

Teaching Staff Appraisal Policy



Governors' Committee Responsible:	Resources
Nominated Lead Member of Staff:	Deputy Headteacher
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Introduction

At Ash Manor School we are committed to performance management as part of the continual professional development of all staff. Our Appraisal policy sets out our framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the standards and the role expectations of support staff.

What is appraisal?

Appraisal is a process which supports the continuing professional development of staff through the setting of objectives and provision of training which contributes to the raising of standards in the school and improved achievements of the children. The appraisal process commits individuals to their own success, as well as the school as a whole, and reflects their roles and responsibilities in the school. It provides evidence for the SEF (School Evaluation Form) and contributes to the School Development Plan (SDP). The senior leadership team (SLT) ensure that the school improvement priorities for the SDP are reflected in the staff objectives where appropriate.

Aims

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- Have the skills and support they need to carry out their role effectively
- Can continue to improve their professional practice and to develop further in their role
- Work to raise standards throughout the school and improve children's achievements

The Appraisal Period

The appraisal period will run for twelve months **from 1st November to 31st October each year.**

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where teaching staff change post within the school during an appraisal cycle, objectives will be revised to encompass this new role.

Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Body decided at a full Governing Body meeting.

The Headteacher will decide who will appraise other teachers. This will always be a qualified teacher and is likely to be the teacher's line manager. Each Appraiser will ideally appraise no more than 5 members of staff.

If the allocated Appraiser is not available for periods of time throughout the appraisal cycle, alternative arrangements will be made and an interim Appraiser will be offered.

Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Setting Objectives and Assessment against Standards

Objectives

Three or four objectives for each teacher will be set before or as soon as practicable before the start of each appraisal period. The objectives set for each teacher, will be **SMART**, Specific, Measurable, Achievable, Realistic and Time- bound and will be appropriate to the teacher's role, career stage and level of experience.

The first of the targets set will relate to the performance of students

The Appraiser and teacher will seek to agree the objectives but, if that is not possible, the Appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of pupils at the school.

The Head teacher will quality assure the appraisal process by:

- Checking that objectives are set appropriately for different categories of staff
- Confirming that objectives set are consistent with the School Improvement Plan
- Ensure objectives are written in such a way that measuring success can be done objectively

Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives and the Ash Manor School Standards for Expected Performance. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and in accordance with the Ash Manor School Pay Policy.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31st December for Headteachers and by 31st October for other teachers.

Reviewing Performance

Observation

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation. (see Appendix 4: Classroom Observation Protocol).

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

Staff will be informed of the day of their observation in advance. Verbal feedback will be provided no later than the end of the following working day and written feed-back within 48 hours of the observation taking place, unless circumstances make this impossible.

Classroom observations will be used as evidence for Appraisal and carried out by qualified teachers with significant Leadership responsibility in the School.

For the purpose of appraisal, teachers' performance will be observed on two occasions and will, when appropriate, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school and will cover the full range of classes taught by the teacher. The number and duration of appraisal observations will be in accordance with the classroom observation protocol and will include provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Headteachers (or other leaders with responsibility for learning and teaching standards in accordance with the classroom observation protocol) may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice to be given, will vary depending on specific circumstances. It will be in accordance with the classroom observation protocol.

For the purpose of professional development, feedback about lesson observations should be developmental.

The school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which a teacher is observed.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom can also expect to have their performance of those responsibilities observed and assessed.

Gathering the Evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- Appraisal Targets
- Quality of Teaching
- Student Outcomes
- Professional Development and the impact on their practice.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and/or the Teachers' Standards. Examples of evidence may include:

- Classroom observations
- Observation review
- Progress Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- Moderation within and across schools
- Students' Voice
- Parents' Voice
- Learning walks
- Work Scrutiny reports
- CPD impact
- Evidence supporting progress against Teachers' Standards

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional learning and development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional learning and development will be linked to school improvement priorities and to the on-going professional learning and development needs and priorities of individual teachers.

The school's professional learning and development programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate professional learning, training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the professional learning, training and development needs of teachers including the instances where it did not prove possible to provide any agreed professional learning, will form part of the Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of professional learning and development, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the professional learning and development identified is essential for an appraisee to meet their objectives.

The school's priorities will have precedence.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their appraisal objectives because the support recorded in the planning statement has not been provided.

Reviewing Performance and the Annual Assessment

Two interim review meetings take place during each appraisal cycle in addition to the annual Appraisal Review meeting which takes place in September.

