

BISHOP WORDSWORTH'S SCHOOL

APPRAISAL POLICY – TEACHING STAFF

Note: 'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.

IMPLEMENTATION OF THE POLICY

1. This Appraisal Policy applies to the Head and to all teachers employed by Bishop Wordsworth's School (the School) except: those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to Capability Procedures (see Annex B).
2. This Policy is effective from 1 September 2013 to comply with revised Government regulations.
3. As stated in the Pay Policy: all non-statutory pay progression must be affordable within the School's budget and pay rises will only be agreed if they are affordable within the School's Budget.
4. This Policy is relevant to the School's Pay Policy.

PURPOSE

5. This Policy sets out the framework for a clear and consistent assessment of the overall performance of the Head and teachers and for supporting their development needs within the context of the School's Improvement Plan and their own professional needs. Assessment of performance throughout the cycle is to be against the Teachers' Standards (2012), the success criteria specified in the teacher's objectives and against their role in the school. Where a teacher is eligible for pay progression, this is to be the basis on which the recommendation is made by the Reviewer. If the Reviewer intends to recommend the Reviewee for pay progression, the Reviewee is to be judged to be achieving the following:
 - a. Meeting or exceeding all the Teachers' Standards at a level which is equivalent to their role and experience.
 - b. All appraisal objectives have been met unless there are justifiable reasons why some objectives could not be met (NB near achievement of a very challenging objective will be considered more favourably than achievement of easy objectives. If this occurs, reviewers will have to make a judgement on whether 'near achievement' can be considered as a success. The Head is then to review this decision).
 - c. Making an overall contribution to the School which is equivalent to the expectations of someone with their experience: this is particularly important for those on the Upper Pay Range (UPR) where it could include taking responsibility for some areas in a department, coaching, mentoring, taking initiatives in moving things forward, developing resources, doing research, keeping up to date with national strategies, taking responsibility for their own professional development.
 - d. Making a significant contribution to an extra-curricular activity during the academic year under review.
6. When making judgements about whether the Reviewee has met their objectives and the relevant standards, the Reviewer is to take account of (among others):

- a. Impact on pupil progress.
- b. Impact on wider outcomes for pupils – as an example this might include arranging opportunities for extension activities, organising and taking part in extra-curricular activities, helping to run clubs for pupils, helping out with sports or school events that are not necessarily part of directed time or explicit contractual obligations.
- c. Improvement in specific elements of practice (eg behaviour management).
- d. Impact of the Reviewee on the effectiveness of other teachers or support staff.
- e. Wider contributions to the work of the school, for example: supporting and coaching pupils and or less experienced colleagues, assisting with the support of trainees, assisting with the running of school events and specific school projects, arranging and running trips and competitions.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

- 7. To comply with the requirement to show how the arrangements for Appraisal link with those for: school improvement, school self-evaluation and school development planning and also to minimise workload and bureaucracy, the Appraisal Process will be a source of information as appropriate for school self-evaluation and the wider school improvement process.
- 8. Similarly, the School Improvement and Development Plan are key documents for the Appraisal Process.
- 9. All reviewers are expected to explore the alignment of reviewees' objectives with the School's priorities and plans. The objectives are also to reflect reviewees' professional development needs.

CONSISTENCY OF TREATMENT AND FAIRNESS

- 10. The Governing Body is committed to ensuring:
 - a. Consistency of treatment and fairness in the operation of Appraisal.
 - b. That the provisions below are made in relation to moderation, quality assurance and objective setting.

QUALITY ASSURANCE

- 11. The Head has delegated the Reviewer role for some or all teachers for whom he is not the line manager. Teachers can request that the Reviewer be changed, provided there are substantive reasons for such a request. The Head will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:
 - a. Are consistent between those who have similar experience and similar levels of responsibility.
 - b. Comply with this Appraisal Policy, the Regulations and the requirements of equality legislation.
- 12. The Governing Body will nominate governors (who are not to be involved in any appeal regarding his Appraisal), to ensure that the Head's planning statement is consistent with the School's improvement priorities and complies with the School's Appraisal Policy and the Regulations.

