



**Appraising Teacher  
Performance Policy 2023-24**

**Revised and applicable from 16th October 2023**

**Signed:**

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

**Chair of Governors**

## **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.

### **Headteacher**

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 Headteacher.

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

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

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

If the Headteacher 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 Headteacher is not the appraiser, the Headteacher 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 Headteacher's objectives after consultation with the external adviser and the Headteacher.

Objectives or inquiry projects will be set before or as soon as practicable after the start of each appraisal period. The objectives/inquiry project 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/inquiry project, 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/inquiry project.

The appraiser and appraisee will seek to agree on the objectives/inquiry project. These objectives/inquiry project 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/inquiry projects 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/inquiry project not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The objectives/inquiry project 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/inquiry project. 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 Headteacher 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 Headteacher 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 Headteacher's annual report to the governing board 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 Headteacher, the Governing Board must consult the external adviser.

A formal mid-year review will take place for all teachers, including the Headteacher. 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 Headteachers 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/new inquiry project 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 Headteacher (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 Headteacher. 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 Headteacher 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 Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher 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 Headteacher 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 Headteacher 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:

	<b>Set high expectations which inspire, motivate and challenge pupils</b>
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.
	<b>Promote good progress and outcomes by pupils</b>
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.
	<b>Demonstrate good subject and curriculum knowledge</b>
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.
	<b>Plan and teach well-structured lessons</b>
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).
	<b>Adapt teaching to respond to the strengths and needs of all pupils</b>
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.
	<b>Make accurate and productive use of assessment</b>

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.
<b>Manage behaviour effectively to ensure a good and safe learning environment</b>	
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.
<b>Fulfil wider professional responsibilities</b>	
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

## Post Threshold Standards

### Professional attributes

P1	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
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### Professional knowledge and understanding

P2	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.
P3	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.
P4	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
P5	Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
P6	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### Professional Skills

P7	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.
P8	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.
P9	Promote collaboration and work effectively as a team member.
P10	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **Appendix 2**

### **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.

## Appendix 3

### 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.



# **Teacher Appraisal Procedure 2023-2024**

## **Appendix 4**

### **A Model for Professional Growth and Development**

Originally written in consultation with the Institute of Education, University College London.

#### **1. Introduction**

These procedures set out the role teacher appraisal at Plashet School has in contributing to school improvement. The document should be read in conjunction with the Plashet Policy for Appraising Teacher Performance 2021-21. These procedures apply to all teaching staff with the exception of the Head Teacher and the Deputy Head Teachers.

The system is designed to ensure all teachers are self motivated to improve outcomes and ensure rigour and expertise in their practice. These procedures should be used alongside self-evaluation and improvement planning processes including specifically the School Improvement Plan (SIP), Department Improvement Plans (DIP) and departmental and pastoral self-review processes.

However, it is important to note that at Plashet, appraisal is also about ensuring 'a model for professional development' which:

- Encourages, challenges and supports teacher improvement so that teaching is highly effective across the school.
- Contributes to the development of teachers at Plashet School as experts in teaching and learning particularly within their own subject disciplines and specialism.
- Encourages and supports the development of teachers as responsive practitioners capable of in-action reflection and improvement.

#### **2. Rationale**

A relationship between appraisal and professional learning is essential to evidence teacher development and therefore school improvement. The intention of this process is to encourage teachers to continue their professional learning and to take charge of their own professional development on a day-to-day basis by employing a model of pedagogical enquiry as the basis for teacher appraisal. Setting 'meaningful' objectives is vital if the appraisal process is going to support student achievement and professional development and contribute to informing pay progression decisions.

The most reliable way to do this is to develop a culture in which teachers are constantly developing and refining their practice. This will encourage a culture of self-improvement and professional risk taking and necessitate a shift from teacher appraisal being an event to a process.

This model has the benefits of the following features:

- Teaching staff can retain autonomy over the focus of their enquiry, the model is intended to be a process driven by continual teacher improvement.
- The focus of appraisal activities includes the evaluation of an individuals' practice, addressing a real understanding of practice and an identifying a targeted area for improvement.

- The appraisal activity is a prolonged process throughout the academic year where both teachers and their reviewers check in to discuss practice, improvement and impact on teaching and learning.
- The appraisal process becomes a collaborative activity with teachers and middle leaders both engaged in school improvement, which supports students through a system whereby teachers can become more effective.
- The purpose of the appraisal is one of continued professional learning and development, which is tailored appropriately to build on and extend professional knowledge and skills as necessary.

