



WESTERFIELD COLLEGE

LEARNING AND ENRICHMENT CENTRE

Discover. Lead. Excel.

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Document Title	Teaching Observation and Professional Development Policy
Version	Version 1.1 (Final Integration)
Status	Draft
Reviewing Member of Staff	Centre Manager
Review Date	June 15, 2026
Review Cycle	Annually

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1. Introduction & Core Ethos

Westerfield College Learning and Enrichment Centre provides short-term, high-intensity academic programmes where the quality of instructional delivery directly impacts student engagement, comprehension, and retention. Because our enrichment cycles operate within compressed one-to-two-week blocks, there is no margin for passive teaching or unmonitored classroom drift.

This policy establishes our institutional framework for routine teaching observations, constructive feedback, and continuous professional development (CPD). In alignment with advanced independent sector standards, we view classroom observation not as a punitive mechanism, but as a collaborative tool for professional growth and quality assurance. Our approach ensures that all teaching staff maintain an exceptionally high standard of classroom delivery, utilize active learning methodologies, and receive the targeted professional support necessary to excel in a fast-paced learning environment. Outstanding student outcomes begin with the continuous, deliberate development of our educators.

2. Governance, Compliance & Professional Assurance

To ensure absolute pedagogical validity, compliance with regulatory standards, and alignment with modern British independent sector benchmarks, Westerfield College Learning and Enrichment Centre coordinates its observation and development workflows with certified external organisations for:

External validation of lesson observation rubrics and evaluation metrics.

Certified professional training courses covering advanced active learning strategies.

Independent quality assurance audits of our internal teaching performance records.

Provision of specialist qualifications in digital literacy and international student inclusion.

3. Definition of Terms

To ensure operational clarity across all academic departments, the following definitions apply:

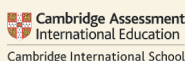
Learning Walk: Short, unannounced classroom visits conducted by senior academic leadership to monitor student engagement, environment management, and general teaching standards.

Formal Lesson Observation: A structured, pre-arranged evaluative process where a teacher's lesson is observed against a detailed set of performance indicators and criteria.

Developmental Feedback: Actionable, professional advice provided to a teacher following an observation, specifically designed to enhance instructional techniques and student outcomes.

Continuous Professional Development (CPD): A structured framework of ongoing training, workshops, and reflective practices completed by academic staff to refine their professional skills.

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Peer-to-Peer Observation: A collaborative, low-stakes development exercise where teachers observe colleagues' lessons to share best practices, exchange resource ideas, and foster pedagogical innovation.

4. Teaching Observation Framework & Diagnostic Protocol

The centre implements a multi-tiered observation strategy to maintain absolute quality control over classroom delivery and academic standards throughout each intensive course cycle.

4.1 Unannounced Learning Walks

The Centre Manager and senior academic staff conduct regular, low-profile learning walks across all active teaching spaces. These unannounced check-ins typically last between ten and fifteen minutes and focus exclusively on core environmental standards:

Student Focus: Verifying that all students are actively participating in the learning task and that no passive scrolling or disengagement is taking place.

Pacing and Structure: Ensuring that lessons are broken down into digestible, active segments and that instructors are adhering to their pre-submitted lesson plans.

Resource Integration: Monitoring the effective, fluid use of physical booklets and digital media tools to ensure they support, rather than distract from, the lesson objective.

4.2 Formal Lesson Observations

Every teacher is subject to at least one formal lesson observation during each academic enrichment block. These observations span a complete teaching session and evaluate the instructor against structured grading criteria, including lesson design, evidence of day-one diagnostic adjustments, student differentiation, and time management.

5. Professional Development & Standardisation Pathways

Our professional development framework is explicitly geared towards enabling teachers to deliver high-impact, short-term courses with confidence and agility.

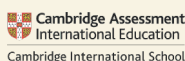
5.1 Mandatory Pre-Course Pedagogical Briefings

Prior to the commencement of any teaching cycle, all academic staff must attend intensive standardisation briefings. These sessions establish unified expectations regarding:

The Active Learning Model: Eliminating standard lecturing and replacing it with high-frequency student application tasks, presentation frameworks, and analytical debates.

International Student Inclusion: Training staff on how to scaffold material effectively, build comprehensive vocabulary banks, and support students whose first language is not English.

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5.2 Targeted Workshop Tracks

The centre funds ongoing CPD modules for returning staff members. These pathways focus on advanced classroom trends, digital learning configurations, and the identification of online risks, matching the evolving safety and technical standards of modern education.