OBJECTIVE SETTING

13. The objectives set are to be rigorous, challenging, achievable, time-related, fair, measurable and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position given the desirability of the Reviewee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. This is consistent with the School's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and are to have clear success criteria. They are to be such that, if they are achieved, they will contribute to improving the progress of pupils at the School.

14. The Reviewer and Reviewee are to seek to agree the objectives but where a joint determination cannot be made the Reviewer is the arbiter.

15. When setting objectives it is important that they are suitably challenging and will enable the Reviewee to progress at a level that would be expected for someone of their level of experience. Good progress towards the achievement of a challenging objective, even if the success criteria have not been met in full, may be assessed more favourably than easily achieved objectives that have been met.

16. The relative level of experience of the Reviewee is to be taken into account when setting objectives. Consequently, it is expected that objectives set for reviewees on the Upper Pay Range (UPR) will be more challenging than those of reviewees on the main Teachers' Pay Range.

17. Teachers, including the Head, will not necessarily all have the same number of objectives. However, it is strongly recommended that three targets are set for most full time teachers. These three targets are to have one focused on *teaching and learning*, another focused on *pupil performance* and a final one focused on *department development* (or relevant to the Reviewees role in the School). Though Appraisal is an assessment of overall performance of teachers and the Head, objectives cannot cover the full range of a teacher's roles/responsibilities. Therefore, objectives are to focus on the priorities for an individual for the Cycle.

REVIEWING PROGRESS

18. At the end of the Cycle, the assessment of performance against an objective is to be on the basis of the success criteria set at the beginning of the Cycle.

19. At the review stage, evidence from lesson observations, performance data, Departmental Self-Reviews, work scrutiny (including the teacher's records of planning and assessment) and feedback from members of staff are also to be used to assess the performance of the Reviewee. In addition, the Reviewee's performance is to be assessed against the Teachers' Standards (2012) (See Annex D).

20. As part of the overall review process, reviewers are expected to make a judgement of the overall success of the Reviewee in the previous cycle. If relevant, Reviewers are also to make a recommendation to the Head about possible pay progression for the Reviewee.

21. The extent of any pay progression is at the discretion of Governors and the Reviewee is to be informed later in the academic year.

22. If the Reviewee wishes to progress to the Upper Pay Scale it would be expected that they would:

- a. Have had two years of successful appraisal reviews.
- b. Have made significant wider contributions to the School community (see subparagraphs to Paragraph 5 for examples).
- c. Have regularly attended meetings and staff training days (where appropriate for part time staff).
- d. Have documented evidence of half year reviews of Appraisal being carried out.

23. The Appraisal Cycle is annual but on occasions it may be appropriate to set objectives that cover a period over more than one Cycle. In such cases, the basis on which the progress being made towards meeting the success criteria for the objective is to be assessed at the end of the first Cycle and is to be recorded in the planning and review statement at the beginning of the next Cycle.

APPEALS

24. At specified points in the Appraisal process the Head and the teachers have a right of appeal against any of the entries in their planning and review statements. Appeals against several entries may be heard at one appeal hearing.

25. Details of the appeals process are covered in the School's Appeal Procedure at Annex B to the Pay Policy.

CONFIDENTIALITY

26. The whole Appraisal Process and the statements generated under it are confidential. Only the Head, the Assistant Head (CPD) and the Reviewer are to have access to the Reviewee's review statements stored on SIMs. In addition, the Reviewee's line manager or, where there is more than one, each of their line managers, are to be provided with access to the Reviewee's plan recorded in their statement where this is necessary to enable the line manager to discharge their line management responsibilities.

TRAINING AND SUPPORT

27. The Assistant Head (CPD) is to identify the training and development needs of each Reviewee from the Appraisal Statement for each Reviewee on SIMs.

28. The Governing Body will consider making provision in the budget for any training and support agreed for reviewees.

29. With regard to the provision of CPD in the case of competing demands on the School budget, a decision on relative priority is to be taken with regard to the extent to which:

The CPD identified is essential for the Reviewee to meet their objectives and

The training and support will help the School to achieve its priorities.

The School's priorities are to have precedence. Teachers are not to be held accountable for failing to make good progress towards meeting their objectives' success criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEAD

30. **Appointment of Governors.** The Governing Body is the Reviewer for the Head and it appoints two or three governors to discharge this responsibility.