### 3. Annual Cycle for Appraisal Process

Stage of Process	Documentation	Responsibility	Timeline
Review meetings begin	Appraisal 2022-2023	Reviewer/Reviewee	1st September 23
Review meetings end	Appraisal 2022-2023	Reviewer/Reviewee	25th September 23
Appraisal Cycle begins/Appraisal meetings begin	Appraisal Framework 2023-24	Reviewer/Reviewee	16th October 23
Inquiry brief agreed and paperwork submitted to LAM	Appraisal Target Proforma 2023-2024	Reviewee	31st October 23
Quality Assurance processes begin	Appraisal Target Proformas 23-24	Leadership Team	6th November 23
Quality Assurance processes end	Appraisal Target Proformas 23-24	Leadership Team	17th November 23
Mid phase review begins	Appraisal Target Proforma 23-24	Reviewer/Reviewee	18th March 24
Mid Phase Review ends	Appraisal Target Proforma 23-24	Reviewer/Reviewee	28th March 24
Review meetings begin	Appraisal Target Proforma 23-24	Reviewer/Reviewee	1st September 24
Review meetings end with paperwork submitted to LAM	Appraisal Target Proforma 23-24	Reviewee	TBC

### 4. The Appraisal Model

This model involves the design of a **small-scale inquiry project** based on improving or developing an aspect of subject specific pedagogical practice. Using professional learning dialogue with their reviewer, all teaching staff will evaluate their practice, identify an area of subject pedagogy for improvement and design a small-scale inquiry project relevant to their subject discipline, their classroom practice and improved student outcomes.

Themes for teacher inquiries are likely to be guided by subject specialisms, teaching and learning pedagogies and practices identified in the Departmental Improvement Plan or the School Improvement Plan. Reviewers must ensure the objectives set are Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and are appropriate to the teacher's role and level of experience. Directed time is allocated to contribute to the completion of the appraisal inquiry project as 'staff learning and development' time on the school calendar.

Once the project is agreed between the reviewee and reviewer, the project will consist of three objectives. These three objectives will apply to all teaching staff.

<b>Objective 1:</b>	Active engagement with relevant Educational research and/or current staff readers
<b>Objective 2:</b>	Design and execution of a small scale project focused on an identified area for development
<b>Objective 3:</b>	Evaluation of impact on student progress / teacher performance

## 5. Responsibilities

### The Responsibilities of the Teacher (Reviewee):

In the successful completion of this process, the teacher is responsible for:

- Engaging in a self-reflective process
- Being proactive in discussing and evaluating performance in the previous academic year and identifying areas to develop.
- The identification of and rationalisation of an aspect of subject pedagogy for development/improvement.
- The design of a small-scale inquiry project based on academic research and/or staff readers for the academic year.
- Participation in professional dialogue with their reviewer considering the aims and objectives of their inquiry project.
- Active engagement with the project throughout the academic year.
- Active engagement with any professional development agreed.
- Analysis of outcomes, impact, and the conclusion of the inquiry project.
- Participation in ongoing dialogue including as a minimum a mid-term and concluding professional dialogue with the reviewer considering the progress and impact of the small-scale inquiry project respectively.
- Completion of the relevant appraisal review documentation throughout the process (Appendix 1).
- Submission of the appraisal documentation according to published deadlines.

### The Responsibilities of the Appraiser (Reviewer):

In the successful completion of this process, the Appraisal Reviewer is responsible for:

- Supporting the reviewee through a self-reflective process
- Working with the reviewee to analyse and target development areas.
- Supporting appraises in designing and managing an effective small-scale inquiry relevant to the development area identified.
- Participation in professional dialogue with the reviewee considering the aims and objectives of the inquiry project.
- Offering support in planning for appropriate professional development
- Quality assurance of the design and theme of the project (this can be done in collaboration with LT Line Managers and/or the Head Teacher if preferred).
- Participation in ongoing dialogue including as a minimum a mid-term and concluding professional dialogue with the reviewee considering the progress and impact of the small-scale inquiry project respectively.
- Completion of the relevant appraisal review documentation throughout the process (Appendix 1).

It is important to note that in this process, the reviewer should act in a coaching capacity. By acting as a partner who can use effective questioning the reviewer can assist the teacher to think more deeply about their practice. Therefore, the responsibilities of the reviewer do include supporting teachers in the design, execution and ongoing evaluation of their inquiry project, they should also actively engage through coaching during the process rather than just being involved at the start and end of the process.



## 6. Professional Learning Dialogue

Research tells us effective progress is characterised by the use of regular self-evaluation coupled with focused coaching and feedback and access to good quality professional learning and development. Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date. By engaging with a range of high-quality, sustained professional learning experiences, teachers are more likely to inspire students and provide high quality teaching and learning experiences, enabling learners to achieve their best.

This approach to appraisal should facilitate access to high quality professional development and a regular ongoing dialogue between reviewer and reviewee. The feature of structured self-evaluation is a useful process that is rigorous and enables teachers to be critically reflective about themselves as experts in the subject discipline and about their day-to-day practice.

Self-evaluation should support teachers to:

- Reflect on their current subject expertise and practice.
- Consider their own progress and development and recognising what they might do to improve their subject expertise and practice.
- Understand their professional learning and the impact of this on subject expertise, pedagogy, professional actions and student outcomes.