6. Proactive Lesson Observation, Feedback and Development Workflow

Pre-Observation Consultation -> Formal Lesson Observation -> Secure Data Entry -> Evaluative Feedback Interview -> Target Setting & CPD Alignment

6.1 The Evaluative Feedback Interview

Within twenty-four hours of a formal lesson observation, the observer will conduct a private, structured feedback interview with the teacher. This meeting is highly collaborative, allowing the tutor to reflect on their own performance before receiving developmental feedback. The observer provides concrete examples of successful moments and highlights specific, actionable areas for improvement.

6.2 Target Setting and Peer Shadowing

Every feedback session must culminate in the creation of two specific pedagogical targets. If a teacher requires support with a specific skill, such as managing group dynamics or stretching high-achieving students, the centre will arrange for them to shadow a senior colleague during a peer-to-peer observation session to observe those strategies implemented in real time.

7. Performance Intervention Standards, Support Trackers and Sanctions

Instructional delivery that fails to meet our established quality benchmarks or disrupts the academic progression of the student cohort will face rapid intervention under policy protocols.

7.1 The Focused Support Tracker

Placement on Tracker: If a learning walk or formal lesson observation reveals significant performance deficiencies—such as poor classroom management, lack of differentiation, or unstructured lesson delivery—the teacher will be placed on an immediate Focused Support Tracker.

Daily Plan Review: Tutors on the tracker receive intensive coaching from senior academic staff and must submit all subsequent lesson plans to the Centre Manager for formal approval before entering the classroom. Follow-up observations will be conducted within forty-eight hours to assess improvement.

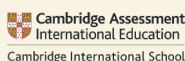
7.2 Academic Timetable Sanctions

Timetable Removal: If a teacher fails to show measurable improvement after forty-eight hours on the Focused Support Tracker, or displays a persistent refusal to adopt the centre's active learning methodologies, they will be removed from the active timetable immediately.

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8.1 Right to Fast-Track Performance Review

If an academic staff member disputes an observation rating, a learning walk evaluation, or a performance-related timetable adjustment ordered under this policy, they have a right to an accelerated review.

Submission Timeline: The formal grievance or appeal must be submitted in writing via email directly to the CEO, Michael Dosunmu, within forty-eight hours of receiving the written observation report or sanction notice.

Instructional Continuity: To protect the student experience, the teacher must continue to fulfill all scheduled teaching and supervisory duties professionally while the appeal is being officially processed.

8.2 Panel Resolution and Final Outcome

The CEO, Michael Dosunmu, will assemble an emergency Performance Review Panel consisting of himself and at least one independent, senior educational expert or external curriculum consultant detached from the original observation dispute.

Final Judgment: The panel will thoroughly examine the disputed observation records, lesson plans, student progress logs, and written statements from both the teacher and the observer. The CEO will issue a final, binding decision in writing within three working days, determining whether the original observation evaluation stands, requires modification, or if a new, independent observation must be scheduled.

9. Peer-to-Peer Collaboration & Reflection Cultures

9.1 Open-Door Peer Classrooms

To foster a culture of open professional dialogue, the centre operates an "Open-Door" classroom scheme. Teachers are encouraged to spend free blocks observing peers across different subject areas. This low-stakes environment allows for the informal sharing of classroom games, tracking ideas, and engagement techniques.

9.2 Post-Course Performance Reflection

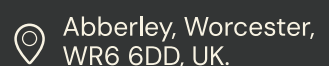
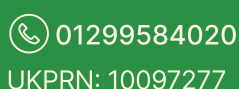
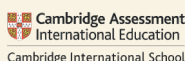
At the conclusion of each enrichment block, the Centre Manager aggregates all anonymized observation data and learning walk metrics to identify institutional trends. This analysis directly shapes the design of future pre-course induction workshops, ensuring our professional development resources address genuine operational needs.

10. Policy Review & Version History

10.1 Policy Review

To preserve absolute alignment with both statutory regulations and internal administrative shifts, this policy is subject to a formal, rigorous review cycle annually by the Centre Manager. If internal restructuring, legislative changes, or independent inspection assessments necessitate an earlier update, the review window will be moved forward accordingly.

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10.2 Version History

The table below tracks the complete evolution of this policy document:

No: 1

Revised on: 30th November 2024

Version: Version 1.0

Changes: Initial baseline formulation for student internet access codes and basic computer lab guidelines.

Approved by: Academic Board

Date of Approval: 30th November 2024

Revised by: Policy Lead

No: 2

Revised on: 15th June 2026

Version: Version 1.1

Changes: Comprehensive upgrade implementing enterprise-grade automated filtering controls, real-time trigger keywords alerts, a detailed digital code of conduct, fast-tracked 12-hour parent/agent notifications, parental financial travel liabilities for digital exclusions, and accelerated appeal tracks under the joint authority of the CEO, Michael Dosunmu, and the Centre Manager.

Approved by: Centre Manager

Date of Approval: 15th June 2026

Revised by: Senior Registry Officer

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