



TEA Vision

The vision of The English Academy is to be considered an outstanding school. This will be gauged through both the BSO accreditation standards and other generally accepted international education benchmarks.

Handbook for Visiting Learning, Teaching & Assessment 2022-2025

TEA Mission Statement

The mission of The English Academy is to provide a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective.



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1. Our Approach: Excellence in Learning, Teaching and Assessment

Lesson visits take place to ensure learners are receiving a valuable learning experience and to encourage reflection from staff about their strengths and challenges. We cannot determine the quality of teaching based on observation of learning activity alone. A triangulation of evidence is required that identifies the typical quality of teaching, evaluating the effectiveness of teaching for securing progress-over-time and its success in securing strong outcomes for students.

We need to support teachers to achieve great progress and outcome-oriented teaching that has a deep impact on students' life chances, but also remember that teachers are professionals who should have the autonomy to and make choices about their own professional development. It is this autonomy that secures the motivation and ownership to reflect and stretch toward mastery.

In order to achieve this, the outcomes from lesson visits are to:

- Share good practice
- Refer for CPD
- Refer for mentoring

This process will begin from the 1st November to the end of each academic year.

1.1 Share good practice

A teacher will be invited to share good practice if they have demonstrated mastery of a particular teaching strategy and if outstanding learning is taking place. This can be shared in a number of forums, including departmental meetings, delivery of sessions on the CPD calendar or contributions to the schools teaching and learning blog.

1.2 Refer for CPD

It is anticipated that some actionable CPD recommendations should emerge from most developmental lesson visits and associated professional discussions. This should not be viewed as a negative assessment of a teacher's progress but instead part of the normal reflective process that lesson visits contribute to. CPD recommendations may relate to the challenges identified in pre-visit communications with the observer. This may include advice to conduct peer lesson visits, be directed to reading about particular teaching and learning strategies or engaging in specific CPD.

1.3 Refer for mentoring

All teachers who receive mentoring will be assigned a staff member to support and coach them during an agreed upon period (see Appendix 1).

1.4 Triangulation of evidence

Developmental Lesson Visits and Peer Lesson Visits should act as an opportunity for reflection on the strengths and challenges faced by teaching staff.

In summary, lesson visits focusing on learning, teaching and assessment only form one corner of the triangulation of evidence that will be used to support teachers to improve their professional practice. In order to triangulate this evidence, activities in addition to a lesson visit may include:

- Achievement data
- Progress
- Student voice via professional discussions



Where a triangulation of evidence suggests that additional support is required, this will be put in place. As such, no one area of the triangulation of evidence on its own would indicate an immediate cause for concern and action. Rather, a holistic view would always be taken.

2. The Purpose of Lesson Visits

The purpose of lesson visits is to continually improve practice and develop teachers by reflecting on practice together and ultimately improving the learner experience and outcomes through:

- Identifying good practice and innovative approaches to share and learn from each other
- Identifying training needs to develop skills and stimulate new practice
- Identifying support needs required to improve teacher's performance

All lesson visits should be developmental and supportive, and it is important that significant emphasis is placed on the developmental feedback that is received, which should always take place as a two-way dialogue. The main emphasis is on improving current practice in order to improve the teaching and learning experience for our students.

3. Composition of the Visit of Learning & Teaching Team

Short Lesson Visit: School Principal, Heads of Schools, Director of LTA, LTA Coordinators, Middle Leaders

Peer Lesson Visits: Teachers

Developmental Lesson Visits: Senior Leadership Team, Middle Leaders

4. The Procedures, Process, Selection and Timing of Lesson Visits

The schools Excellence in Teaching, Learning and Assessment Strategy' is the overarching document that provides the principles behind any formal visit.

