeting will last for around 45 minutes and will involve students responding to a series of agreed questions to explore the range of feedback provided by the faculty, in addition to a scrutiny of written work. Students will be selected according to their membership of a defined group, rather than year group – eg. G&T, SEN, FSM, boys, girls, EAL, 4c on entry etc - to identify areas of success and next steps within a faculty and across the whole school. Through discussion with SLT Line Managers, DoLs will identify areas for development within the faculty and enhance practice through training in Department meetings throughout the cycle. Whole School training could be informed through the identification of patterns across faculties as a result of Feedback Weeks. The outcome of training through the six week cycle will be evaluated and monitored through the use of learning walks and lesson visits, highlighting patterns and individual areas of success or concern.