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

Teachers will be required to submit their Appraisal Evidence Folder (Appendix 3) to their appraiser at the annual Appraisal Review meeting. This evidence folder will form the basis of the assessment at the meeting. The Appraisal Evidence Folder will then be re-viewed by the Headteacher alongside the initial pay recommendation of the appraiser to ensure consistency, fairness and equity of judgement for all teachers. Where the Headteacher does not initially uphold the appraiser's recommendation for pay progression, the appraisee will be invited to meet with the Headteacher to discuss the Headteacher's concerns and to allow the opportunity for the appraisee to present additional verbal or written evidence to show they have met the required standards.

As soon as practicable following the end of each appraisal period, the teacher will receive and have the opportunity to comment on a written appraisal report. The appraisal report will include: details of the teacher's objectives for the appraisal period in question;

- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay
- a space for the teacher's own comments;

The Annual Appraisal Review meeting will take place in September to determine the content of the report and any further action required and to inform objective setting for the next cycle.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Teachers who have not been recommended for pay progression on Main Pay Range or Upper Pay Range will have access to additional support and professional learning opportunities in the subsequent appraisal policy.

Teachers on the Upper Pay Range who have been appraised as not meeting the Ash Manor School Upper Pay Range Progression criteria (Appendix 2) during the previous appraisal cycle will be designated a member of the Senior Leadership Team as their appraiser for the next Appraisal cycle. This appraiser will work supportively with the appraisee so that the school provides the appropriate support and professional learning opportunities to enable the teacher to successfully meet the Upper Pay Range Progression Criteria in their next Appraisal cycle.

The final version of the appraisal documentation will be placed on the employee's file and a copy made available to the school's Assistant Headteacher: Teaching and Learning. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Teachers Experiencing Difficulties/Concerns about Teacher Performance

When dealing with a teacher experiencing difficulties, support and guidance will be provided through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If an appraiser identifies through the appraisal process or through other sources of information that there are concerns about any aspect of the teachers performance, the appraiser, the Headteacher, or a member of the Leadership Team, will, as part of the appraisal process give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support. The teacher will be given a copy of this policy.

The teacher is advised to contact their Trade Union or a work colleague.

The appraiser, Headteacher or a member of the Leadership Team will:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- in consultation with the teacher at the meeting, will establish an action plan with support (for example, coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and the process if no, or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. The length of the monitoring period will depend on the circumstances of the individual case but will be a maximum of 15 weeks.

Appropriate support as agreed in the Action Plan will be given, in order that the aim of re-covering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate. If sufficient progress is made so that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser, Headteacher or member of the Leadership Team. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether capability proceedings need to be commenced or the appraisal process remains in place.

The teacher may be accompanied by a Trade Union representative or work colleague and will have at least 5 working days' notice of the meeting.

Appeals

Appraisees have a right of appeal to the Headteacher/Governing Body against any of the entries in the written appraisal report. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the Head has not been recommended for pay progression) may exercise the right of appeal. The appeal process is contained in the Ash Manor School Pay Policy for Teachers.

General Principles Underlying the Policy

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and the Governing Body to quality assure the operation and effectiveness of the appraisal system. Although confidentiality underpins the entire appraisal process, there is clearly a need to share some of the details with Governors and other key members of staff for a variety of reasons, which include:

- Planning continuous professional development
- Making efficient use of aggregated lesson observation information for a variety of school leadership purposes.
- Quality assurance
- Overall monitoring of the system and its effectiveness.

It is also important to note that, during inspection, Ofsted inspectors may investigate the effectiveness of the school's appraisal and capability policies and processes in tackling deficiencies in performance. In doing so, however, the confidentiality of the process for individuals will not be compromised.

Monitoring and Evaluation

The Governing Body and Head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. This may include:

- Head teacher sampling teachers' objectives to check consistency of approach and expectation between Appraisers
- The Head teacher will need to be notified of all pay recommendations before these go to the Governing Body.
- The Head teacher will ensure that all Appraisers receive training to ensure they are familiar with the Teachers' Standards and the school's approach to appraisal and objective setting.

- The Head teacher will report to the Governing Body on the appraisal process annually.

PERFORMANCE REQUIREMENTS FOR PAY PROGRESSION ON MAIN RANGE

'Ash Manor School Expected Performance' – AMS expectations for pay progression on the main range.

The teacher meets all aspects of the Professional Standards for Teachers and meets the criteria below in **each** of the 4 areas:

Student Outcomes – outcomes for the students taught by the teacher are consistently good OR nothing is inadequate, most student outcomes are consistently good and the teacher is employing an appropriate range of strategies to raise student outcomes where underperformance has been identified.