31. **Objection to Appointment.** Where the Head believes that any of the governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he may submit a written request to the Governing Body, stating the reasons, for that governor to be replaced.

APPOINTMENT OF REVIEWERS FOR TEACHERS

32. The Head has decided that he will be the Reviewer for those teachers he directly line manages and has delegated the role of Reviewer, in its entirety, to the relevant line managers for some or all other teachers. The Head has delegated the responsibility for allocating reviewers to the Assistant Head (CPD). The maximum number of reviews that any line manager is to undertake per cycle is five.

33. Where a teacher has more than one line manager the Head, via the Assistant Head (CPD), is to determine which line manager will be best placed to manage and review the teacher's performance.

34. Where a teacher considers that the person to whom the Head has delegated the reviewer's duties is unsuitable for professional reasons, they may submit a written request to the Head for that reviewer to be replaced, stating the reasons.

35. Where it becomes apparent that the Reviewer will be absent for the majority of the Cycle or is unsuitable for professional reasons, the Head may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the Reviewee's line manager the teacher is to have an equivalent or higher status in the staffing structure as the teacher's line manager.

36. An Appraisal cycle is not to begin again if the Reviewer is changed.

37. All line managers who have been delegated the role of reviewer are to receive appropriate preparation for that role via the Assistant Head (CPD).

THE APPRAISAL CYCLE

38. The performance of teachers is to be reviewed on an annual basis. Performance planning and reviews are to be completed for all teachers by the beginning of the Autumn half term holiday and for the Head by 31 December, of the academic year under review.

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

40. Where a teacher starts their employment at the School part-way through a cycle, the Head, or the Governing Body where the teacher is the Head, is to determine the length of the first Cycle for that teacher with a view to bringing their Cycle into line with the Cycle for other teachers at the School as soon as possible.

41. Where a teacher transfers to a new post within the School part-way through a cycle, the Head or, the Governing Body where the teacher is the Head, is to determine whether the Cycle shall begin again and whether to change the Reviewer.

RETENTION OF STATEMENTS

42. Appraisal planning and review statements are to be retained for six years from the end of employment and then destroyed.

MONITORING AND EVALUATION

43. The Governing Body will monitor the operation and outcomes of Appraisal arrangements.

44. The Head is annually to report in writing to the Governing Body on the operation of the School's Appraisal Policy. The report is not to contain any information which would enable any individual to be identified. The report is to include:

- a. The operation of this Appraisal Policy.
- b. The effectiveness of the School's Appraisal procedures.
- c. Teachers' training and development needs.

45. The Head is also to report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

46. The Head has a duty to ensure that procedures and processes are applied fairly and consistently. Therefore, he is to review planning and review statements within ten days of their completion and, if necessary, instruct the reviewer to redraft the statement and resubmit to him.. He is to take this action if the statement was not consistent with those for other teachers with similar experience and/or who had similar levels of responsibility, or that the statement was not in line with this Policy or the School Improvement Plan.

47. If the Head is concerned about a statement then, following discussion with the Reviewer and Reviewee (who may also comment) a revised statement is to be prepared within ten days.

48. , All new teachers who join the School are to be briefed on the Appraisal arrangements as part of their induction.

ACCESS TO DOCUMENTATION

49. Copies of the School 1-year Improvement Plan and 3-year Strategic School Improvement and Development Plan are on the School's website under 'School Development Plans'.

CLASSROOM OBSERVATION PROTOCOL

50. All classroom observation will be undertaken in accordance with Annex C.

51. The Appraisal lesson observation form to be used is attached as Annex D.

THE APPRAISAL PROCESS

52. **The Planning and Review Meeting.** Scheduling and procedure is as follows:

- a. The Reviewer and Reviewee are to schedule their meeting for July/September at least five working days in advance. If a meeting cannot take place as planned a new date and time is to be scheduled with at least five working days' notice.
- b. Sufficient time is to be allocated for the meeting with an hour's maximum. Lunch breaks and PPA must not be used. If cover is required, requests are to be made to the member of staff responsible for cover.
- c. An appropriate and private location is to be selected for the meeting. Subject to availability, the Carpenter Room in No. 11 may be booked via the Head's PA.

