



**Appraising Teacher
Performance Policy 2021-22**

Revised and applicable from 19th October 2021

Signed:

A handwritten signature in black ink, which appears to read "Irene Papadogiorgaki". The signature is written in a cursive style with a long horizontal stroke at the end.

Chair of Governors

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1. Purpose

This policy sets out how the school will improve outcomes for students, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance. This policy should be used alongside the school's self-evaluation and improvement planning processes including school self-review processes.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

2. Application of the Appraisal Policy

This policy applies to the Head Teacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction - Early Career Teachers or teachers on capability procedures.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3. The Appraisal Period

The appraisal period will run for twelve months normally in accordance with the school year.

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

Where a teacher starts their employment at the school part-way through a cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school partway through a cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the governing board shall determine whether the cycle shall begin again and whether to change the appraiser.

4. Appointing Appraisers

All appraisers of teachers, other than those appraising Head Teachers, will be teachers and will be suitably trained.

Head Teacher

The Governing Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board for that purpose, will appraise the Head Teacher.

The task of appraising the Head Teacher, including the setting of appraisal objectives, will be delegated to a sub-group consisting of normally 3 members of the Governing Board.

Where a Head Teacher is of the opinion that any of the governors appointed by the governing board is unsuitable to act as his/her appraiser, s/he may submit a written request to the chair of governors for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the Head Teacher. Where teachers have an objection to the Head Teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the Head Teacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the Head Teacher will be absent for the majority of the appraisal cycle, the Head Teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the Head Teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Head Teacher is not the appraiser, the Head Teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

5. Setting Objectives

The appraisal sub-group of the Governing Board will set the Head Teacher's objectives after consultation with the external adviser and the Head Teacher.

Objectives will be set before or as soon as practicable after the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the appraisees' role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree on the objectives. These objectives may be revised if circumstances change. The school operates a system of moderation and quality assurance to ensure that all appraisers are working to the same standards. Objectives will

also be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Head Teacher.

Setting more than three objectives, or, for example, using sub-targets can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives as defined in the appraisal procedure guidelines.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When a member of staff returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will agree with their reviewer the standards against which that teacher's performance in that appraisal period will be assessed. Teacher targets will be set taking into account the document "Teachers' Standards". The Head Teacher or governing board (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

The teacher will be provided with a written record of this first stage of the appraisal cycle as directed by the Plashet School Appraisal Procedures.

6. Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of the appraisees' performance against the agreed objectives. The decision made by the relevant decision-making body will also be based on the statutory criteria and guidance set out in the School Teachers Pay and Conditions Document (STPCD) and the relevant teacher standards (Appendix 1).

The Governing Board 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 Head Teacher and by 31st October for other teachers.

7. Reviewing Performance

Development and Support

Appraisal is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, as outlined in the Appraisal Procedure documentation. Appraisal targets will incorporate professional development that in themselves are linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

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

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Head Teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD 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:

- a) the training and support will help the School to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

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

8. Mid-Year and Annual Assessment

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

A formal mid-year review will take place for all teachers, including the Head Teacher. A mid-year review enables a two-way discussion to take place on the progress made against the appraisal targets. It is also an opportunity to review whether the objectives set are still relevant and whether any changes need to be made. It also presents a valuable opportunity to review whether the appraisee is getting sufficient support and challenge to enable them to successfully meet their objectives.

The teacher will receive as soon as practicable following the end of each 12-month appraisal period 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 training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (N.B. pay recommendations need to be made by 31 December for Head Teachers and by 31 October for other teachers);
- a space for the teacher's own comments

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances, an interim review meeting may be appropriate.

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

9. Teachers Experiencing Difficulties

The following section does not apply to teachers who, whilst seeking to achieve challenging objectives, are consistently meeting the teachers' standards.

