Observe
SISRA Inform · Share · Reflect

Quality Assurance Pro Forma

A quick and simple form which provides great analysis in reports.

Created by Conyers School.

Observe

Fields

General prompts labels

Focus Areas

Notes

Observation Guidance

General Prompts:

Conyers 10:
Expectations, Planning, Seating, Variety, Questioning, Challenge, Differentiation, Pace. Feedback and Relationships.

Effective Feedback:
Q&A, Praise, Challenge, Books checked and Class file.

Core Skills:
Support for Reading, Writing, Communication and Maths

Classroom Climate:
Expectations, Positive relations, Praise, Display and resources, and Environmental standards

Expectations:
Teaching file? Class Context with latest data? Lesson Plan? Seating Plan?

Starter
Does it involve all students?, Is it an effective hook?

Teacher input
Subject knowledge, Connection to big picture?, Pace? Effective questioning?, Variety of teaching styles?, Resources?

Student activity
Activities to practise skills?, Learning styles?, Engagement?, Independence?, Challenge? Collaboration?, How do students demonstrate learning?, Varied opportunities to process learning? Includes all students?

Plenary
Is the learning shared?, Discuss, debrief, link to LO?, Progression?, Project forward to next lesson?, Assessment for Learning?

Notes

Comments:

Seating plan provided and class were greeted at the door. Books were ready on tables for when students entered and starter task ready on the board. Objectives displayed and students have clear routines of entering and copying down the date and title.

💬 0 📎 0 📝 0   Add +

Labels are uneditable blocks of text which can be added to a template. These allow for information to be included within records such as a reminder of the observation process or school policies.

No outcomes have been used for this focus area. This allows for comments to be entered which can be viewed in the details reports. It also allows for staff to be able to reflect on these notes and upload supporting evidence such as seating plans or student data.

Observe
SISRA Inform · Share · Reflect

Quality Assurance Summary

Checking Understanding   Outcome: **Agree**

Understanding is checked and teaching adapted where necessary

Agree

💬 0 📎 0 📝 0   Add +

Learner Attitudes to Learning   Outcome: **Strongly Agree**

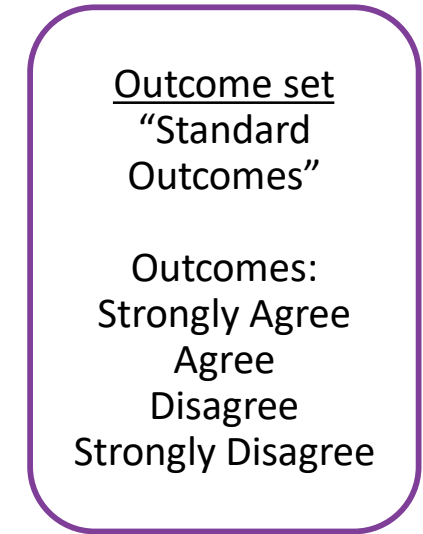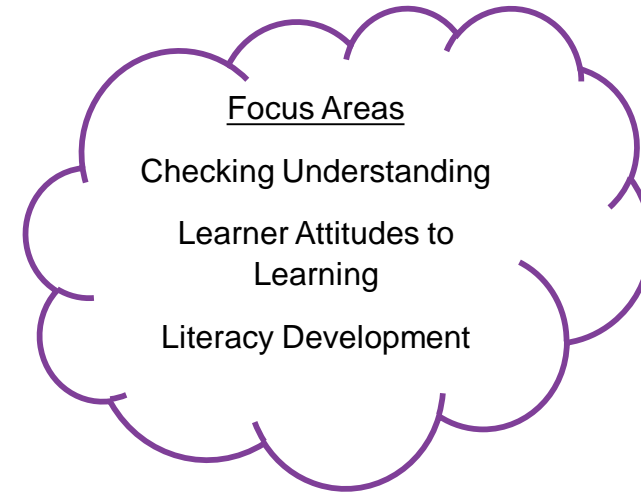*Learners demonstrate a positive attitude to their learning*

Strongly Agree

💬 0 📎 0 📝 0   Add +

Literacy Development   Outcome: **Agree**

Teaching including the teacher's own reading, writing & spelling develops literacy