53. **Preparation for the Meeting by Reviewees.** It is strongly recommended that

reviewees take the following action before meeting with their Reviewer but there is no requirement for written reflections:

a. **For the Review of the Previous Cycle.** Reviewees should reflect on their achievements in the previous cycle against the success criteria recorded. They are to bring copies of relevant documentation and evidence, including written feedback on classroom observations. They should identify any issues that have affected their performance, positively or negatively. They should consider any issues about the planned support they needed/received.

b. **In Preparation for the Next Cycle.** Reviewees should consider what they would like to achieve in the next cycle, taking account, as appropriate, of departmental and whole school improvement plans. They should consider the standards which apply to their current career stage, those to which they might progress and, where eligible for pay progression, the relevant criteria. They should identify what professional development might help them develop their practice and what their professional aspirations might be.

54. **Preparation for the Meeting by Reviewers.**

a. **For the Review of the Previous Cycle.** Reviewers are to check the documentation of the previous cycle and especially the previous planning statements and the objectives.

b. **In Preparation for the Next Cycle.** Reviewers are to consider the improvement objectives of the School and the relevant key stage or curriculum area(s) and how these may be relevant to the Reviewee. They are to ensure that they are familiar with the standards appropriate to the Reviewee's current stage and possible next career stage and the relevant criteria for pay progression. They are to consult before the Meeting with relevant third parties (e.g. another line manager of the Reviewee) with direct professional knowledge of the Reviewee about: possible objectives for the next cycle, success criteria, evidence, arrangements for collecting it and support for the teacher. While it is not statutory to seek the Reviewee's permission to do this it is considered a courtesy.

55. **Planning for the Next Cycle.** There is no need for every aspect of the Reviewee's responsibilities to be covered in the plans which are to focus on priorities and areas where specific action is needed. The plans agreed are to be realistic and manageable and enable the Reviewee to achieve a satisfactory work/life balance. They are to cover:

a. The Reviewee's objectives.

b. The arrangements for observing the Reviewee's performance in the classroom.

c. Any other evidence which will be taken into account in assessing the Reviewee's performance.

d. The success criteria against which the Reviewee's performance in each of the areas listed above will be assessed.

e. The support that will be provided to help the Reviewee meet the success criteria.

f. The Reviewee's training and development needs and the action that will be taken to address them.

56. **Success Criteria.** Success criteria are to indicate what success would look like at the end of the cycle. They are to provide clarity about the basis on which the Reviewer

will assess the overall performance of the Reviewee based on the progress towards the achievement of objectives, classroom observation and against the Teachers' Standards (see Annex E). They are to be determined by taking into account the Reviewee's job description, what can reasonably be expected of the Reviewee and, where eligible, any relevant pay progression criteria.

57. It is the responsibility of the Reviewer to ensure that success criteria are applied appropriately in terms of equal opportunities. Reviewers are to consider the nature and scope of the success criteria, their relevance and appropriateness to the School and whether they might be deemed directly or indirectly discriminatory under the provision of the Equality Act.

58. **Support Training and Development.** Key parts of the planning discussion are to be about the support the Reviewee may need to meet the success criteria, the Reviewee's training and development needs and how those needs will be met. Both parties are urged to consider that a wide range of activities constitute professional development.

59. **Recording Plans.**

a. The Review and Planning Records on SIMS are to include all the points listed in Paragraph 57 above. The Reviewer may make notes during the meeting in the interest of accuracy but the record is to be completed after the meeting. A draft version of the record is to be completed within five working days and the Reviewee notified that it is ready for them to read over. The Reviewee may request changes to the draft if they feel discussions have not been recorded fairly or if they feel the wording is open to misinterpretation.

b. Within ten working days of the meeting the Reviewer is to ensure a final statement is prepared for agreement by both parties. Review statements are to be accompanied by records of lesson observation(s). If the Reviewee is the Head the original statement is to be sent to the Chair of Governors.

c. The five and ten day working periods referred to above may be extended if either party is absent from those school days following receipt of the draft record.

d. The Head is to provide written acknowledgement and comments to the Reviewee thereby confirming receipt of the record and that any achievements or concerns have been noted.

