



# Observation and Target Setting Policy

**Last reviewed: August 2025**

**Date of Next Review: August 2026**

**Reviewed by: Governing Body**

**Version 1.2**

## TABLE OF CONTENTS

---

Table of Contents.....	2
1 Availability of the Policy (Reg 33(b)).....	3
2 Introduction.....	3
3 AIMS.....	4
4 OBJECTIVES .....	4
5 FORMAL OBSERVATIONS.....	5
6 Maximum periods and occasions of observation .....	5
7 Preparations for observations .....	5
8 Conduct of the observer.....	5
9 FEEDBACK & TARGET SETTING.....	6
9.1.1 Verbal Feedback:.....	6
9.1.2 Written Feedback for formal observations, book looks and learning walks. ....	6
10 Disputes regarding observations.....	7
11 INFORMAL OBSERVATIONS – ‘LEARNING WALKS’ and ‘BOOK LOOKS’ .....	7

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance or equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

## **1 AVAILABILITY OF THE POLICY (REG 33(B))**

---

This policy is available to all parents and carers:

- On the school website: [www.daffodilprepschool.org.uk](http://www.daffodilprepschool.org.uk)
- In printed form upon request from the school office

## **2 INTRODUCTION**

---

At Daffodil Preparatory School, the Headteacher and Senior Leadership Team (SLT) are actively engaged in monitoring all aspects of school life. This includes regular dialogue with teachers, support staff, parents, and pupils, alongside structured evaluation of the quality of provision across the school.

As part of this process, we place a strong emphasis on the continual monitoring and evaluation of teaching and learning. Lesson observations, learning walks, work scrutiny, and pupil voice activities are used to ensure that practice remains consistent with whole-school policies and reflects our high expectations.

Target setting forms a key part of this approach. Clear, ambitious, and achievable targets are agreed for both pupils and staff, ensuring that every child is supported to make the best possible progress. This process also supports professional development for staff, enabling reflective practice, the sharing of best practice, and the continual raising of standards across the school.

### 3 AIMS

---

- Create a school where there are the highest standards of teaching and learning.
- Monitor the quality of teaching and learning within the school.
- Provide quality feedback to all staff about the delivery of their lesson.
- To contribute to CPD by providing an opportunity for teachers to reflect on their own practice and effectiveness, and to develop their own skills.
- Promote a culture of sharing professional expertise.
- Circulate good practice throughout the school.
- Identify areas for development.
- Provide individual and whole school training where appropriate.
- To provide evidence for performance management, threshold and internal reviewing procedures and systems.

### 4 OBJECTIVES

---

We will achieve our aims by:

- Arranging appropriate training for staff in all aspects of lesson observation.
- Securing whole school agreement on standards of teaching and learning.
- Ensuring consistency of observation by using an agreed lesson observation, learning walk and book look sheet.
- Focusing on positive elements of teaching whilst providing advice on improvement.
- Ensuring that good quality teaching is recognised and praised, and good practice shared throughout the school.

At DPS, we aim for teaching to be outstanding and use the results of classroom observations to evaluate our success in fulfilling this aim.

The school governing body is committed to ensuring that classroom observation is a manageable, developmental and supportive process, conducive to the learning needs of staff and quality outcomes for all pupils. Those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy.
- Seek to reach agreement in advance on classroom observation to be carried out.
- Evaluate objectively.
- Report accurately and fairly.
- Respect the confidentiality of the information gained.

## 5 FORMAL OBSERVATIONS

---

- Teachers will be provided with notice prior to a formal observation.
- Members of the Senior Leadership Team will carry these out, except in the case of trainees and NQTs/ECTs.
- The teacher will provide a lesson plan using the agreed lesson planning sheet. The only exception will be in the case of trainees from other establishments.
- The agreed lesson observation record sheet will be used to record all formal observations, except in the case of trainees from other establishments and NQTs/ECTs.
- Judgments, WWW and EBIs made during a formal observation will be related to the Ofsted guidance and Teachers' Standards.

