

Evaluation und Feedback-Kultur an englischen Schulen



External evaluation at English schools

- External exams
- League tables
- Ofsted (Office for Standards in Education) – national schools inspection service
- SEF (School Evaluation Form)

Categories of the school SEF

- 1. Characteristics of your school**
- 2. Views of learners, parents/carers and other stakeholders**
- 3. Achievement and standards**
- 4. Personal development and well-being**
- 5. The quality of provision**
- 6. Leadership and management**
- 7. Overall effectiveness**



Lesson observation as 'measurement'

- **How good is the quality of teaching and learning?**
- - how well teaching meets individuals' learning needs and course requirements
- - how well management of the learners promotes positive behaviour and learning
- - the suitability and rigour of assessment in planning learning and monitoring learners' progress
- - the impact of teaching on learners' progress
- - the involvement of parents and carers in their children's learning and development.



Lesson observation as ‘development’

- Teaching as a *learning* profession
- Career *progression* and personal *ambition*
- Teaching as an *academic* profession
- Engagement with the *research* agenda

“The main purpose of all continuing professional development (CPD) activity is the enhancement of staff expertise for the improvement of teaching and learning.”



Professional Standards for teachers

Core - C8

Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

Post-threshold - P5

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.



Jobs

Search 962 jobs in the UK and worldwide.

Quick search

Subjects

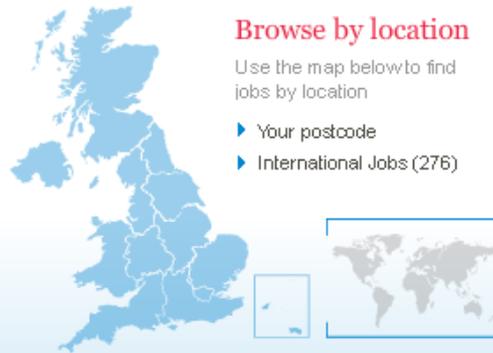
Location

Keywords

Browse by location

Use the map below to find jobs by location

- ▶ Your postcode
- ▶ International Jobs (276)



Career advice

- ▶ [Jobseeking](#)
- ▶ [Salary checker](#)
- ▶ [Trainee teachers and HQTs](#)
- ▶ [School leadership](#)
- ▶ [Teaching techniques](#)
- ▶ [Supply teaching](#)
- ▶ [Alternative roles](#)
- ▶ [Teaching abroad](#)
- ▶ [Thinking of teaching?](#)
- ▶ [Retirement](#)
- ▶ [More career articles](#)

Browse jobs by...

Position

- | | | |
|----------------------------------|-------------------------------|----------------------------|
| ▶ Classroom teacher (469) | ▶ Head Teacher (133) | ▶ Head of department (110) |
| ▶ Lecturer (81) | ▶ Deputy headteacher (35) | ▶ Other positions (32) |
| ▶ Subject Leader / Co... (27) | ▶ Assistant head teac... (17) | ▶ Director/principal (10) |
| ▶ More Positions | | |

My Jobs

Let us do the hard work for you and take the hassle out of job hunting:



- ▶ [Saved searches](#) - save time



Different forms of observation

- Performance Review observation
- Peer observation
- Head of Department observation
- Inter-school observation
- Parent observation
- Student observation
- Threshold/AST observation
- Research observation
- Job interview observation

	Purpose?	Who conducts the observation?	Frequency (times per year)	Equivalent experience in German schools?
Performance Review observation				
Peer observation				
Head of Department observation				
Inter-school observation				
Parental observation				
Student observation				
Threshold or AST observation				
Research observation				
Job interview observation				



Performance Review Observation

- All teachers (except NQTs)
- One observation per year (by line manager)
- Class, date and time agreed with teacher in advance
- Feedback is written and oral (within specified time)
- Standard proforma is used across the school 
- Reference to Ofsted lesson observation criteria
- Teachers provide written lesson planning documentation

Peer observation

- All teachers
- Twice per year for full-time teachers
- Mutual (usually teachers pair up to observe each other)
- Focus (department, individual)
- Scope (within subject area, inter-departmental)
- Feedback (informal discussion, brief written log – bare details only recorded)





Departmental Teaching & Learning Focus Areas 2010 - 2011

Art and Design

Cross departmental targets

Developing the use of ICT
Approaches across KS4

Moving from individual homework tasks to project based homework at KS3.

Developing group work techniques in producing large scale work.

Design and Technology

From across the DT department the following themes could be considered. In most cases more than one person is involved. Please liaise with Nick Evans.