60. **Action to Take During the Appraisal Cycle.**

a. During the cycle the Reviewee is to:

(1) Receive written feedback on classroom observation. Receive written evidence from any persons or any data as determined at the planning meeting at the beginning of the cycle.

(2) Receive feedback on their progress from the Reviewer and ensure the opportunity to do this.

(3) Be advised of any concerns at the time they arise and have the opportunity to discuss these with the Reviewer.

(4) Advise the Reviewer of any concerns they have, at the time they arise, about progress and/or the provision of support or training.

b. All evidence gathered during the cycle must be shared with the Reviewee as it is collected.

c. The Reviewee is responsible for making sure that they make the Reviewer aware of things they consider have been helpful to their personal performance and if they have any concerns about the professional development and other support they are receiving and of changes in circumstances that might bear on their performance.

d. A half year review meeting is to take place between the Reviewer and the Reviewee. The intention of this meeting is to refocus the Reviewee on their objectives and draw to their attention, and give support, to any areas where their performance could be improved. In addition, this meeting will provide an opportunity to review the relevance of the objectives set at the beginning of the cycle and provide an opportunity to change them if both parties feel this is necessary. The outcomes of the half year review are to be recorded on SIMs.

e. Each Head of Department is to complete a departmental self-review for Staff Performance and Appraisal (format at Annex A). The content of this self-review is to be used to develop targets for Department Development Plans in the Spring. A completed copy for each Department is then to be forwarded to the Head by the end of the first week in September in order to give him an overview of staff performance that can be used in the appraisal process.

61. Mid-Cycle Review Statement Changes.

a. There may be occasions when it is necessary to review what has been agreed in the review statement during the cycle. For example:

- (1) Where the Reviewee's post and/or responsibilities have change.
- (2) Where an objective is no longer relevant due to changes in circumstance.
- (3) If there have been difficulties in accessing agreed support.
- (4) Where the Reviewee has been on maternity leave or long term sickness absence.
- (5) Where there are concerns about the Reviewee's performance.
- (6) Where reasonable adjustments required under the provisions of the Disability Discrimination Act need to be made.

b. Where a case arises, either party can request a meeting. Any proposed changes to the objectives, arrangements for classroom observation, evidence and arrangements for its collection, success criteria or support available to the Reviewee in the review statement must be recorded as an addition to the statement. The Reviewee has the right of appeal through the School's procedure established for this purpose.

c. Where a teacher has changed post and/or responsibilities temporarily or permanently during a cycle, the Head (or, where the Reviewee is the Head, the Governing Body) is to decide whether the cycle is to begin again and whether to appoint a new reviewer.

d. If serious weaknesses are identified in a teacher's or the Head's performance, the School's Capability Procedure (see Annex B) is to be initiated. At the initial stage of the Capability Procedure the teacher and their representative are to be provided with the evidence from their Appraisal process which has prompted the Capability Procedure - this evidence may emerge from the mid-year review, where any concerns that have arisen about the teacher's performance should have been discussed.

62. Assessing Performance at the End of The Cycle. The Reviewer assembles information about the Reviewee's performance as detailed on the planning and review record. All the evidence must be shared between the reviewer and the Reviewee before the Review Meeting to ensure an informed discussion. At the Review Meeting, the Reviewer and the Reviewee are to seek to achieve a shared understanding of the progress made towards meeting the success criteria and, if appropriate, explore any issues that might have impeded the Reviewee's performance.

CAPABILITY PROCEDURE

63. The Capability Procedure applies only to teachers (including the Head) about whose performance there are serious concerns which the Appraisal process has been unable to address. Information from appraisal can be used to inform the Capability Procedure. The Procedure is at Annex B.

POLICY REVIEW

64. The Pay and Staffing Committee is to review the Appraisal Policy annually at the Spring meeting.

65. The Pay and Staffing Committee will take account of the Head's report in its review of the Appraisal Policy. The Policy is to be revised as required to introduce any changes in regulation and statutory guidance.

66. The Pay and Staffing Committee is to seek to agree any revisions to the Policy with the recognised trade unions having regard to the results of the consultation with all teachers.