A visit of a lesson, training or a review can focus on any activity that involves students directly. Alongside lesson visits a review of evidence can be made when assessing the overall performance of an individual and/or team, such as:

- An audit of data on trackers
- Student feedback
- Analysis of value-added data
- Planning

There are three types of lesson visit:

- Developmental Lesson Visits
- Short Lesson Visits
- Peer Lesson Visits

4.1 Developmental Visits

Developmental Visits will be carried out by SLT and/or appropriate middle leaders. The session will not be agreed upon prior to the visit but colleagues will be made aware of the



week in which the visit may be conducted. There is little evidence to suggest that the traditional model of unannounced lesson observation benefits anyone involved in the process, however lesson observations can provide tangible benefits to teacher development if the observer understands the challenges that the teacher faces in advance of the visit. As a result, the observer can play a role in encouraging reflection and offering solutions if they understand these challenges. In order to foster this developmental approach, teaching staff will be contacted prior to the visit with the opportunity to identify strengths, areas for development and to provide a context.

The outcomes for developmental lesson visits are to:

- Share good practice
- Refer for CPD
- Refer for mentoring

During Developmental Visits, visitors will stay for a minimum of 30 minutes. Visitors may split the visit and return towards the end of a session to observe how the session is brought to a close.

All teachers involved in Developmental Visits will receive feedback within 3 working days.

4.2 Short Lesson Visits

Short Lesson Visits will be carried out for every teacher at the school.

Short Lesson Visits will occur at any point during the academic year but will be limited to a reasonable number per term.

Evidence of planning can be reviewed during a Short Lesson Visit and this could consist of an outline of work, scheme of learning/work, review of google classroom and any lesson resources. The teacher should also make the visitor aware of any other forms of planning that they have undertaken.

During a Short Lesson Visit, visitors will stay for a minimum of 10 minutes and a maximum of 30 minutes.

Feedback should be provided after the visit or as soon as practicable afterwards. This can be done in person or by email.

Where a Short Lesson Visit raises significant concerns over the teaching, learning and assessment occurring during the visited period then, at the discretion of the relevant Head of School / Director of LTA, a full visit will be carried out as per the Developmental Lesson Visit guidelines.

4.3 Peer Visits

Peer lesson visits are intended to support colleagues with pre-agreed areas of practice in which no judgement is made but reflections and ideas are shared. This practice is seen as having one of the greatest impacts on teacher improvement. Peer lesson visits are to be conducted in the following format:

- Agree upon a context and focus for the visit
 - Conduct the lesson visit (20-40 mins)
 - Reflect on the session together and consider strategies moving forward
- It is recommended for each member of staff to conduct at least one peer lesson visit



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in term 1 and 2 of each academic year. This process may be reviewed during appraisals and may form part of Research projects.

5. Lesson Visit Feedback

Following a lesson visit, a professional discussion will take place between the teacher and visitor. This is an opportunity to reflect on the challenges identified in any pre-visit communications and consider strengths and areas for improvement.

Written feedback will be received within 3 working days, where practicable, along with actions for development (if applicable). Written feedback (Appendix 7) should be stored on Google Drive and shared with the teacher, appropriate middle leader, Head of School.

Each teacher, as a reflective practitioner, is encouraged to use the visit and feedback to evaluate the experience.

6. Moderation

The Heads of School & Director of LTA will conduct a minimum of one joint lesson visit with all members of the lesson visit team. In addition, consistency of lesson visits will be discussed in meetings. This system is in place for standardisation purposes and to maintain rigour in the process.

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Appendix 1: An Outcome of “Mentoring”

Guidance for Teachers and Visitors

Action planning and support for teachers receiving an outcome of ‘Mentoring’ for their session

All teachers who receive mentoring will be assigned a member of staff to support and coach them during an agreed upon period. The teacher will be asked to agree upon and be signposted to:

- a) **The actions the teacher needs to take** in order to develop further; each individual case will be different and may require support on one of a range of areas such as the development of effective planning materials, planning for individual learners, use of questioning, assessment or the ability to facilitate independent or peer learning.
- b) **The support that is required** from the coaching member of staff.
- c) **An agreed timescale and window for a re-visit.** In most cases it is anticipated that this should be no longer than six weeks. The re-visit will be undertaken by the relevant Head of School and/or the relevant middle leader.