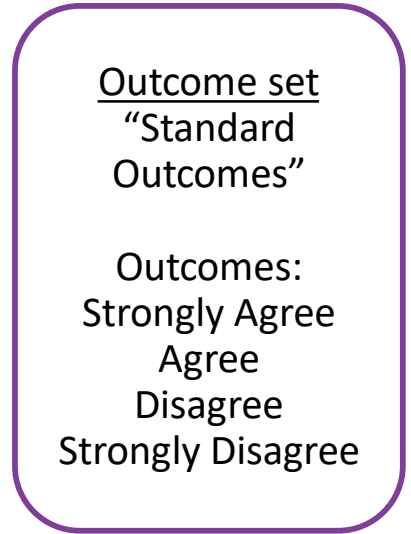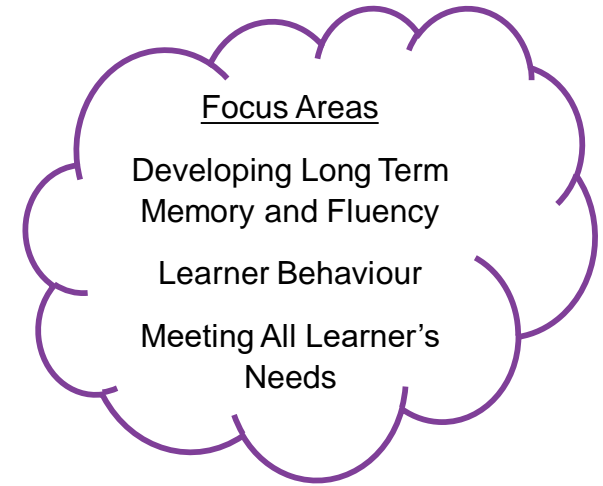**Agree**

💬 0 📎 0 📝 0   Add +

Comment boxes have been disabled for this summary section. This allows for staff to assess the key aspects of the lesson without having to comment on each individual focus.
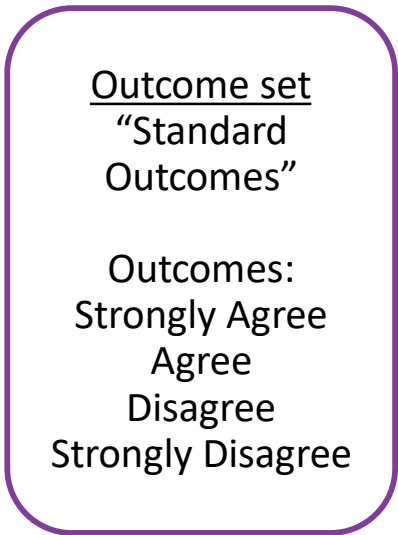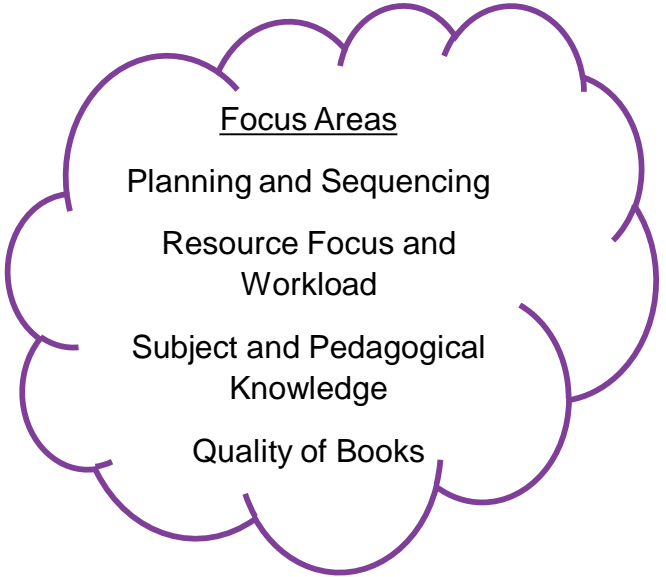
Focus Areas

Checking Understanding

Learner Attitudes to Learning

Literacy Development

Outcome set "Standard Outcomes"

Outcomes:
Strongly Agree
Agree
Disagree
Strongly Disagree

Observe
SISRA Inform · Share · Reflect

Developing Long Term Memory and Fluency

Learner Behaviour

Meeting All Learner's Needs

Developing Long Term Memory and Fluency Outcome: **Agree**

Teaching helps learners remember long term and develops fluency

Agree

💬 0 🔗 0 📝 0   Add +

Learner Behaviour Outcome: **Agree**

Learners' behaviour is well managed so that learning is not disrupted

Agree

💬 0 🔗 0 📝 0   Add +

Meeting All Learner's Needs Outcome: **Agree**

Learning provides appropriate challenge for all learners, including those with SEN.