67. This Policy replaced the Performance Management Policy and was adopted by Governors on 26 Nov 13 and reviewed on (dates on brackets indicates no change): 12.06.14, 02.07.15, 28.06.16, 20.06.17, 26.06.18, 26.06.18, 25.06.19

Annexes

- A. Departmental Self-Review for Staff Performance and Appraisal.
- B. Capability Procedure.
- C. Classroom Observation Protocol.
- D. Appraisal Lesson Observation Form
- E. Teachers' Standards.

ANNEX A TO APPRAISAL POLICY TEACHING STAFF

Department Self-Review for Staff Performance and Appraisal:

Department

Member of Staff	Quality of Teaching (either Meeting BWS expectations or not – V or X)	Quality of student progress (V or X)	Quality of Marking and Feedback (V or X)	Areas to Develop	Contributions to the Department/School

Success Criteria:

Quality of Teaching : This can be judged using the BWS lesson observation sheet (see Annex D) – it contains the criteria for meeting BWS expectations.

Quality of Student Progress: Can be assessed from book checks in lessons, studying departmental tracking spreadsheets and examination results. If students taught by a teacher are deemed to be making good progress relative to their peers and their target grades then the teacher would be awarded a 'V'. However, if there are concerns about the progress being made by students in a teacher's classes then this would result in a 'X' being awarded.

Quality of Marking and Feedback: This will be judged during lesson observations and during book scrutiny by Heads of Department and the Leadership Team. For a member of staff to be awarded a 'V' then there should be evidence of regular marking and feedback being provided to students with clear targets for improvement included.

CAPABILITY PROCEDURE

1. The Capability Procedure applies only to teachers or the Head about whose performance there are serious concerns that the Appraisal process has been unable to address.
2. Invoking the formal stage of the Capability Procedure indicates that an informal process of support, monitoring, target setting and review has already taken place. The informal stage is to take at least one half term, giving time for adequate support to be given and suitable improvement to have taken place.
3. At least five working days' notice is to be given of the formal capability meeting. The notification is to contain sufficient information regarding the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It is also to contain copies of any written evidence; the details of the time and place of the meeting and the advice to the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official or a trade union representative who has been certified by their union as being competent.

FORMAL CAPABILITY MEETING

4. The Capability Meeting is intended to establish the facts. It is to be conducted by the Chair of Governors (for the Head) or by the Head (for other teachers). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.
5. The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the Appraisal process. In such cases, the capability procedure is to cease. The person conducting the meeting may also adjourn the meeting, for example if they decide that further investigation is needed or that more time is needed in which to consider any additional information. Otherwise, the meeting is to continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting is to:
 - a. Identify the professional shortcomings. For example which of the standards expected of teachers are not being met.
 - b. Give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures: this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made.
 - c. Explain any support that will be available to help the teacher improve their performance.
 - d. Set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks.

It is to be reasonable and proportionate but not excessively long and is to provide sufficient opportunity for an improvement to take place.

e. Warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases this warning could be a final written warning.

6. Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher is to be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

MONITORING & REVIEW PERIOD FOLLOWING A FORMAL CAPABILITY MEETING

7. A performance monitoring and review period is to follow the formal capability meeting. Formal monitoring, evaluation, guidance and support is to continue during this period. The member of staff is to be invited to a formal review meeting unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

FORMAL REVIEW MEETING

8. As with formal capability meetings, at least five working days' notice is to be given and the notification is to give details of the time and place of the meeting and advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

9. If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the Capability Procedure is to cease and the Appraisal Process re-start. In other cases:

- a. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- b. If no, or insufficient, improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

10. Notes are to be taken of formal meetings and a copy sent to the member of staff. The final written warning is to mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff is to be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), might result in dismissal and also to be given information about the handling of the further monitoring and review period, the procedure and the time limit for appealing against the final warning.

DECISION MEETING

11. The teacher is to be invited to a decision meeting and, as with formal capability meetings and formal review meetings, at least five working days' notice is to be given. The notification is to give details of the time and place of the meeting and to advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official or a trade union representative who has been certified by their union as being competent.