Following the initial meeting, the visitor will send a copy of the action plan to the relevant Head of School. Where a triangulation of evidence suggests further investigation is necessary to get to the root cause this will be conducted. As such, no one area of the triangulation of evidence on its own would indicate an immediate cause for concern and action. Rather, a holistic view would always be taken.



Appendix 2: Standards for Learning, Teaching & Assessment

The following pages will help to guide those conducting lesson visits to the appropriate outcomes. Remember all visits should be considered within our culture of high expectations, with the focus on learning and attainment.

Additional guidance is given to aid outcomes in practical lessons.

Stages in the Visit Process - Guidelines for Visitors

During the lesson the visitor will consider two central questions:

- Are students' receiving a valuable learning experience? How do you know?
- Are student needs being met?

Witnessing learning over time and long-term memory retention taking place will not always be possible during a relatively short visit, but what can be witnessed are the conditions for learning to take place and the evidence from students that learning has taken place. What we can look for are proxies of learning and a development in student performance. These will enable us to answer the questions above.

In order to evaluate 'learning and progress' over time we use three additional sources of information.

Student data provided during the pre-visit	<ul style="list-style-type: none"> • What does this say about progress of the class, groups within it and individuals? • Is this reflected in the lesson? • Who is doing well? • Is this evident in the lesson visited? • Who is not doing so well? • Is this evident in the lesson visited? Why? <p>What could the teacher do to improve students' rates of progress?</p>
Quality of work in workbooks / GC work	<ul style="list-style-type: none"> • Does the work show that progress is taking place over time? • Are mistakes rectified and work improved upon? Is feedback given regularly? • Does it give the student clear guidance on next steps/ how to improve? • Have students responded to the feedback? Does the work show dialogue between teacher and student? • Is homework evident? Completed? Relevant?



<p>Question students about learning, teaching and progress</p>	<ul style="list-style-type: none"> • Show me an example of your best work. What are you pleased with? • Show me a piece of work where you really improved. What could you do in this work that you could not do before? What helped you to improve this work? • Does anything make it hard for you to improve your work? • Have you been absent at all? What do teachers do to help you catch up? Examples?
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<p>Question:</p>
<p>Does the teacher have high expectations and high aspirations? Does teaching engage and include all students, with work that is challenging enough? Does the teacher listen to, carefully observe and skilfully question students? Does the teacher use questioning and discussion to assess the effectiveness of their teaching? Does the teacher reshape tasks and explanations during lessons in response to student understanding? Does the teacher assess students' progress regularly and accurately? Is appropriate homework set, and is high quality marking and constructive feedback evident? Are appropriately targeted support and interventions matched well to most students' individual needs? Does the teacher create a positive climate for learning? Is behaviour managed consistently well? Are opportunities to promote students' spiritual, moral, social and cultural development exploited?</p>
<p>Possible Evidence:</p>
<p>Students' progress is consistently strong and evidence in students' work indicates that they achieve well over time. Learning of different groups is consistently good. Students display a thirst for knowledge and a love of learning, Students learn well. Their knowledge and understanding of the subject deepens quickly and securely. Students gain a wide range of skills in reading, writing, communication and mathematics Students understand well how to improve their work Students are properly prepared for each lesson, bring the right equipment, are ready and eager to learn. Students conduct themselves well, have good attitudes and are punctual to lessons. Students take pride in their work. Students respond very quickly to staff's instructions and requests allowing lessons to flow smoothly and without interruption. Students are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning.</p>



Appendix 3: Visiting Learning, Teaching and Assessment: Teacher Guidance

Making the most of the pre-visit discussion; you may wish to make the following available:

