

Here we outline how we intend to build a system which provides both validity (Assessing the right things in the right way to provide accurate and useful information) and reliability (The extent to which results reflect consistent aspects of a teacher's practice and not the idiosyncrasies of a particular reflection partner)

- The process of reflection could be made up of two or three people depending on the purpose. For example, this could include the person delivering the session and two people reflecting on what is taking place, or one person observing another for a specific reason. Where two members of staff reflecting on a session is not possible, due to staff availability or operational considerations, then a teacher filming part of their lesson and it being viewed by two others would provide a comparable experience.
- It is also important to ensure that the most inexperienced staff get regular opportunities to reflect beyond what is built into the induction process. As such participation in watching others teach should be seen as a critical aspect of ongoing continual professional development for all staff, not just those with defined responsibilities.
- This process should be highly discursive and the details of teaching and learning should be analysed in depth, in order to explore the process of effective teaching and the impact it has on pupils' learning as a result.
- It is important that careful thought is given to how long reflection partners watch a session for. The important principle is that there should be a conversation before the session to identify the limitations and expected learning points for the teacher and reflection partners.
- Sometimes it may be focussed on a specific element, at other times there will be value in seeing the whole session as they will provide different types of information and allow those involved to reflect on the different educational experiences of the pupils and its impact. Duration will also be influenced by the subject, for example non-core subjects might need longer observations to see the full range of areas being worked towards. This may also be the case with regard to off site learning.
- It is essential that we work with the information that we feel is most useful to teachers, subject leaders and the school, in order to be confident that there is consistently high quality provision that will impact positively on the development of all pupils. So whilst we have set out the type of questions that may support effective reflections, those involved in evaluating the effectiveness of teaching and learning should not feel constrained by these.
- Specific reflections may stem from whole school developments, a subject leader focus or particular area of subject development, to evaluate an intervention, or a teacher requesting an area for specific development or guidance.
- More generic reflections can be made use of to give a much broader overview of a range of criteria in order to build a picture of effectiveness across the school, within a subject area or in terms of the ongoing development of individual members of staff.
- Areas of focus should be agreed in advance, suggested by either party (e.g. to develop areas identified by the teacher or needed for subject development information), and staff should feel confident in drawing attention to the areas of their professional practice which require the greatest development, confident in the knowledge that they will receive support to improve.
- It is important to make use of a wide range of development sources when supporting staff to reflect on their practice and make improvements to what they do. Therefore we would encourage staff to make use of documentation such as the Teachers' Standards, the Early Career Framework, or the Frank Wise School Professional Qualities, Aims and Standards for Teachers in their discussions.

- Staff should also make use of the subject knowledge guidance documents as part of the process of deepening understanding and building capability. It may also be appropriate to reference other relevant documents, e.g. subject guidance documents, behaviour policy, Individual Management Plans etc.
- Reliability will be built through everyone carrying out reflections. The current induction schedule encourages new staff to observe other teachers, and this should be carried out following the model of the pre-discussion/email - taught session - post discussion. A new member of staff may feel more confident only asking questions in the post-discussion, but this in itself generates reflection for both parties.
- We will retain information regarding reflections through a spreadsheet on the server that is completed when a reflection discussion has taken place. This will list the teacher, reflection partner/s and the scope and focus of the reflection discussion. This will ensure that we can track coverage across the year both in terms of content and participants.
- Verbal Feedback should be in directed time, and there should be no more than 3 hours of observation per year.