At - Effective use of ICT
Peer evaluation
Group work and management of practical tasks

Drama

Dialogic sequencing of discussion
Voice work
Drama techniques, e.g. role play
Teaching self-discipline
Group work
At - peer evaluation
Greater use of ICT for delivery of new GCSE course image, sound, film as sources of stimulus.
Increasing use of play texts.

English

VN - AFL/peer assessment
SBL - AFL/peer assessment
EM - group work
DS - speaking and listening
OS - teaching single sex classes
CC - basic literacy
MSW - basic literacy
EN - structuring essay/writing skills
SLe - teaching G&T students

Geography

Managing discussions
Q&A sessions
Role plays
Variety of visual resources
Mystery activities and thinking skills.

History

DB & RF - using academic history with students
PL - questioning
RPH - use of image as a resource
KG & DB - A-Level teaching

Mathematics

Effective/innovative use of ICT
Thinking skills
Group work, including GCSE 'supergroup' - a combination of lectures to 60 students and small groups of 15
Assessment for learning

Modern Foreign Languages

RtA - dialogic teaching and differentiation
LMC - pupil participation
MoG - group work
AJA - carousel work
JDr - video-conferencing
AB - behaviour management
MB - classroom/time management
MCC - use of target language
HPI - relationships and At
AHA - differentiation
GH - Use of SR/behaviour management

Music

Group work
Creative thinking
Pupil oral presentations
Attention to different learning styles
Using sound as a resource

Physical Education

AB - Narrowing the Gap
MG - At
SP - effective use of ICT
ME, JA, SS - classroom management/group work
JSc/KMc - personalised learning
Curriculum overview
NC - Group work
PF - Transitions

Religious Education

CD - At
JJE - use of technology
RL - thinking skills
HP - managing discussion/use of Sound as a resource

Business Studies

CMa - Embedding PLTS in the class room

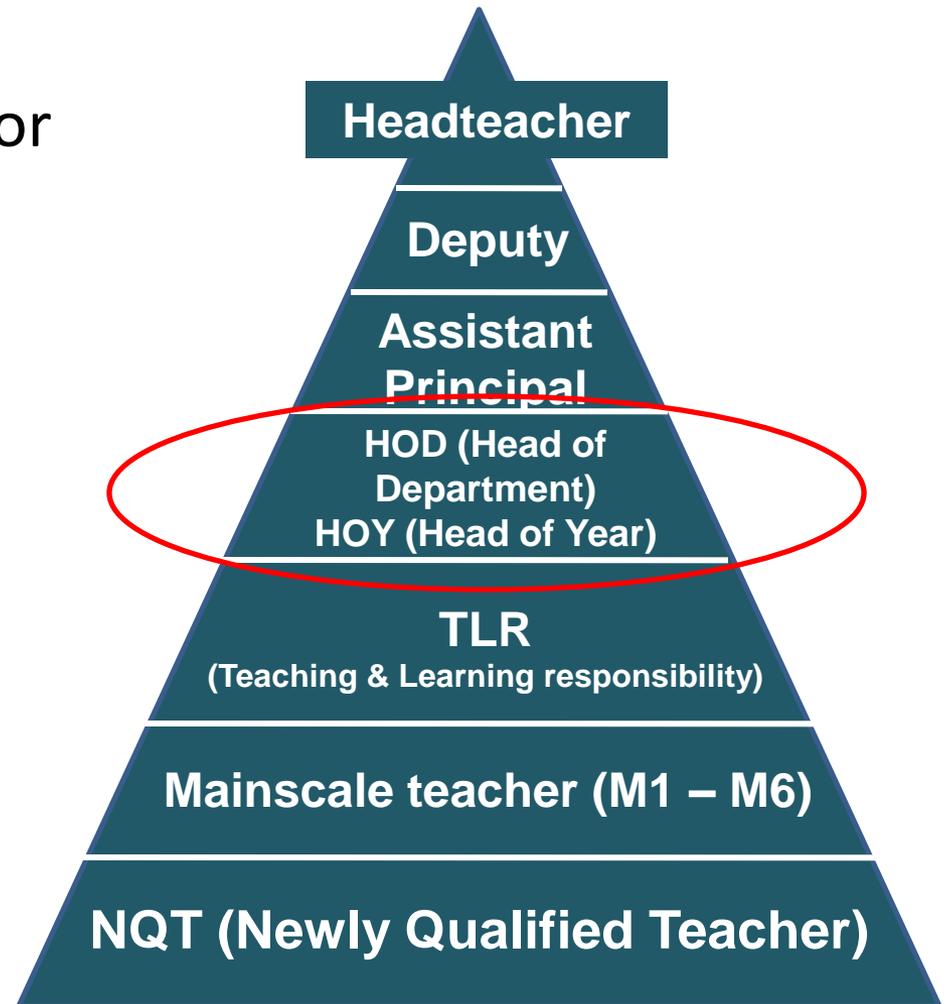
Science

Science will be focusing on how APP is delivered, and also how the information generated through the APP task is used to adapt subsequent teaching. The department will be working in three teams, with each team focusing on a different year group (either Y7, 8 or 9).



