Procedure 6.10.3 English Language Department Lesson Observation					
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Review No	10	**Next Review Date**	August 2025	**Approved on**	26/08/2024

Procedure Issued : April 2014

Procedure Owner : Principal / CEO

- This procedure is shared with our staff and/or can be obtained:
  - on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - on our internal server via their desktops of all computers in the library on the top floor,
  - by emailing us at info@docklandsacademy.co.uk.
- Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Staff Induction.
- The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1 Introduction

The aim of this document is to explain the observation process. Planning and observations of teaching and learning are a vital part of quality assurance and the procedures we follow will be scrutinised by British Council inspectors. They will observe lessons too, so teachers are advised to regard observations conducted internally as preparation for inspection visits.

2 Needs Analysis

Needs analysis and tutorials should be carried out for all students as soon as possible after they join the Academy and preferably in their induction week. The information gathered from individual students should be added to group graphs. Course syllabus, ongoing selection and development of teaching materials and lesson plans should be informed by these results.

3 Syllabuses and Course Books

Syllabuses are structured according to selected course books but designed to allow teachers to use a range of other resources including authentic materials wherever feasible. Teachers are expected to use discretion in the use of syllabuses and course books, making sure they create weekly plans tailored to the specific needs and wishes of their students.

4 Planning

Each class will be allocated a main teacher, who will be provided with blank **weekly plans** and **lesson plans**. Weekly plans should be completed by the end of the previous week by the main class teacher. Teachers should indicate which page numbers and exercises of course books they aim to use in the weekly plan and should always put a copy in their course folder of any additional materials used. The aim of keeping records in this way is to help teachers know what has been covered and avoid repeating a lesson with the same student(s).

5 Photocopying

The Academy is bound by copyright laws and if any published material is copied, the teacher must make sure the **book name** and **author** is written on the photocopies.

6 Progress Tests

Teachers should incorporate some form of weekly **progress test**. This could take the form of a formal or informal activity that enables students to recycle language they have studied. For new students the progress test can also function as a **diagnostic test**. All tests and notes of previous lessons must be made available in the class folder that will be kept at the college for teachers to consult.

7 Weekly Plans

On the first column of the plan the teacher records the communicative aspects of lessons, focussing on skills *e.g. speaking polite requests* or *reading an article on consumerism for detailed information and a follow up debate.* In the second column the teacher records the linguistic aims such as grammar points, lexical sets and pronunciation. In the third and final column any resources to be used for each lesson are recorded, including exercises and page numbers. Teachers do not have to teach everything in the weekly plan; but if they do something different, they must make a record of it in the *Actual if different* row provided. In addition to the weekly plan, teachers are given a **lesson plan** template. This needs to be completed by all teachers when being observed. Details of lesson observations are given below.

8 Type of Observation

There will be two types of observation carried out. The first are **Formal Observations**. This is when the Academic Head or an inspector from an external body or organisation observes a lesson and gives formal written feedback. The second are **Peer Observations**, which are informal, but teachers are still asked to produce some written feedback. (See Procedure 6.10.2 *Peer review*)

8 Pre-observation Meeting

Before a formal observation, there must be a pre-observation meeting arranged by the observer. Typically this may be an email sent by the observer to arrange a time and date to carry out the observation, and to get some information about the teacher and students.

9 Observation

Teachers can expect to be observed for about an hour, but it may not actually be that long. They should make sure there is a spare table and chair for the inspector on the day of the observation with a copy of the weekly plan, lesson plan and materials they aim to use. **When being observed it is essential to provide a lesson plan using the template provided.** Teachers should include clear linguistic and communicative aims and the stages and activities of the lesson must reflect these.

9.1 Observation Feedback

After the observation, the observer will provide verbal and written feedback on the following:

- The lesson plan,
- Classroom management,
- Achievement of linguistic and communicative aims,
- Manner,
- Suggested action points.

9.2 Tutor Feedback

During feedback teachers will be given the chance to discuss any comments. In addition, they must complete a form expressing their views about the process and outcomes of the observation.

10 Appeals

If a Tutor feels that comments in the observation feedback are unfair or inaccurate in any way they have the right to appeal.

First they should make their concerns known to the observer. If they are not satisfied with the response, they can put their appeal in writing to the Quality Committee. The decision of this committee will be final.

11. Related Documents

11.1 Policies

- **1** Governance
- **2** Academic Management
- **3** Teaching Learning Assessment
- **6** Human Resources
- **7** Information

11.2 Procedures

- **1.5** Equal Opportunities
- **1.7** Data Protection
- **1.9** Review and Revision of Policies and Procedures
- **2.6** Self-Assessment and Programme and Annual monitoring
- **3.1** Expectations from and Supporting Staff in Teaching Delivery
- **5.3** Equality, Diversity and Special Needs
- **5.7** Reviewing Learning Resources
- **6.1** Recruitment and Selection
- **6.2** New Starters and Induction
- **6.3** Equality and Diversity
- **6.4** Personal Development Review and Appraisal
- **6.9** Continuing Professional Development (CPD)
- **6.10.2** Peer Review
- **6.11** Requests for Training
- **6.12** Evaluation of Training
- **6.13** Staff Code of Conduct
- **6.14** Academic Misconduct by Staff
- **6.15** Safeguarding
- **6.16** Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- **9.1** Access Procedures
- **9.3** Fire Plan and Strategy
- **9.4a** Health and Safety Risk Assessment

11.3 Terms and Conditions

11.4 External Reference Points

- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for**

Independent Training Providers at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*

- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at *https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **British Council Accreditation Handbook** at https://www.britishcouncil.org/sites/default/files/k062_uk_accreditation_handbook_2019_fin
- **British Council Quality Assurance Framework** at https://education-services.britishcouncil.org/agents-counsellors/for-institutions/quality-assurance-framework