Evidence of Planning:	<ul style="list-style-type: none"> ● Scheme of learning/outline of work ● Lesson Plan ● Copies of handouts for the lesson ● Marked work ● Student data
Your Professional Learning:	<ul style="list-style-type: none"> ● What have you been working on? ● What are you particularly proud of? ● What do you know you still need to work on? ● Are there any areas that you would like advice or support on?
The Visit:	<ul style="list-style-type: none"> ● Ensure your learning objectives indicate clearly the skills and knowledge development that the students will be developing ● Include scaffolding/individualised strategies in your planning, so that it is obvious you have thought about the needs of each student. ● Which are the students who are making exceptionally good progress? What are you doing to continue their development? ● Which of the students are making progress that is below what is expected? What are you doing to support them? ● If you have support colleagues (primary) within the class, how do you involve them in planning so that they are clear about their role in progressing learning? ● Exploit opportunities to develop English/maths skills ● Be aware of your safeguarding strategies/considerations ● What independent learning/homework will the students be expected to do?



Appendix 4: Visiting Learning, Teaching and Assessment Protocol

Exceptional learning and progress will be the result of exceptional teaching over time.

At the start	<ul style="list-style-type: none"> • Where possible, arrive before the start of the session • Agree time for verbal feedback • Let the teacher explain to the students why you are there if they wish to • Do not distract the teacher. Do not take part in the lesson unless the teacher wants you to
During the visit	<ul style="list-style-type: none"> • See the session from each students' experience • Stay for about 30 - 60 minutes
Discussion with students	<ul style="list-style-type: none"> • If possible, make sure you question students to check how much learning has taken place • Use opportunities during the group or individual work NOT during teacher led phases • If appropriate, ask the teacher to request students to stay behind at the end of the session for a few minutes for you to talk to them as a group • Use concept checking questions • Find out if the visited lesson has followed the normal pattern – was it different from the previous session
Question Prompts	<ul style="list-style-type: none"> • What did you learn today/ last session? • How did you do that? (practical session) • Do you normally work in groups or on your own? • Do you take notes? • Are you up to date with your work? • What sort of study are you given between lessons and to prepare for the next lesson? • What progress do you think you are making? • What was the best and most useful thing in today's lesson? • Is there anything you are not sure about from today's lesson?
Outcomes	<ul style="list-style-type: none"> • Share good practice • Refer for CPD • Refer for Mentoring
Professional Discussion	<p>This is the most crucial part of the process</p> <ul style="list-style-type: none"> • Aim to make it a professional dialogue between professional colleagues, ideally focused on the challenges identified in pre-visit communications in



	<p>the first instance</p> <ul style="list-style-type: none">● Make sure that the environment is confidential and that you will not be interrupted● Outline the structure and purposes of feedback● Give the teacher the opportunity to discuss the session or clarify any points● Give feedback within 3 working days.● It is often best to have at least a short break between the end of the visit to give both you and the teacher time to reflect● Use clear language● Highlight strengths before discussing areas for improvement● Back up judgements with examples of good practice or development needs● Expand upon issues that need further explanation● Share good practice● End the feedback with a summary of main issues
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Visiting Practical Lessons: Additional Guidance

You will need to draw on the usual principles, but also consider the following points to guide your key questions and outcomes.

- What planning for skills development and knowledge development is there?
- Is there an appropriate balance between theory and practice?
- Do students have a sufficient grounding of theory before starting the relevant practical work
- The quality of teachers` demonstrations of practical skills
- Do students have enough time to practise and develop their skills?
- Are there a variety of activities within the teaching materials? – Individual learning, problem solving, use of other reference materials for investigation, self-assessment, regular revision of previous work, teacher assessment, possibly small group work.
- If a group of students start at the same time, how are their individual needs met without long periods of waiting for help?
- Do the students know what their personal objectives are for the session?
- How effective and thorough is the recording of individual progress for each student for each session? (Self-recording using a list of competencies for each topic is one method). Is the teacher aware of each student's progress? Is the teacher's time divided equitably between all individuals?
- Judge the effectiveness of direct teacher guidance of individuals or small groups.
- How suitable and effective are the teaching materials? Is clear language used? Are they at the appropriate level and differentiated to meet the needs of individual students?
- Equipment and learning resources are appropriate and of good quality.
- Is the learning environment safe and suitable for the practical activity and the number of students expected to attend?
- Judge the extent to which students work without hitches and without wasted time, until the teacher guides them.



