



PSA INSIGHT OBSERVATION METHODOLOGY POLICY

Date reviewed: Autumn 2024
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PSA INSIGHT OBSERVATION METHODOLOGY

The priority at PSA is achievement for all of our pupils. This can only be accomplished if the teaching and learning that takes place is of the highest quality.

The PSA Insight Observation Methodology enables staff to build on their knowledge, skills and practice - staff engage in their own development and improve their practice.

Observing a lesson in itself does not improve a teacher's practice.

Insight Observation Methodology

1. After observing the teacher, the trainer identifies a specific aspect that would bring about the most improvement in a teacher's practice.
2. This aspect then is the teacher's area of focus and development.
3. The aspect must be specific (e.g. modelling a concept, starting a lesson, setting up an independent practice task).
4. The teacher will then watch other teachers who are highly skillful in this aspect (the best modellers, starters of lessons etc.).
5. Usually, an Insight Observation is 15-20 mins (as the teacher is watching a specific aspect of a lesson). The Insight Observation Methodology does not require the teacher to watch the whole lesson.
6. The lesson being watched can be inside or outside of the teacher's own subject area.
7. The trainer and teacher discuss what they watched and what made it successful. The discussion breaks down the aspect into its components so that the teacher gets a detailed insight into what they saw and what made it successful.
8. The teacher writes down the insight they have gained from watching the lesson and what they will do in their own practice.
9. The trainer sets a time to observe the teacher carrying out the specific aspect. It is important that this happens within a few days otherwise the insight observation learning is lost.
10. Sometimes, it takes a couple of observations and feedback for the teacher to gain mastery in an aspect. This is a normal part of learning.
11. Once mastered, the trainer identifies a different aspect to develop. The Insight Observation Methodology Cycle is then repeated for other aspects.
12. The teacher enjoys developing their expertise...

Aspects to look out for...

Modelling



Without strong modelling, it is impossible for pupils to learn. By modelling effectively the teacher is able to clearly and efficiently pass new information on to students. Look for different methods teachers use to model new information and how the pupils respond to this depending on their class or ability.

Assessing



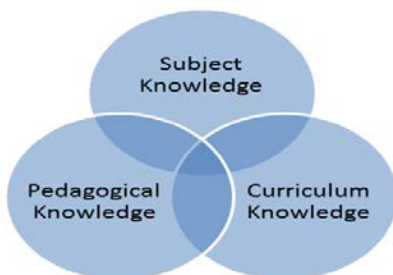
Assessment is vital to check prior knowledge so that the lesson can be pitched correctly. It is also essential in ensuring that pupils understand the new information that is being taught. Without effective assessment, the teacher does not know how their students are progressing. Look at the different techniques teachers use to check understanding and how they respond to this information.

PSA Learning Environment

Pupils are expected to be well behaved and engaged in their learning. When lessons are well-planned with an appropriate level of challenge, students feel like they are making good progress and as such are engaged in their learning.

Essentially, good planning leads to good behaviour! Teachers use a variety of techniques to ensure they have the most productive learning environment possible. Look at different ways teachers work on building and maintaining this positive learning environment.

Subject Knowledge Development



Departmental co-planning will help develop teachers' subject knowledge.

Strong subject knowledge is a cornerstone of outstanding teaching. However, being good at your subject does not necessarily fulfill this requirement. What is important is ensuring that subject content is taught using the best methods possible for each class. Understanding what is expected on exam papers and mark schemes is vital to be able to teach effective lessons. Therefore, teachers must be familiar with exam requirements. To ensure the highest levels of attainment and engagement from all students, teachers need to understand subject matter deeply and flexibly. This will enable them to help students develop the depth of understanding required, relate one idea to another and address misconceptions.

It is essential that teachers work with their subject leader/trainer to discuss the best methods of teaching topics.