Self-evaluation will involve:

- Asking deep and searching questions about your professional knowledge, understanding, skills and practice.
- Considering current outcomes and specifically the needs of the students, you teach.
- Using the teacher standards and post threshold teacher standards to inform and guide your reflections alongside other influencing factors such as the school Improvement Plan and/or the departmental Improvement Plan or issues relevant to a particular subject discipline.
- Using evidence from a range of sources to inform and support your self-evaluation.

The self-evaluation process will enable you to:

- Plan for meaningful professional learning
- Engage in critically reflective dialogue as part of the Appraisal process
- Identify and focus on areas of subject discipline expertise you wish to develop

In preparation for meeting with their reviewer and prior to the first appraisal meeting of the year, reviewees should undergo a self-evaluative process to support conclusions to the following questions:

- How could I develop my subject/ content knowledge and pedagogical expertise?
- In what ways do I currently engage with professional literature, theory, research and policy to challenge and inform my thinking and practice?
- How could I apply this to the development of a small-scale inquiry project as a method of professional learning?
- How do I plan to know the impact of my teaching on learners? How will I gather and analyse evidence of impact?
- To successfully meet this objective, what support would I require?

Similarly, prior to the final review meeting, reviewees should consider the following:

- As a result of my professional learning, how has my practice developed in order to improve outcomes for learners? How do I know? What evidence of impact do I have? What does this tell me about my practice?
- What impact has my professional learning had on my colleagues or others in my educational community?

## 7. Mid-Year Review

The mid-year appraisal review is designed to:

- Make a positive contribution in support of successful staff pay progression by supporting staff to be successful in their annual appraisal review.

- Identify what additional guidance or support, professional development, coaching or mentoring the reviewee may require
- Support school self-evaluation and provide appraisers, middle leaders & the leadership team with valuable information regarding the progress made towards the SIP and DIP, the impact of professional development, and future professional learning requirements for individuals or subject teams.

Mid-year reviews are an opportunity for teachers & appraisers to reflect upon the progress made. Reviewees will have the opportunity to share their learning so far and highlight areas in which they would value additional professional learning. In doing this, school leaders can ensure that all teachers receive appropriate professional development.

## **8. Pay Progression**

As the connections between teacher standards and practices should be regularly considered over the course of each teacher's career, it is intended that this model will sufficiently support applications for pay progression. Identification of and participation in continued professional development and engagement with educational research are key features of both the teacher standards and the standards for post threshold teachers. This is an important part of being a critically reflective and enquiring professional. Therefore, through this process, competency can be measured through a self-reflective process, a willingness to engage with professional development and learning, and the completion of the inquiry project.

However, teachers eligible to progress through the threshold (MPS 6 to UPS1 & UPS increments) are advised to also carry out a review of the teacher standards and of the post threshold standards with their reviewer in addition to the completion of their inquiry project.

### **Professional Standards for Post-Threshold Teachers**

Professional standards for post threshold teachers build on the expectations set out in the core teacher standards and are important to those working towards UPS and those who have been successful in attaining threshold expectations. School Teachers Pay & Conditions Document defines access to UPS on the 'that basis the teachers achievements and contribution to to an educational setting are substantial and sustained' and 'that the teacher is highly competent in all elements of the relevant standards'.

<b>Post-Threshold Standards</b>	
<b>Professional attributes</b>	
P1	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
<b>Professional knowledge and understanding</b>	
P2	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.
P3	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.
P4	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
P5	Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
P6	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
<b>Professional Skills</b>	
P7	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.
P8	Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
P9	Promote collaboration and work effectively as a team member.
P10	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



<b>Name:</b>		<b>Performance Level:</b>	
<b>Department:</b>		<b>Reviewer:</b>	
<b>Inquiry Project Agreed:</b>			
<b>Context:</b>			
<b>Intended Outcome:</b>			
<b>Professional development needs:</b>			

Teacher ..... Reviewer ..... Date .....

<b>Appraisal Review:</b>				
<b>1. Research</b>	<b>Engagement with relevant Educational research and/or current staff readers:</b>			
<b>2. Design</b>	<b>Design and execution of a small scale project focused on an identified area for development:</b>			
<b>3. Evaluation of Impact</b>	<b>Impact on student progress and teacher performance:</b>			
	<table border="1"> <tr> <td><b>Impact on student progress:</b></td> <td></td> </tr> <tr> <td><b>Impact on teacher performance:</b></td> <td></td> </tr> </table>	<b>Impact on student progress:</b>		<b>Impact on teacher performance:</b>
<b>Impact on student progress:</b>				
<b>Impact on teacher performance:</b>				
<b>Professional development undertaken</b>				
<b>Teacher Comment:</b>				

Teacher ..... Reviewer ..... Date .....

<b>Quality Assurance</b> – checked and agreed by:
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