

<p>Peebles High School Leadership Policy Paper</p>	 <p>One Peebles</p>	<p>Wisdom Compassion Integrity Justice</p>
--	--	--

Title	Lesson Evaluation Tool
Quality Indicator	2.3 Learning, Teaching and Assessment
Strategic Lead	Sarah McDowell (Acting Depute Head Teacher) Sarah Wilson (PT Learning, Teaching & Assessment)
Date	August 2024
Vision	Learning experiences that meet the needs of all young people through appropriate pace and challenge, effective questioning and effective feedback
Outcome Statement 2024-25	<p>PHS self-evaluation data:</p> <ul style="list-style-type: none"> • 80% of staff will state that they know the pupils well, including individual learning needs, and plan/respond appropriately to meet needs in almost all or most lessons (from 75% in May 2024) • 90% of young people will state that their teacher knows the class well, including their individual learning needs, and they plan/respond appropriately to meet their needs (from 82% in May 2024). • 70% of staff will state that there is appropriate support in almost all or most lessons (from 63% in May 2024). • 80% of pupils will state that their teacher supports their learning using things like 1:1 support, working with a partner, using tools like immersive reader, providing digital resources in almost all or most lessons (from 73% in May 2024). • 65% of staff will state that there is appropriate challenge in almost all or most lessons (from 58% in May 2024). • 85% of pupils will state that their teacher encourages them to deepen or extend their learning if the classwork isn't challenging in almost all or most lessons (from 77% in May 2024). • 55% of staff will state that there is interactive instruction that ensures active learning-learners are engaged in thinking hard rather than compliant and passive-questioning is key in almost all or most lessons (from 45% in May 2024). • 90% of young people will state that their teacher encourages them to think hard in lessons. They are expected to be

	<p>involved in class discussion/answering questions in almost all or most lessons (from 86% in May 2024).</p> <ul style="list-style-type: none"> • 55% of staff will state that they provide feedback that is clear and precise: strengths and next steps in almost all or most lessons (from 45% in May 2024). • 80% of young people will state that their teacher gives them feedback about what they have done well and what they need to do to improve and suggests ways that they could do that in almost all or most lessons (from 77% in May 2024). <p>SBC/HMIE data:</p> <ul style="list-style-type: none"> • 85% of pupils will say they are happy with the quality of learning and teaching at PHS some or all of the time (up from 81% in March 2024). • 90% of pupils say they are encouraged by staff to do the best they can some or all of the time (from 87% in March 2024). • 93% of pupils will say that their work in school is hard enough some or all of the time (from 90% in March 2024). • 85% of pupils think staff help them understand how they are progressing in their school work some or all of the time (up from 80% in March 2024). • 80% of parents agree or strongly agree that their child finds their learning activities hard enough (from 75% in March 2024) • 55% of parents are satisfied with the quality of teaching in the school (from 53% in March 2024)
<p>What? How? When? Who?</p>	<p>What? Staff professional learning on an identified aspect of the Lesson Evaluation Tool</p> <p>How? Teaching staff will identify a focus area from the "Meeting Learners Needs" section of the Lesson Evaluation Tool and will commit to making a change to their existing practice to improve it.</p> <p>When? Staff will choose an aspect from either "The Learning Context" or from "Effective Questioning". Staff will choose an aspect from either "Appropriate Pace and Challenge" or from "Effective Feedback". Teachers will work in small staff groupings to support them in through the change process Exact timescales to be confirmed.</p> <p>Who? All teaching staff</p>

	<p>What? Lesson observations using Lesson Evaluation Tool</p> <p>How? BGE lessons will be observed. Feedback will be provided using the PHS Lesson Evaluation Tool Version 15 (revised in response to feedback from HMIE). An impact of observation and next steps sheet will be completed by each observee and a record of this will be kept in the observee's professional learning log in OneNote.</p> <p>When? Twice in the year-once as part of a learning visits week and once by their line manager as part of the quality assurance process.</p> <p>Who? All teaching staff</p>
Parent input	<p>Parental responses to SBC Review, HMIE questionnaire and LTA focus group responses will help indicate impact of the lesson evaluation tool on the learner experience from the parental perspective. This will be used to inform next steps.</p> <p>Parents/carers of student parliament Learning, Teaching and Assessment representatives to be consulted regarding effectiveness of feedback. Additional sample groups of pupils and their parents.</p>
Pupil input	<p>Pupil responses to SBC Review, HMIE questionnaire, PHS LTA questionnaire and LTA focus group responses will help indicate impact of the lesson evaluation tool on the learner experience. This will be used to inform next steps.</p> <p>Student parliament Learning, Teaching and Assessment representatives and additional sample groups of pupils and their parents.</p>
Next Steps 2025-26	<p>Review survey data to prioritise areas for future staff development.</p> <p>Develop the role of the Teaching and Learning working group.</p> <p>Continue to use and refine the PHS Lesson Evaluation Tool in response to feedback.</p>