**Comparing lesson visits and lesson observations**

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| **Lesson Visits** |  | **Lesson Observations** |
| The impact of teaching across a sequence of lessons that’s been explained and demonstrated with evidence i.e. progress over time.  **What do we see?** |  | The ‘performance’ and impact of teaching in one lesson or part lesson. |
| How a teacher plans and builds for progression, then assesses and adapts to achieve it.  **What wider links can we make?**  **What do we learn?** |  | How a teacher can ‘perform’ when prepared, or even over-prepared. |
| Any. We can ask the teacher to explain and demonstrate data, planning, assessment, progress, cross curricular links, challenges for specific pupils etc. |  | Few. We have a partial picture of learning by looking back in pupils’ books (if available) and talking with them in the lesson (if possible due to the nature of the lesson). |
| The teacher has to reflect, evaluate and possibly adapt before the lesson. After the lesson they assess, evaluate and forward plan all based on the learning outcomes and next steps identified. Follow up is welcomed by teachers and is evidence based.  **What impact can we make?** |  | The teacher listens to feedback and areas for development (that usually define teaching strategies not specific learning outcomes). Follow up is infrequent and rarely welcomed by teachers. |
| Learning and progress in the lesson.  **What judgements can be reached?**  \*Lesson evaluation (defined by the teacher and moderated by the visitor).  Teacher planning, subject knowledge, assessment etc. |  | Learning and progress in the lesson.  Lesson evaluation (usually given to the teacher).  There is a risk that teachers translate the grade into a judgement about them personally. |

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| Engaged, motivated  Reflective  Self evaluative  They build sustainable qualities | **How do teachers feel about it?**  **How do teachers cope with this?** | Judged and possibly personally labelled  Vulnerable  The often feel that their performance is not representative (better or worse!) |
| They plan realistically  They take some risks willingly  They focus on demonstrating learning impact  They talk about learning and next steps |  | They often over-prepare  They frequently play safe  They tend to focus on demonstrating teaching strategies  They don’t often talk during feedback |
| 10 minutes before the lesson  The time in the lesson  10-15 minutes after the lesson | **How much time is needed?**  **What happens when Ofsted arrives?** | The time in the lesson  Time for writing up observation notes?  Feedback time and possibly dealing with the consequences! |
| The headteacher has overall evaluations that are securely triangulated with all other evidence.  Teachers feel confident to demonstrate their practice and explain their impact. |  | The headteacher has lesson evaluations with some risks that they don’t triangulate with other evidence.  Teachers feel vulnerable and prone to risk and ‘failure’ |