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, that the teacher is experiencing difficulties, the appraiser, the Head Teacher (or a member of the leadership team), will, meet with the teacher (as part of the appraisal process) to:

- 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;
- 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, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (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 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. This will depend upon the circumstances, but will be for a period of specified weeks, with appropriate support as

agreed in the action plan, in order that the aim of recovering 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 such 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 or Head Teacher. 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 formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted 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 against any of the written stages of the appraisal process. This should be through use of the grievance procedure. Following pay determination, the teacher can exercise their right of appeal using the pay appeal procedure. At appeal hearings, a trade union representative or work colleague may accompany teachers.

10. General Principles Underlying This Policy

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

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

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the Occupational Health Service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the Occupational Health Physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraiser's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing board recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the Head Teacher and governing board to quality-assure the operation and effectiveness of the appraisal system. The Head Teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally to check consistency of approach and expectation between different appraisers.

Monitoring and Evaluation

The Governing Board and Head Teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Head Teacher will provide the Governing Board with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Head Teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The Governing Board and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed, (see confidentiality above).

Appendix 1

The Teachers' Standards

Part one: Teaching

A teacher must:

	Set high expectations which inspire, motivate and challenge pupils
.1	Establish a safe and stimulating environment for pupils, rooted in mutual respect.
.2	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
.3	Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils.
	Promote good progress and outcomes by pupils
.1	Be accountable for pupils' attainment, progress and outcomes.
.2	Plan teaching to build on pupils' capabilities and prior knowledge.
.3	Guide pupils to reflect on the progress they have made and their emerging needs.
.4	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
.5	Encourage pupils to take a responsible and conscientious attitude to their own work and study.
	Demonstrate good subject and curriculum knowledge
.1	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
.2	Demonstrate a critical understanding of developments in the subject & curriculum areas, & promote the value of scholarship.
.3	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.
.4	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
.5	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
	Plan and teach well-structured lessons
.1	Impart knowledge and develop understanding through effective use of lesson time.
.2	Promote a love of learning and children's intellectual curiosity.
.3	Set homework and plan other out-of-class activities to consolidate & extend the knowledge & understanding pupils have acquired.
.4	Reflect systematically on the effectiveness of lessons and approaches to teaching.
.5	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 pupils
.1	Know when & how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
.2	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, & how best to overcome these.
.3	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.
.4	Have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; & be able to use & evaluate distinctive teaching approaches to engage & support them.

	Make accurate and productive use of assessment
.1	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
.2	Make use of formative and summative assessment to secure pupils' progress.
.3	Use relevant data to monitor progress, set targets, and plan subsequent lessons.
.4	Give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback.
	Manage behaviour effectively to ensure a good and safe learning environment
.1	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.
.2	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
.3	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
.4	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
	Fulfil wider professional responsibilities
.1	Make a positive contribution to the wider life and ethos of the school.
.2	Develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support.
.3	Deploy support staff effectively.
.4	Take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues.
.5	Communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that 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 to 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 school in which they teach, 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

Learning Walks Protocol

This document defines a learning walk as a planned examination of an area of school life by gathering a 'snapshot of information'. They are valuable sources of information to support the school leadership in its self-evaluation and school improvement planning process.

Effective learning walks:

- Are focused and targeted. These can be best achieved by framing a question or hypothesis" to investigate.
- Target a specific area of school life. This could be a subject or an aspect of teaching and learning; it could include a focus on different groups of students in the school community.
- Are planned for. They are likely to be most effective if they are fully integrated into the school development planning and self-evaluation cycle including school self-review procedures. All members of the school community should be aware why they are taking place, and adequate notice should be given to those members of staff who are likely to be visited as part of the evidence gathering process. The frequency of learning walks for individual teachers should be taken into account in planning the programme.
- Involve more than one person, possibly from different areas of the school. This allows for discussion about the impact of the findings on future school development needs.

What are the aims of a learning walk?

- Learning walks are designed to seek evidence from a range of sources. This may include looking at classroom practice and scrutinies of planning and student work.
- Learning walks should provide a snapshot of regular practice within the school. Only in extreme circumstances should staff be asked to alter their normal timetable or daily practice to facilitate a learning walk.

What might be the outcomes of a learning walk?