Agree

💬 0 🔗 0 📝 0   Add +
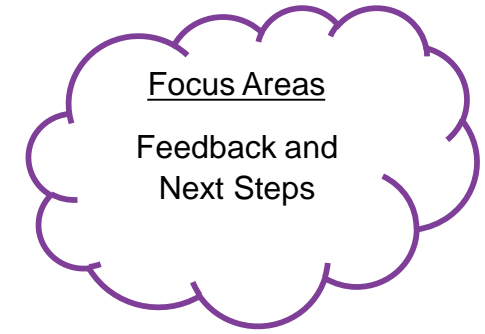

The outcome set used allows for identification of the observer's subjective experience within the lesson. Rather than an overall "Grade" it provides a snapshot of the lesson and what the observer was able to experience during their visit.

Outcome set
"Standard Outcomes"

Outcomes:
Strongly Agree
Agree
Disagree
Strongly Disagree

Planning and Sequencing   Outcome: **Agree**

Learning is well planned and sequenced

Agree

💬 0 📎 0 📝 0   Add +

Resource Focus and Workload   Outcome: **Strongly Agree**

Resources focus on learning and do not increase teacher workload unnecessarily

Strongly Agree

💬 0 📎 0 📝 0   Add +

Subject and Pedagogical Knowledge   Outcome: **Agree**

The teacher's subject and pedagogical knowledge are strong

Agree

💬 0 📎 0 📝 0   Add +

Quality of Books   Outcome: **Agree**

Books indicate high expectations.

Agree

💬 0 📎 0 📝 0   Add +

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

Focus Areas

Planning and Sequencing

Resource Focus and Workload

Subject and Pedagogical Knowledge

Quality of Books

Outcome set "Standard Outcomes"

Outcomes:
Strongly Agree
Agree
Disagree
Strongly Disagree

Observe
SISRA Inform · Share · Reflect

Focus Areas

Feedback and Next Steps

Feedback and Next Steps

Feedback and Next Steps

- To what extent was the lesson plan driven by learning needs?
- How did they assess what students are learning and what use do they make of this information?
- How confident are they in delivering their subject(s)?
- What is the quality of CPD? What has been the impact on your practice?
- How do leaders help you manage your workload?

Comments:

Books look great. I would consider developing your use of questioning to stretch and challenge responds. Consider ways to ensure that transitions from exercise books to practical work is smooth.

💬 0   📎 0   📝 0   Add +

An overall feedback box allows for the Observer to then reflect on their overall experience within the lesson. This saves time for busy staff to be able to provide an overall comment on the lesson rather than commenting on each individual focus area. An outcome set could be created for this to include some common next steps such as: Arrange CPD; Peer Observation etc.
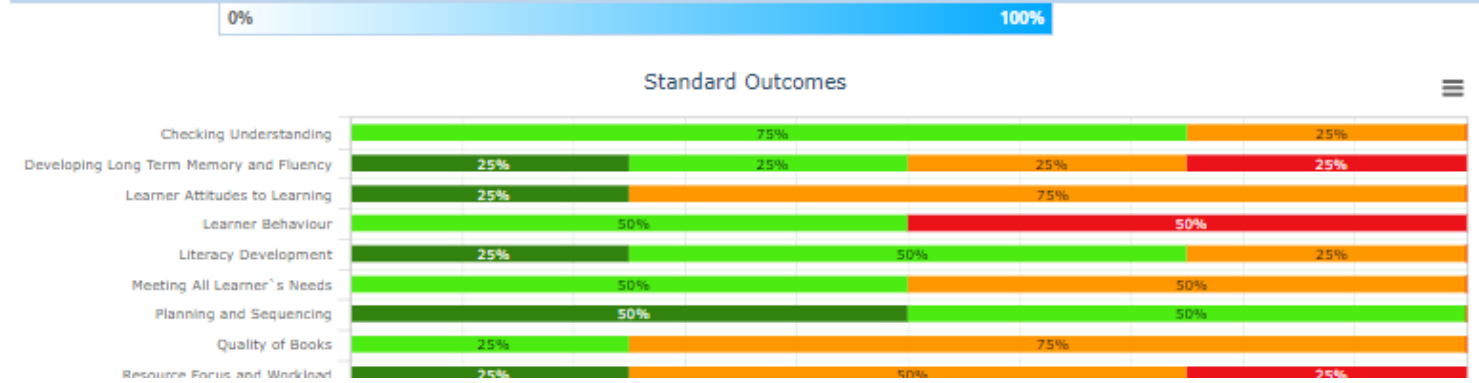
Observe
SISRA · Inform · Share · Reflect

Standard Outcomes ?