12. If an acceptable standard of performance has been achieved during the further monitoring and review period, the Capability Procedure is to end and the Appraisal

process will re-start. If performance remains unsatisfactory, a recommendation for dismissal is to be made to the Governing Body. The Chair of Governors is then to convene a governors' panel to consider the dismissal recommendation.

DISMISSAL

13. The Governing Body as the employer has the power to dismiss and has delegated this power to a disciplinary panel of at least three non-staff governors

14. The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

15. Once the decision to dismiss has been taken, the teacher will be dismissed with notice.

APPEAL

16. If a teacher feels that a decision to dismiss them or other action taken against them is wrong or unjust, they may appeal. The appeal is to be written, received by the Head within five days and include the grounds for appeal. Appeals are to be heard without unreasonable delay and, where possible, at an agreed time and place.

17. The same arrangements for notification and right to be accompanied by a companion are to apply as with formal capability and review meetings.

18. Notes will be taken of the appeal hearing and a copy sent to the teacher.

19. The appeal will be dealt with impartially and, wherever possible, by governors who have not previously been involved in the case.

20. The teacher is to be informed in writing of the results of the appeal hearing as soon as possible.

CLASSROOM OBSERVATION PROTOCOL

1. The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process are to:
 - a. Carry out the role with professionalism, integrity and courtesy.
 - b. Evaluate objectively.
 - c. Report accurately and fairly.
 - d. Respect the confidentiality of the information gained.
2. The amount of observation for each teacher is to reflect and be proportionate to the needs of the individual as determined by the Reviewer and Reviewee concerned. Though there is no limit to the number of lesson observations that may take place, the number and duration will be reasonable in the circumstances according to the context of the observations and the issues being addressed.
3. Lesson observations will be used in two ways – to ensure that the Reviewee is meeting the standards expected of all teachers at the School and to act as an opportunity to develop their skills in the classroom.
4. Classroom observation may include observation undertaken by others such as by senior management during a departmental review or by the Head during the induction of new staff.
5. In order to be considered for pay progression part of the appraisal cycle must involve at least one observation of the Reviewee.
6. For the purposes of Quality Assurance and developing a shared understanding of expectations, a sample of these lesson observations are to be joint observations carried out by the Reviewer and a member of the Leadership Team.
7. If cover is required by the observer, requests are to be made to the Cover Supervisor.
8. Where evidence emerges about the Reviewee's teaching performance which gives rise to concern, classroom observations may be arranged in addition to those recorded at the beginning of the cycle. Information gathered during the observation will be used, as appropriate, for a variety of purposes. These include informing the school self-evaluation and School improvement strategies in accordance with the School's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
9. In keeping with the commitment to supportive and developmental classroom observation, those being observed are to be notified in advance.
10. Classroom observations are only to be undertaken by persons with Qualified Teacher Status (QTS). In addition, in this School, classroom observation is only to be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues.
11. Oral feedback is to be given as soon as possible after the observation and no later than the end of the following working day. It is to be given during directed time in a

suitable private environment.

12. Written feedback is to be provided within five working days of the observation taking place. Any issues emerging from an observation that were not part of the focus of the observation as recorded in the planning and review statement are also to be covered in the written feedback and the appropriate action taken to address the member of staff's performance in these areas.

13. The written record of feedback must also include the date on which the observation took place and the class observed. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback are to be kept.

14. The Head has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

15. Clearly the Appraisal arrangements are integral to fulfilling this duty and the Head may consider the classroom observations he has agreed for Appraisal are sufficient and that drop in will not be needed.

16. 'Drop ins' will be undertaken by the Head supported by members of the Leadership Team.

17. 'Drop-ins' will only inform the Appraisal process where evidence arises which merits the revision of the Appraisal planning statement.