Criteria:

The majority of students taught make 'good' progress based on their starting points, as measured by exam performance and teacher assessment. For minimum expectations this is considered as 70% 3LOP and 30% 4LOP.

Almost all students make 'adequate' progress based on their starting points, as measured by exam performance and teacher assessment.

The teacher employs appropriate intervention strategies to tackle individual student under-performance, based on their starting point, and this is usually successful.

There are no groups of students taught by the teacher who are consistently underperforming
Students who qualify for the pupil premium grant are given effective additional support to minimise any gap between their progress and that of their peers.

The teacher provides extra-curricular opportunities for students to enrich and extend their learning which the majority of students engage in fully.

Quality of Teaching – teaching is consistently meets the standards identified for all teachers by the DfE OR some areas of teaching meet the standards and identified areas for development are improving.

The quality of teaching will be judged through lesson observation across the range of classes taught in 3 key areas, namely Behaviour for Learning, Achievement and Progress and Teaching and Learning Strategies.

Criteria:

The teacher shows evidence from a minimum of 2 formal lesson observations, across the full range of classes taught, in which the lesson was judged at meeting the teachers' standards by the observer. The quality of teacher feedback in books as judged by book scrutinies identifies feedback that has an impact on student learning and progress. OR The teacher has 2 lesson observations, across the full range of classes taught, and other supporting documentation demonstrating the following:

- Each observation is judged overall as meeting the teachers' standards or has areas for improvement that are developing.
- None of the 3 key areas have been judged as not meeting the teachers' standards
- Clear evidence is seen of the teacher making progress addressing agreed action points arising from each lesson observations.
- Book scrutinies clearly evidence regular feedback that students act upon. Regular is defined in the staff handbook.

Professional Learning – the teacher meets the expectations for AMS staff in engaging in professional development.

Criteria:

The teacher engages and participates and/or leads in Continuing Professional Learning Sessions and can demonstrate how their professional learning has led to positive impact on their practice and therefore on student outcomes.

The teacher demonstrates that they have engaged in reflection and professional learning activities in response to agreed action points arising from feedback on lesson observations or from other feedback on their performance from Senior Leaders or their line managers, leading to positive impact on their practice and therefore on student outcomes

The teacher can demonstrate that they have made a significant contribution to the professional development of their colleagues, for example, by:

- Leading professional learning session or inset sessions.
- Coaching or mentoring a colleague.
- Leading an aspect of curriculum development within a subject.
- Sharing own good practice and developing peers in Department meetings/Department INSET.
- Contributing positively to a Learning and Teaching Community.
- Peer observation and developmental feedback.
- Contribution to leadership or development or extra-curricular activities.
- Collaboration with partners beyond AMS.

Professional Standards -

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the AMS, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

'Ash Manor School Outstanding Performance' - AMS expectations for pay progression at the higher rate on the main range.

The teacher's performance significantly exceeds the criteria for 'Expected Performance' in each of 4 key areas.

In addition to the criteria for 'Expected Performance' the teacher has performed as detailed below in each of the following 4 areas:

Student Outcomes:

The teacher demonstrates 'outstanding' outcomes for the majority of students taught; almost all students taught are making 'good' progress. Outstanding progress is judged as being 80% 3LOP and 40% 4 LOP or above national averages for subjects taught at GCSE. Intervention Strategies to tackle individual student underperformance are highly effective and almost always successful. The teacher has been highly effective at supporting students who attract the Pupil Premium Grant so that they are empowered to achieve the best possible outcomes. The vast majority of students are highly motivated to extend and enrich their learning beyond lessons.

Quality of Teaching:

In the 2 lesson observations, and learning walks which cover the full range of classes taught by the teacher, the overall judgement is that all teaching standards have been met with no areas of concern.

Professional Learning:

The teacher demonstrates sustained and substantial commitment to their own Professional Learning which results in rapid development of their own practice. In addition, the teacher is highly committed to developing others, sharing their own excellent practice frequently so that they make a significant contribution to the professional development of many of their colleagues.

Professional Standards:

As outlined in the minimum expectations for AMS staff.

UPPER PAY RANGE PROGRESSION CRITERIA

Professional attributes

Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional knowledge and understanding

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.

Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Evidence Required in support of application of progression to Upper Pay Range

In addition to satisfying the above criteria in 1, 2 and 3, a teacher will also need to demonstrate that they have made a **'substantial and sustained contribution'** to the school that they are **"highly competent"**.

