

Fraserburgh Academy Whole School Policy Document

Lesson Observation QA Cycle



Our VALUES

Aspiration
Community
Integrity
Kindness
Trust

Our ROUTINES

Hands up for Silence
Meet & Greet
End & Send
Walk & Talk

Our REPAIR

What Happened?
How were you feeling?
Who was affected?
How might they have been feeling?
What needs to happen now?

the FRASERBURGH way

Our RECOGNITION

Praise in Public, Reprimand in Private
Recognition Boards
Post Cards
Lighthouse Awards

Our PHRASES

“Right Time, Right Place, Right Tone,
Thank You”
“I hear what you’re saying, now I need
you to...”
“Phones away for Learning, Thank You”
“Round in 5 for Learning, Thank You”

Our RESPONSE

“I hear what you’re saying. The rule
was about being R/R/S. I have seen
you doing this really well before. I
need you to be more R/R/S. Thanks
for listening.”



TOGETHER CREATING
POSITIVE FUTURES

The Lesson Observation Cycle at Fraserburgh Academy is a comprehensive quality assurance policy designed to ensure that every student receives a high-quality education. This cycle involves a systematic process of observing, assessing, and improving teaching practices within the school. The primary goal is to enhance the learning experience for all students by promoting the following key elements in every lesson:

1. Clear and Focused Learning Intentions: The foundation of any effective lesson is a clear and explicit statement of what students are expected to learn. Teachers at Fraserburgh Academy are expected to articulate these learning intentions at the beginning of each lesson, ensuring that students understand the purpose and goals of their learning.

2. Challenging and Inclusive Success Criteria: In alignment with the learning intentions, success criteria are set to establish clear benchmarks for students to gauge their progress. These criteria should be challenging yet attainable and should consider the diverse needs of all learners, ensuring inclusivity.

3. Engaging and Relevant Lesson Starters: To capture students' attention and foster a positive learning environment, lesson starters are designed to be engaging and relevant to the topic at hand. These activities should pique curiosity and prepare students for the lesson ahead.

4. Differentiated Learning Activities: Recognizing that students have varying abilities and learning styles, teachers are encouraged to incorporate differentiated activities that cater to diverse needs. This ensures that all students can access and engage with the content effectively.

5. Pace and Challenge: Striking the right balance between pacing and challenging students is crucial. Lessons should neither move too slowly nor be overly fast-paced, ensuring that students can grasp the material while feeling appropriately challenged to reach their potential.

6. Knowledge of ASN (Additional Support Needs) in the Lesson: Inclusivity is a priority, and teachers are expected to be aware of and address the additional support needs of any students in their class. This may involve modifications, accommodations, or additional resources to support individual learning requirements.

7. Use of Positive Behaviour and Management Strategies: Classroom management is key to a conducive learning environment. The use of positive behaviour and management strategies, such as those provided by The Fraserburgh Way approach, helps maintain a respectful and focused classroom atmosphere.

8. Appropriate Extension Work/Homework: To support both consolidation of learning and the advancement of high-achieving students, teachers should provide extension work or homework that is meaningful and aligned with the lesson objectives.

9. Consistent Entrance and Exit Routines: Establishing consistent routines for entering and leaving the classroom helps with time management and sets expectations for behaviour. These routines contribute to a structured and organized learning environment.



Hallmarks of the Fraserburgh Lesson



Tick if Complete:

- Entrance Routine
- Starter Activity
- Learning Intentions and Success Criteria
- Development Activities (with appropriate Differentiation)
- Plenary Activity
- Knowledgeable of ASN in the Class
- Use of Positive Behaviour Management Strategies
- Extension Work
- Good Pace and Challenge
- Exit Routine

At Fraserburgh Academy we believe that every lesson counts every time. We believe that lessons form part of a wider scheme of work that is created to ensure that learners are provided with the opportunity to gain relevant outcomes to the very best of their ability.

Lesson Observation Cycle

Term 1: DHT to observe PTF

Term 2: PTF to observe faculty teaching staff

Term 3: Peer observation within Faculty

Term 4: Peer to observe member of another faculty (optional)

The Fraserburgh Lesson

[Name of Lesson]			
Class:	Subject:	Date:	Period:

The Rationale:

Prior Knowledge		Next Steps	
Curricular Links			
<u>Subject Specific</u>			
<u>Literacy</u>		<u>Numeracy</u>	<u>Health and Wellbeing</u>
Learning Intention(s)		Success Criteria	

The Lesson:

Entrance Routine				
Activity	Description	Time	Materials Required	Differentiation?
Starter				
Development Activities				
Plenary				
Extension				
Exit Routine				
Additional Support Needs		Behaviour Management Strategies		



Lesson Observation

Subject:	Class:	Teacher:	Date:
<i>Please tick the areas that are evidenced during the lesson. This will help identify strengths and areas for development.</i>			
Preparation and Planning			Evidenced:
Teacher has knowledge and understanding of learning theories and draws on these in planning, teaching and learning.			
Teacher uses creative and imaginative strategies to ensure a variety of learning activities			
Teacher uses the Fraserburgh Lesson template to plan out clear and meaningful lessons			
Teacher makes full use of well-chosen resources, including digital technologies to support teaching and learning.			
Feedback:			
The Fraserburgh Lesson			Evidenced:
Teacher communicates the purpose of the learning and gives effective explanations at the appropriate level for all pupils.			
Success Criteria is shared with learners and used effectively throughout the lesson			
Lesson starters are used effectively to settle pupils and prepare for learning			
The lesson provides a range of learning activities that motivate and engage pupils			
Teacher communicates appropriately with all learners, and gives feedback to identify pupil strengths and areas for development.			
Feedback:			
Differentiation			Evidenced:
Tasks are differentiated to ensure all learners are included and this is reflected in success criteria			
Teacher works collaboratively with pupils, offering support and challenge where appropriate.			

Teacher demonstrates effective questioning strategies varied to meet the needs of all pupils, in order to enhance teaching and learning.	
Resources are used effectively to promote inclusion and support pupils in their learning	
Feedback:	
Use of Positive Behavioural Management (Pivotal Strategies)	Evidenced:
Ready	
Respectful	
Safe	
Feedback:	
Next Steps:	

