

##### **Lesson Drop-in Protocol**

##### **Document Control**

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| **Name of Policy/Procedure** | **Lesson Drop-in Protocol**  |
| **Author** | **Adapted from EPM Model HR Policies** |
| **Version Number** | **1** |
| **Applicable to** | **All ACT Multi Academy Trust Schools** |
| **Approved by** | **Trust Board** |
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| **Review Cycle:** | **3 years**  |
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| **To be published on website (yes/no)** | **No** |

**Lesson Drop-in Protocol**

**INTRODUCTION**

 This governing body is committed to ensuring that classroom drop-in is developmental and supportive and that those involved in the process will:

* carry out the role with professionalism, integrity and courtesy;
* seek to reach agreement in advance on how classroom observations are to be carried out; evaluate objectively;
* report accurately and fairly;
* and respect the confidentiality of the information gained.

 Learning walks can help staff become more used to being observed, but be careful this doesn't become a source of anxiety. We will make sure the member of staff subject to the lesson drop-in:

* Doesn’t have too many observers – the NEU suggests a maximum of 2
* Give people plenty of notice. Ideally learning walks should be planned annually in accordance with the school improvement plan. Remind staff at least 1 week before
* Explain the purpose of the learning walk, reminding staff that you're not judging individual performance (individual performance could be looked at with lesson observations)
* Let staff know when and how you will share any outcomes
* Don't visit staff who are undergoing capability or disciplinary procedures

The following table below needs to be completed and agreed with SLT before Learning walks take place.

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| ACTIONS | NOTES |
| ☐ | **Identify the focus of the learning walk**The walk should focus on an aspect/aspects of whole-school improvement, not individual performance |  |
| ☐ | **Decide who will participate**Consider having a member of staff accompany you for their professional developmentAvoid having too many observers – the NEU suggests a maximum of 2Check you’re not visiting any staff involved in capability or disciplinary procedures |  |
| ☐ | **Identify the information and resources you need** Prepare any questions for pupils/teachers in advanceIdentify what you’re looking for in the lessons or classroom environments |  |
| ☐ | **Decide when and for how long you’ll carry out the learning walk**Consider if there are any classes that shouldn't be included for reasons – such as a sensitive situation in a classroom, a test, or a special activity |  |
| ☐ | **Notify staff**Learning walks should be planned in advance, ideally annually linked to the school improvement planRemind staff at least 1 week before Make sure teachers know when you’re comingExplain the purpose or focus of the walk to all relevant staff members – remind staff that you're not judging individual performanceLet everyone know when the outcomes of the walk will be shared |  |
| ☐ | **Minimise any disruption caused by the learning walk**Have paperwork ready in advanceWhen talking to pupils:Choose the time sensitively, but don't avoid asking necessary questionsCommunicate at eye level, so the conversation is more naturalSpeak quietly to avoid disrupting any teacher inputWhere necessary, invite a pupil or a group of pupils to talk outside the classroom, to avoid disturbing learningHave a set of relevant questions for pupils as a focus for any conversationsWhen talking to staff:Choose the time sensitively, but don't avoid asking any necessary questionsMake sure requests for information don't involve long responses, as they’ll need to focus on the class or on supporting pupilsAvoid asking questions that could be asked later or answered using other sources |  |
| ☐ | **Analyse captured data, checking that individuals can’t be identified** |  |
| ☐ | **Publish or share results**Teachers should have the opportunity to see any written records made during the learning walk |  |
| ☐ | **Decide on any actions needed:*** Who will be responsible
* When they will be completed
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