Head of Department observation

- Responsibility for standards of teaching & learning
- Usually also line manager for several teachers in own faculty
- Has strategic overview of pedagogy within own subject area
- Observation done in conjunction with work sampling
- Frequency – at least once per year but often done in addition as ‘learning walk’



Inter-school observation

- Schools sharing expertise
- Funded and unfunded projects
- National and local agendas
- Subject-specific (but also whole school improvement)

Parental observation

- Innovation from languages department
- Build understanding and improve communication with parents
- One lesson observed
- Feedback is written
- Contributes to building positive ethos and wider support for language learning

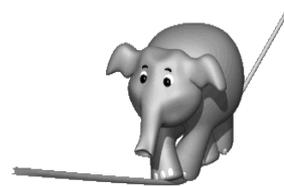
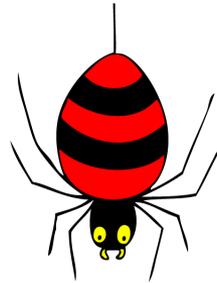


Parents observing language lessons

The sounds of Spanish

A **one-hour** session for parents new to Spanish

- Learn how to pronounce Spanish words
- Learn some memory techniques
- Learn the skills you need to feel confident about supporting your child in Spanish
- Have fun and get to know more year 7 parents



The Performance Hall
Comberton Village College

Introduction to Spanish for Parents

Parents into Spanish Evening

“I can honestly say that I can still remember most of the words that we were taught, and understand how this will help me to help my children with their pronunciation.

Miss Hawkes also talked a little about the different ways that children learn, which was very interesting, and could prove useful over the coming years. The evening gave me an insight as to how the children are being taught, and a real sense that it all seems so much more fun than in my day. “

Parent of new Y7 pupil, September 2010

Parents discover learning Spanish can be fun

COMBERTON held its second 'Sounds of Spanish' event for parents of new Year 7 students.

The main aim was to give parents the confidence to help their children learn by testing them on their new words each week. Most parents learnt French or German at school and Spanish was not so widely taught with the result that Spanish pronunciation can seem very unfamiliar. Actually it's such a straightforward language phonetically that it is possible to learn the sounds of Spanish in less than one hour, building on

READY TO LEARN: Parents at the Sounds of Spanish evening.



this knowledge to be able to pronounce accurately most new Spanish words. We had another excellent response to this opportunity with around 60 parents there. I took the opportunity to share the Year 7 finalists' performances from the recent ABBAvision competition as an introduction to the importance of memory and pronunciation, which are two of the main language skills that we focus on during the first term of Year 7. Then we went on to learn, using a multi-layered approach to memory building that combines pictures, sounds and gestures (visual, auditory and kinesthetic means) to fix the key sounds. A very useful bonus of the evening was an insight into how learning languages really has changed since we all learnt languages a decade or more ago. It may have been the glass of wine, but the consensus seemed to be that learning languages can be fun! There are two further opportunities for parents this term! Parents will be invited to come in to observe a Year 7 Spanish lesson. Mrs Shorten, the Language College Administrator, will be sending out a parent-mail advertising this. There will be an opportunity to see all Year 7 ABBAvision songs performed at our International Festival Evening on Thursday 19 November. As well as these memorable performances, there will also be singing from other choirs, dance and some contributions from students in a wide variety of different languages. The event takes place at 7.00 in the Performance Hall. Tickets are on sale from after half-term in the Finance Office.