Appendix 5: Peer Review Lesson Visits Form

Teacher:	Date:	Period / Time:	Room:

Context and focus

Classroom notes

What impact will this have on your practice?

Key Questions and Strategies

Was this a useful experience? yes/no



Appendix 6: Pre-Visit Reflection Form

As well as examining what it is like to be a student at the The English Academy, we want to use the Professional Development Review (PDR) process to encourage self-reflection from staff about their strengths and the challenges they face and how these can be overcome, in conjunction with the member of the staff who will be conducting your lesson visit. This will be the key focus of your lesson visit. Please complete this form and return to the colleague completing your lesson visit. The key themes you identify here will act as a basis for your post-visit discussion.

Name:		
Self reflection:	1. Main strengths: Think of a lesson or phase of learning that had a significant impact on learners. What was successful about it?	3. How are you trying to address them?
	2. What learning challenges do your students face at the moment?	4. What challenges do you experience in doing that?
Are there any areas you would like support or advice on?		



Appendix 7: Lesson Observation Form

This should be completed after conducting a developmental visit and returned back to the teacher along with verbal feedback, within 3 working days.

Name:	Date:
Class:	Time:
Grouping:	Observer:
No. of pupils:	Duration:
Lesson Context:	
Agreed Focus of the Observation:	

Standards	Substandards	Observations/comments and evidence
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> ▪ establish a safe and stimulating environment for pupils, ▪ rooted in mutual respect ▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> ▪ be accountable for pupils' attainment, progress and outcomes ▪ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ▪ guide pupils to reflect on the progress they have made and their emerging needs ▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ▪ encourage pupils to take a responsible and conscientious attitude to their own work and study. 	
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> ▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ▪ demonstrate an understanding of, and take responsibility for promoting high standards of literacy, 	



	<p>articulacy, and the correct use of standard English, whatever the teacher's specialist subject</p> <ul style="list-style-type: none"> ▪ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ▪ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	
4. Plan and teach well structured lessons	<ul style="list-style-type: none"> ▪ impart knowledge and develop understanding through effective use of lesson time ▪ promote a love of learning and children's intellectual curiosity ▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ▪ reflect systematically on the effectiveness of lessons and approaches to teaching ▪ contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> ▪ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ▪ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ▪ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development ▪ have a clear understanding of the needs of all pupils including those with special needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> ▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ▪ make use of formative and summative assessment to secure pupils' progress ▪ use relevant data to monitor progress, set targets, and plan subsequent lessons ▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> ▪ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ▪ have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 	



	<ul style="list-style-type: none"> ▪ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> ▪ make a positive contribution to the wider life and ethos of the school ▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ▪ deploy support staff effectively ▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ▪ communicate effectively with parents with regard to pupils' achievements and well-being. 	
Part 2	<ul style="list-style-type: none"> ▪ Demonstrate consistently high standards of personal and professional conduct. 	
<p>Impact of Teaching on Pupils' Learning - Consider the progress of all learners, modifications made to teaching due to in-lesson assessment, how well success criteria have been met, progress for specific groups of pupils etc. Please tick.</p> <p><input type="checkbox"/> Good progress made</p> <p><input type="checkbox"/> Expected progress made</p> <p><input type="checkbox"/> Some progress made</p> <p><input type="checkbox"/> Little or no progress made</p>		
<p>Strengths</p> <p>1.</p> <p>2.</p> <p>3.</p>		
<p>Areas for Development -</p>		
<p>Date Feedback Given:</p> <p>Signed:</p>		