To demonstrate a **'sustained contribution to the development of the school'**, teachers will need to have successfully completed the NQT Induction year and a minimum of five annual appraisal cycles at 'Expected Performance'.

Teachers who successfully completed their NQT Induction year and a minimum of three appraisal cycles at 'Outstanding Performance' standard will also be deemed to have made a sustained contribution to the development of the school.

To demonstrate a 'substantial contribution to the development of the school', teachers will need to provide evidence of contribution to the school in each of the following areas:

- Fulfilling a leadership role (this may be a role with TLR responsibility, leadership of whole school days/events, leading a Teaching and Learning Community, leading Professional Learning sessions, leading off-site trips, or any other projects that have required the teacher to exercise leadership at Ash Manor School).
- Meeting their accountability for delivering an aspect of the School Improvement Plan or Department Improvement Plan.
- Representing the school in collaboration work with our education partners or other professional partners which has resulted in positive impact on the development of our school.

To demonstrate that they are **"highly competent"** the teacher will need to have evidence of the following:

- Teaching is significantly exceeding the criteria for expected performance in the previous appraisal cycle.
- Student outcomes demonstrate good student progress for the vast majority of classes taught during the previous appraisal cycle.
- A strong commitment to Professional Learning (Evidence over the past three appraisal cycles of meeting the Ash Manor School Professional Learning expectation)

APPRAISAL EVIDENCE FOLDER

There will be an assumption that the Professional Standards for Teachers have been met; where concerns exist that a teacher may not be meeting teacher standards this will be addressed in appraisal review or another support process, as appropriate, and the teacher will be notified in writing.

An Appraisal Evidence Folder will be compiled annually by the teacher with written evidence in 4 sections, as detailed below:

Section 1 – Appraisal Targets

Appraisal meeting record forms; supporting action plans; evidence to support the meeting of all 3 target (3 sub-sections).

Section 2 – Student Outcomes

Termly Progress Reports; annual results report; other evidence demonstrating positive impact on student outcomes, in particular, extra-curricular enrichment and extension of students' learning.

Section 3 – Quality of Teaching

Two lesson observation forms and written evidence of progress towards agreed actions arising from observation feedback.

Section 4 – Professional Learning and Development

Evidence of engagement in Teaching and Learning Communities, other collaborative Professional Learning or other Professional Learning courses/opportunities with an indication of positive impact on own practice and, where appropriate, practice of others.

Evidence of developing other colleagues for example through peer observation & feedback, coaching and mentoring, sharing own good practice; demonstration of positive impact on colleague's practice is required.

CLASSROOM OBSERVATION PROTOCOL

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

The arrangements for classroom observation will be included in the planning and review statement and will:

- Include the amount of observation;
- Specify its primary purpose;
- Specify any particular aspects of the teacher's performance which will be assessed;
- Specify the duration of the observation;
- Specify the day the observation will take place; and Specify who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held in accordance with the regulations.

Classroom observation will be undertaken solely by persons with qualified teacher status. In addition, in the school, classroom observation will only be undertaken by those who have the appropriate professional skills who will be able to undertake observation and who can provide constructive oral and written feedback and support of the reviewees.

Oral feedback from classroom observation for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day.

Written feedback will be provided within 48 hours of the observation taking place.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Teachers will have access to all written accounts of the observations after their lessons.

Visits to classrooms by the Headteacher or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

The Headteacher, senior staff and subject leaders have a right to drop in to inform their monitoring of the quality of teaching and learning. Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the, appraisal objectives in accordance with the provisions of the regulations.

TEACHER STANDARDS

Under the appraisal arrangements that take effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or Headteacher determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

PART ONE: TEACHING A teacher must:

Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- Be accountable for students attainment, progress and outcomes
- Be aware of students capabilities and their prior knowledge and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching □
Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early Mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students education at different stages of development
- Have a clear understanding of the needs of all students, including those with Special Educational Needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the schools behaviour policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being.

Summary of Review Amendments September 2016

Current Version 1.0	New Version 2.0
	Pages 1 – 8 condensed re-write.
<p>Observations Written feedback provided within 5 working days. Teachers will be observed on three occasions.</p>	<p>Observations Written feedback provided within 48 hours. Teachers will be observed on two occasions.</p>
	Appendix 1 assessment areas increased to 4 with the addition of 'Professional Standards'
	Appendix 2 final paragraph.....'To demonstrate that they are "highly competent" Paragraph re-written
	Appraisal forms removed