Rachel Hawkes

Rachel Hawkes

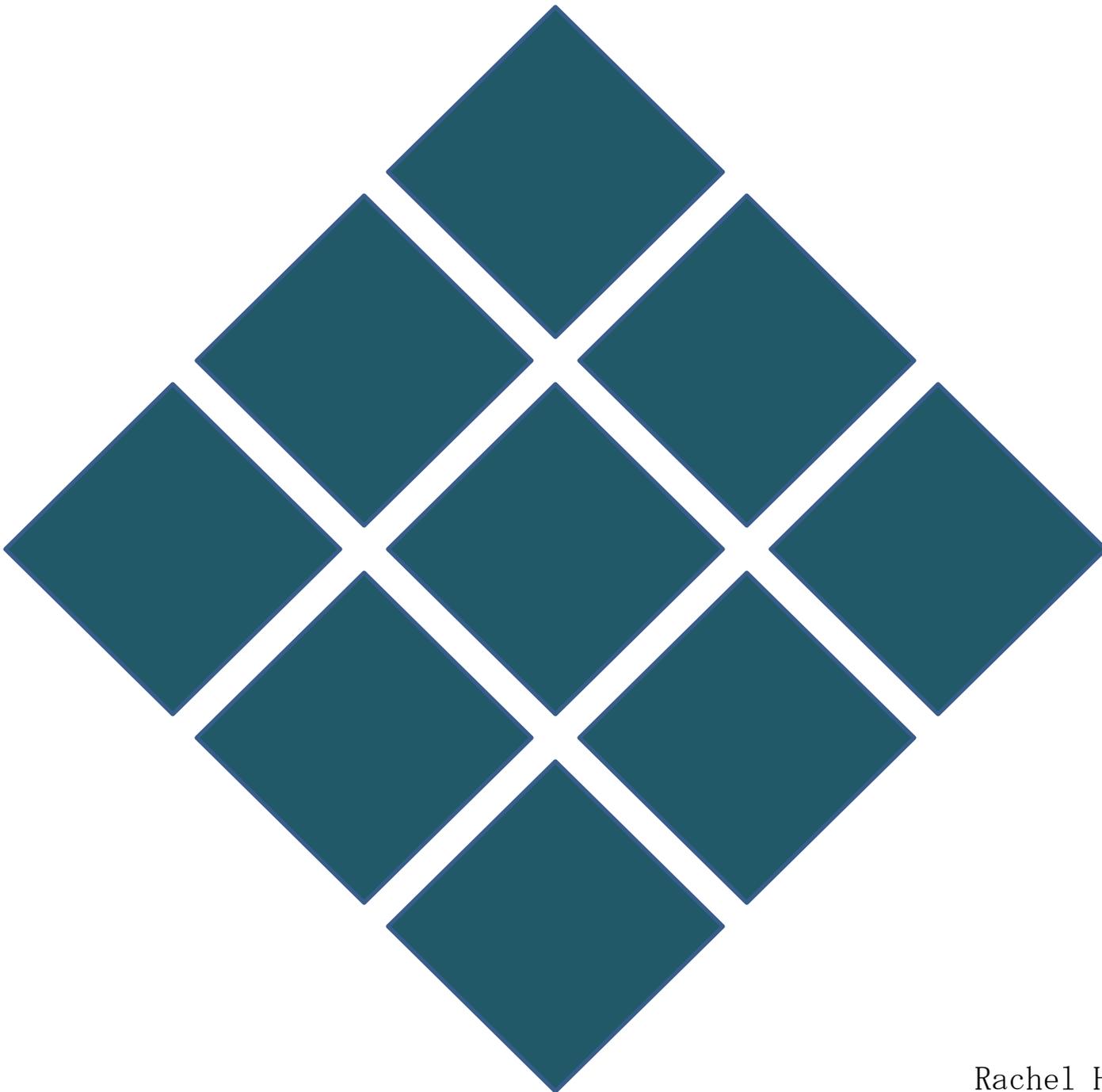


Student observation

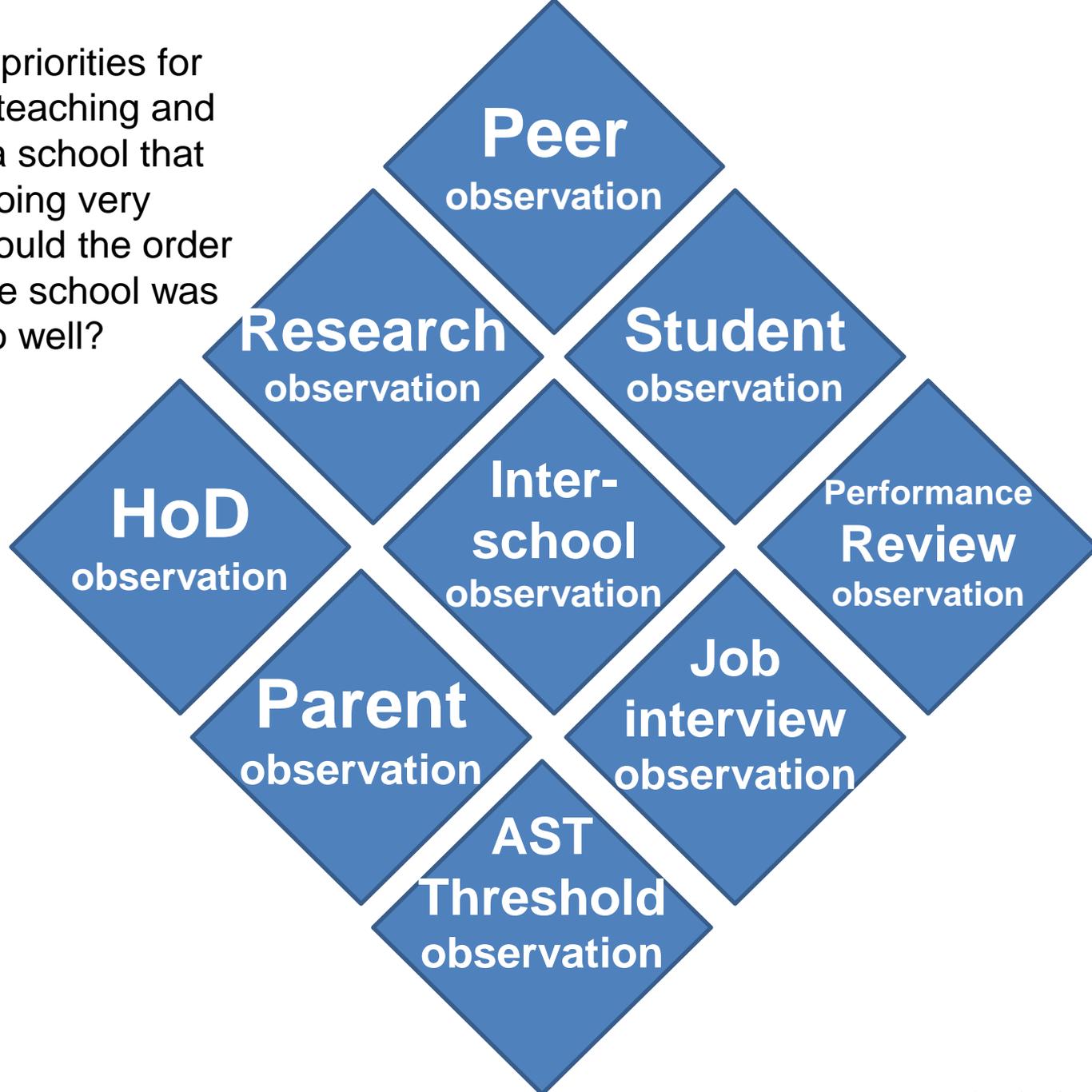
- Optional or compulsory!?!
- Prior training given to students
- Involvement of students in teacher recruitment
- Feedback oral and written
- Resonates with national Student Voice agenda

Threshold / AST / Job interview observation

- Compulsory
- Once for Threshold
- Twice (on same day) for AST
- Once for job interview (now standard practice)



If these are priorities for developing teaching and learning in a school that is already doing very well, how would the order change if the school was not doing so well?



Guidance for observers

- Say what went well, why it went well, and, if possible, what the learning outcomes were. (Don't invent something if nothing went right, though.)
- Ask "If you were going to do it again, is there anything you would do differently?"
- In the short conversation that follows you can support what the teacher says, disagree if s/he is being too self-critical or add to the comments.
- To end the feedback, usually return to summarise what went well.

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Research suggests professional development should be:

- Continuous
- Sustained
- Involves peer support
- Relevant to their job
- Based in the classroom
- Element of coaching/mentoring

(EPPI Review of CPD, 2003)

This is a school in which the majority of teachers are actively involved in developing their work, some by undertaking research, some by leading innovation, often in their capacity as Advanced Skills Teachers (AST), and some by contributing to departmental developments sparked by the first two activities. The college's work as a Training school is another factor in this. So teaching is characterised by a high degree of emphasis on those aspects of teaching which are effective in developing students' learning and achievement, but also by a culture and atmosphere where innovation and experiment are the norm. This makes for exciting learning. Teachers have very good knowledge of their subjects, whether this be skills in speaking modern foreign languages or in teaching students to understand the concept of proof in geometry.



Blue skies thinking!

- Two stars and a wish
- Two aspects of your own teaching you would be happy to share with others through lesson observation
- One aspect of pedagogy that you would like to develop further through observation of a colleague



Reflection Activity

Write down **two** aspects of your own teaching you would be happy to share with others through lesson observation.

Write down **one** aspect of pedagogy that you would like to develop in your teaching through observation of a colleague.

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