- It is likely that whole school issues will emerge from the learning walk, which can be fed into the school improvement and self-evaluation process.
- Sharing good practice across the school.
- Should an individual be viewed as making an outstanding contribution to student progress then consideration should be given to acknowledging verbally their input and to seeking ways of finding opportunities for that staff member to share and model their practice to others.
- Should a cause for concern arise during a learning walk, the matter should be discussed with the teacher at the earliest opportunity and appropriate action taken using personnel procedures where necessary.
- The grading of lesson observations is not an appropriate part of the feedback.

Drop Ins Protocol

To ensure that the school is operating effectively it is often necessary for school leaders to 'drop in' to classrooms.

This may take place for a number of reasons, examples include:

- To diagnose whether school policies are being followed
 - To allow the leadership to make judgements about consistencies and inconsistencies within the school
 - To allow leadership to look at outcomes in context.
 - To ensure that staff are supported in behaviour management
 - To allow post holders to get a feel of the provision relevant to their area of responsibility (this may be subject or phase or year group specific)
 - As a reaction or response to recent events either within school, locally or nationally.
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- Drop ins should only be carried out by staff to enable them to carry out their specific responsibilities.
 - Drop ins could occur at any time and require no prior notice. Time spent in any one teaching space during a drop in would not exceed 15 minutes.
 - Findings from drop ins fall outside of the school's appraisal procedures. Findings from drop ins should not be used to make Ofsted graded judgements about any individuals teaching within the school.
 - Findings from drop ins could be used to inform the school's self-evaluation processes.
 - The timing and nature of drop ins should be sensitive to not disturbing the learning activity.
 - Should anything be observed during a drop in that suggests that the education of pupils is at risk, school policies are not being followed, or safeguarding issues are raised, the member of staff will be informed and follow up action taken. This may include unannounced classroom observations. Should an unannounced observation take place all elements of the classroom observation protocol will be followed.
 - Outcomes of any follow up lesson observation will be considered in the appraisal process to seek to improve teaching practice.

The policy will be applicable during the period for which the school is operating under COVID-19 restrictions but the school will reserve the right to exercise discretion in taking pragmatic steps to make appropriate adjustments to take account of the current circumstances.

Where attendance/working is variable due to a range of factors such as medically recommended isolation, ability to work from home rota arrangements etc. teachers should not be disadvantaged by their circumstances.

The school will ensure that teachers are not penalised during appraisal or pay progression as a result of school closures while COVID-19 restrictions remain in place or where this has impacted on the ability of the teacher to fully meet their objectives. In the case of school closure, the most reasonable approach is considered to be to base decisions on the period when schools are open making necessary adjustments to expectations of progress as required.

Setting and Reviewing Targets

- Targets may be adjusted to support teachers to meet targets during this appraisal period.
- Teachers will not be in direct personal contact with their appraisers. Rather, appraisal meetings should be conducted virtually.
- Appraisers must be aware some objectives may no longer pass the SMART test. Appropriate adjustments should be made to targets to ensure targets can be met under current restrictions.

CPD

- Appraisers should be aware that teachers will be unable to access the full range of continuing professional development (CPD) materials, which may again be included in objectives.
- While restrictions remain in place teacher participation in CPD for the purpose of meeting appraisal targets should be remote. This may include attendance at webinars or virtual subject network meetings for example.
- Staff should however use this opportunity to undertake other forms of COVID-19 secure CPD/research to support their professional development

Learning Walks and Drop-ins

- While restrictions are in place in person learning walks and drop-ins will cease; rather appraisers may utilise IRIS Connect technology to support observation, reflection and the sharing of good practice where required.

Teachers Experiencing Difficulties

In cases where there were concerns about performance prior to the introduction of COVID-19 restrictions, the process detailed within the policy should continue but with adjustments made to ensure it is COVID-19 secure. This may include adjustments such as the use of IRIS connect technology, virtual support meetings and the use of email to share written feedback or action plans.

Where there are concerns about performance, not demonstrated before restrictions were put in place the school may take the decision to offer informal support but defer the formal process up to the point that more practical support is possible.