Focus Area Name	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disag (%)	Record Count	Average Outcome ?
Checking Understanding	0.0	75.0	25.0	0.0	4	🟠 Disagree
Developing Long Term Memory and Fluency	25.0	25.0	25.0	25.0	4	🟠 Disagree
Learner Attitudes to Learning	25.0	0.0	75.0	0.0	4	🟠 Disagree
Learner Behaviour	0.0	50.0	0.0	50.0	4	🟠 Disagree
Literacy Development	25.0	50.0	25.0	0.0	4	🟢 Agree
Meeting All Learner's Needs	0.0	50.0	50.0	0.0	4	🟠 Disagree
Planning and Sequencing	50.0	50.0	0.0	0.0	4	🟢 Agree
Quality of Books	0.0	25.0	75.0	0.0	4	🟠 Disagree
Resource Focus and Workload	25.0	0.0	50.0	25.0	4	🟠 Disagree
Subject and Pedagogical Knowledge	0.0	75.0	0.0	25.0	4	🟠 Disagree
Total	6	16	13	5		

0% ———————————————— 100%

Standard Outcomes

Checking Understanding — 75% — 25%
Developing Long Term Memory and Fluency — 25% — 25% — 25% — 25%
Learner Attitudes to Learning — 25% — 75%
Learner Behaviour — 50% — 50%
Literacy Development — 25% — 50% — 25%
Meeting All Learner`s Needs — 50% — 50%
Planning and Sequencing — 50% — 50%
Quality of Books — 25% — 75%
Resource Focus and Workload — 25% — 50% — 25%

Easy at a glance analysis for staff to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine targets for development.
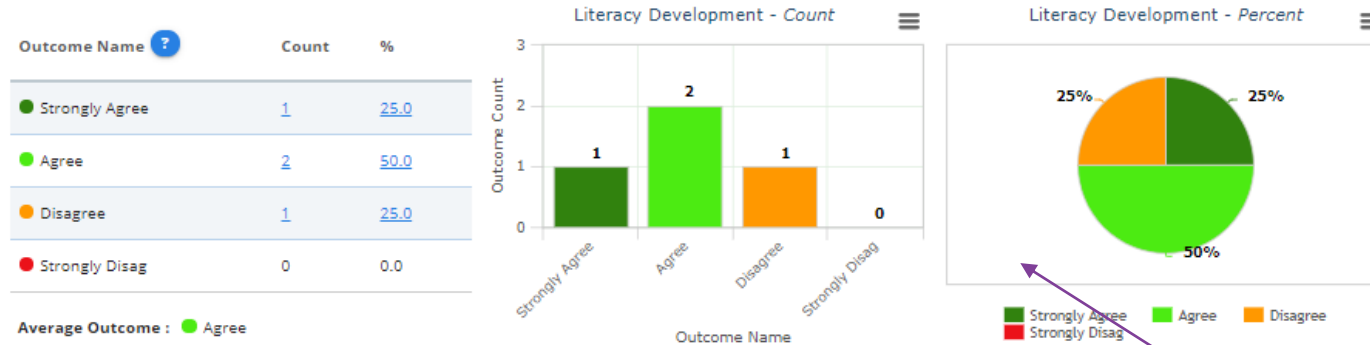
Values have been added to this outcome set. This allows for averages to be calculated within reports.

Observe
SISRA · Inform · Share · Reflect

Outcome set
"Standard Outcomes"

Outcomes:
Strongly Agree
Agree
Disagree
Strongly Disagree

Outcome Name ?	Count	%
Strongly Agree	1	25.0
Agree	2	50.0
Disagree	1	25.0
Strongly Disag	0	0.0

Average Outcome : Agree

Literacy Development - *Count*

Literacy Development - *Percent*

Strongly Agree Agree Disagree Strongly Disag

Focus area reports.

If you click into focus area names (the rows of your table) you will be directed to these individual reports. Charts can be exported if needed.

Detailed Information

Category	Faculty	Subject	Staff

Staff	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disag (%)	Total	Average Outcome ?
Chan; Kevin (KCH)	0	100.0	0	0	1	Agree
Richardson; Trevor (TR)	100.0	0	0	0	1	Strongly Agree
Waters; April (AWA)	0	100.0	0	0	1	Agree
Worthy; Kate (KWA)	0	0	100.0	0	1	Disagree

Detailed information
Allows for leaders to filter results by category, faculty, subject or staff. This allows for easy identification.

This record was created in our demonstration school and all data is made up. No members of Conyers School staff were harmed in the making of this template guide.