**ANNEX D TO
APPRAISAL POLICY TEACHING STAFF**

Appraisal - Lesson Observation Form				
Teacher	Observer	Date	Subject	Class
Lesson Outline:				
Teaching, Learning and Achievement - Analysis				
<u>Strengths</u>		<u>Areas for Development</u>		
Overall Summary and Future Action Points:				
Future CPD Requirements:				Meeting BWS Expectations

		<i>Lesson Descriptors</i>	
Pupils	Progress	Most pupils progress well over time.	
		Students are engaged in monitoring their own progress.	
		Rapid and sustained progress for almost all students.	(*)
	Learning	Pupils demonstrate investigative and problem solving skills.	
		Most pupils show high levels of independence and resilience in their approach to their studies.	
	Attitudes	Most pupils want to work hard and to improve.	
All pupils show high levels of engagement, interest, resilience, confidence, independence, courtesy, and collaboration.		(*)	
Behaviour and Safety	Behavioural management	Lesson starts / finishes punctually.	
		Behavioural management is systematic and consistently applied and as a result the lesson proceeds without interruption.	(*)
	Pupils' response	Most pupils are keen to participate in class discussions.	
		There is an atmosphere of respect and dignity and pupils 'make every effort' to ensure that others learn and thrive.	
	Safety (Practical Lessons Only)(*)	Pupils know the main risks they face and are aware how to keep themselves safe.	
		Pupils understand unsafe situations and staff highlight any health and safety issues.	
Teaching	Subject Knowledge	Well-developed use of knowledge, which engages pupils'.	
		Excellent use of knowledge, showing flexibility in its use and engagement with pupils' ideas.	(*)
	Learning Objectives	Learning objectives are clearly shared and are reflected on during the lesson.	(*)
		Pupils have a clear grasp of what they are learning.	
	Planning	Mark book up-to-date, evidence of baseline data, pupil premium & SEN used to inform planning	
		Highly effective planning incorporating a variety of learning activities which takes account of prior assessment and departmental tracking.	(*)
	Use of Time	Learning is occurring at a fast and sustained pace.	(*)
	Challenge and Differentiation	Use of a variety of strategies to ensure pupils are challenged and their needs are met through differentiation.	
	Activities	A good variety of learning activities are employed which are well-selected and often imaginative and meet the needs of all pupils.	(*)
	Expectations	Consistently high expectations for all pupils and teacher ensures that all pupils are aware of these expectations.	
	Interventions	Sharply focused and timely interventions matching individual needs accurately and has a significant impact on learning.	(*)
SMSC plus Literacy and Numeracy skills.	Every opportunity taken to develop Spiritual, Moral, Social and Cultural (SMSC) skills, Literacy & Numeracy skills where possible.		
Assessment	In the lesson	Assessment is used effectively and accurately to regularly monitor progress and to plan interventions and subsequent lessons.	(*)
		The teacher listens astutely to pupils, observes carefully and questions skilfully to reshape tasks and to improve learning.	
		Understanding is checked systematically and effectively, using a number of different strategies including mini plenaries, questioning and discussion.	
	Homework	Appropriate and regular homework extends and develops learning and contributes well to pupil progress.	
	Feedback and marking	Marking and feedback are frequent and of a consistently high quality.	
		Pupils know how to improve their work using feedback from marking.	
Teachers provide opportunities for pupils to reflect on, respond to and progress in their learning based on the teacher feedback.		(*)	

Guidance for Observers

1. If you feel that any of the statements above are not applicable to the context of the lesson you have just observed, then it is acceptable to fill a box with N/A.
2. When using the tick sheet as an overall guide to assessing the quality of a lesson, the statements without an (*) are those that would be expected to be achieved if a teacher is meeting BWS expectations of performance, while achieving those with an (*) indicates 'Outstanding' performance.

TEACHERS STANDARDS

STATEMENT

1. Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE - TEACHING

2. This Section contains the standards that all teachers must achieve when planning and delivering lessons.

3. Set High Expectations which Inspire, Motivate and Challenge Pupils.

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

4. Promote Good Progress and Outcomes by Pupils.

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

5. Demonstrate Good Subject and Curriculum Knowledge.

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.

6. Plan and Teach Well-Structured Lessons.

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

7. Adapt Teaching to Respond to the Strengths and Needs of All Pupils.

- a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- d. Have a clear understanding of the needs of all pupils, 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.

8. Make Accurate and Productive Use of Assessment.

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

9. Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment.

- a. 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 school's behaviour policy.
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

- c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

10. Fulfil Wider Professional Responsibilities.

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

11. 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.

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

- a. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- b. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- c. Showing tolerance of and respect for the rights of others.
- d. 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.
- e. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

13. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

14. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.