## 6 MAXIMUM PERIODS AND OCCASIONS OF OBSERVATION

---

Classroom observation for the purposes of performance management will be limited to one observation per teacher per term, of a maximum of 60 minutes in length per performance management cycle, except in exceptional circumstances. Those exceptional circumstances are where the Teacher chooses to request a further observation, or where concerns have been raised about a teacher's performance which require further observation to take place. Teachers judged to be satisfactory will receive ongoing observations until they meet the 'good' criteria.

## 7 PREPARATIONS FOR OBSERVATIONS

---

In keeping with the school governing body's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) will be notified in advance. Every effort will be made for observation to be conducted at an agreed time.

Before any performance management observation is conducted, there will be an opportunity to meet SLT so that the context of the lesson to be observed or targets can be discussed.

## 8 CONDUCT OF THE OBSERVER

---

All who observe lessons will be discreet and, as far as is possible, will ensure that their presence does not significantly change the normal teaching and learning context.

In all cases the observer will be subject to the code of conduct regarding the confidentiality of the outcomes, and will be expected to provide feedback based upon sound evidence. Written feedback will be stored in accordance with the school's protocols. Any additional notes will be destroyed, in accordance with Freedom of Information Act requirements.

There may be occasions when a member of staff is observed by two or three observers at the same time.

Multiple observation will be carried out in as discreet a manner as possible, and the purpose of this observation will be reasonable and explained to the member of staff beforehand.

The Head Teacher and Senior Leaders will carry out learning walks and book looks on a regular basis and at least once every term. Teachers will be informed when learning walks and book looks will take place and will be invited to join the book look and learning walk on occasions, to support good CPD and the sharing of best practice.

## 9 FEEDBACK & TARGET SETTING

---

For joint observations, it is useful to leave time for observers to discuss / agree their findings before giving oral feedback. They will need to agree on the strengths and points for development and identify any questions required for issues that need clarification.

### 9.1.1 Verbal Feedback:

- Verbal feedback will be given by the end of the week.
- When giving feedback, the observer will keep the discussion as positive as possible and ensure that strengths of the lesson are given.
- The teacher will be given clear feedback about the aspects for his / her development and an outline of what he or she needs to do to improve (i.e. strategies).
- The teacher may correct any factual errors on the part of the observer and this should be considered when the written feedback is given.

### 9.1.2 Written Feedback for formal observations, book looks and learning walks.

- The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation.
- When writing feedback, the observer will write up the key points of the lesson observation as 'strengths' and 'areas for development', with appropriate evidence.
- Verbal and written feedback will not vary, apart from adjusting the factual errors from verbal feedback.

- No written notes in addition to the written feedback will be kept.
- Teachers will have access to all written accounts of the observation after their lessons.
- Teachers should keep a copy of their feedback and take responsibility for building on the WWW and seeking support to develop EBIs. The school will respond to requests of support and will use observation, learning walk and book look data to inform the whole school or department CPD.
- If a teacher and an observer differ on the quality of the lesson outcome, this will be recorded.

## **10 DISPUTES REGARDING OBSERVATIONS**

---

In the event of a difference of opinion relating to the conduct of an observation, or to the judgement grading of the lesson observed, the Head teacher and another SLT member will review the dispute. If the situation cannot be resolved, the Head teacher will conduct a second observation and all records pertaining to the original observation, will be destroyed.

## **11 INFORMAL OBSERVATIONS – ‘LEARNING WALKS’ AND ‘BOOK LOOKS’**

---

‘Learning walks’ (including other short visits to classes) and book looks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development.

They are intended to be developmental and constructive rather than judgmental and are a whole-school improvement activity.

- Formal Observations are agreed between the observer and the teacher. However, ‘drop-in/Learning walks will happen on a regular basis as they form part of the expectation of SLT.
- Evidence obtained through Learning Walks and book looks will form the basis of future target setting
- Teachers will have agreed a focus for the observation. Observation will be judged on all strands; teachers will be reminded to pay attention to areas for development highlighted from previous observation.
- Learning walks and book looks will be conducted with minimum disruption to teachers and pupils.
- Learning walks and book looks will be undertaken in a supportive and professional manner.
- Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the learning walk.
- Following learning walks regular reviews will be held with all staff and future targets will be set.

- Targets will be agreed with teachers so that they know the focus of the learning walk so that they work towards that target or organise their classes accordingly.