

**Appraisal Policy**  
Full Governing Body

Date: Jan 2009  
Review: Spring 2012

**1. Introduction**

In this school we are committed to performance management to develop all staff and to improve teaching and to raise standards of achievement for all children. This policy covers all teachers except teachers on short fixed term contracts of less than one term and those in their induction year. All staff have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

**2. Rationale**

Performance management means shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, staff and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve performance by developing the effectiveness of all staff, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and equal opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

**3. Roles**

Performance management is a shared responsibility. The governing body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the performance management process. The headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves both the team leader and the member of staff working together to ensure that objectives are discussed and agreed; regular and objective feedback is

given; adequate coaching, training and development is provided and that the performance review takes place.

An external adviser will provide advice to the governing body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.

#### **4. Responsibility for Reviews**

We have carefully considered the practical arrangements for performance management in the school. We have appointed two governors to carry out the head's performance management review. The head has decided who shall act as team leader for each member of staff on the basis of responsibilities for learning in the school, a judgement about who has the best overview of the teacher's work and the ability to provide support to staff. In doing this, the head has delegated responsibility to an appropriate team leader to ensure that each reviewer is responsible for a limited number of reviews. In some cases this is the head. Good practice shows that reviewers do not have more than 6 reviewees.

#### **5. Timing of Reviews**

The review cycle operates on a continuous one year cycle. The governing body will have decided on the timing for the head's review cycle and the head decided on the timing for staff reviews. The head has considered the workload implications and how the cycle will fit best with the school's other planning arrangements. The meeting and setting of objectives must have taken place for heads by 31 December of each year. The timing of reviews in the model policy is based on an annual cycle starting from the autumn term, planning should flow naturally from the previous year's review.

The one year performance management cycle links with our planning for school management and target-setting. The governing body needs to ensure that objectives have been agreed or set for the head by the end of December each year.

Our timetable is shown below:

##### **(a) Objectives set in the autumn term**

These will inform and support our school management policies for future financial and academic years. We will take account of professional development objectives in setting the school's overall priorities for staff development.

##### **(b) Monitoring and Feedback**

Including at least one classroom observation agreed beforehand and based on one of the objectives.

##### **(c) Formal Reviews the following autumn term**

We will discuss successes through the year and any development arising from that year. We will set new objectives and discuss future professional development. A new individual plan will be completed for each teacher.

The review process will inform our school management policies and School Development Plan for future financial and academic years and (especially the costs of the development/training discussed in reviews).

## **6. Performance Management Cycle**

Performance management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

**Stage 1: Planning** – Each teacher will discuss and agree objectives with their team leader and record these in an individual plan. Objectives should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There can be no hard and fast rule about how many objectives there should be for a teacher but we expect a minimum of three and no more than 5 or 6 to be agreed. Where a teacher works at more than two schools it is expected that no more than 3 – 4 objectives will be agreed at each school. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work. Objectives may be revised at any time during the performance management cycle if there is agreement between the team leader and the teacher or the head teacher and all the appraisers. Where this takes place all reference to objectives in this policy shall be read as reference to revised objectives.

**Teachers' objectives will include pupil progress as well as ways of developing and improving teachers' professional practice.**

**Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities.**

**Headteachers' objectives will include school leadership and management as well as pupil progress.**

We will follow the following principles in discussing objectives:

- the team leader should ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are clear and concise and are measurable;

- objectives focus on matters over which a member of staff has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives for each member of staff should relate to the objectives in the school development plan and any departmental or team plans as well as his / her own professional development needs.
- The team leader should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan will be used to record action.

**Stage 2: Monitoring Progress** – The member of staff and team leader will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

**The team leader should consult the member of staff before seeking to obtain information, written or oral, relevant to the teacher’s performance from other people.**

Classroom observation is accepted good practice with a minimum of one observation each year required by regulations. It is not a requirement to observe headteachers with teaching responsibilities.

In our school we have agreed to have one full classroom observation per year relating to one of the objectives, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for developmental purposes.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time.

### **Stage 3: Reviewing Performance:**

The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any developmental needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- reviewing, discussing and confirming the teacher's essential tasks and objectives;
- recognising strengths and achievements and taking account of factors outside the teacher's control;
- confirming action agreed with the teacher at other reviews;
- identifying areas for development and how these will be met;
- recognising professional development needs; and
- agreeing new clear objectives and completing an individual plan for the year ahead.

The team leader should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career e.g. teacher with 2 – 3 years service, advanced skills teacher, senior manager.

Within 10 days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the team leader will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing.

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

### **7. Links between pay, career stages and performance management.**

Induction – the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle. (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para 58.)

Information from the performance review statement can be used to inform aspects of the new pay structure for headteachers and teachers employed under the terms and conditions of the School Teachers' Pay and Conditions Document.

- Up to the threshold – teachers can expect an annual increment if they are performing satisfactorily. Double increments for excellent performance would need to be justified by review outcomes.

- Threshold – teachers who want to move to the upper pay spine should fill out the application form provided by the DfES. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- Performance pay points above the threshold, advanced skills teachers and teachers in the leadership group – performance reviews will be expected to form part of the evidence which schools can use to inform decisions about awarding performance pay points to eligible teachers.

## **8. Managing Weak Performance**

The review meeting and review statement do not form part of any formal disciplinary or capability procedures.

Relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

## **9. Confidentiality**

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

## **10. Access to outcomes**

There will be two copies of the review statement – one held by the teacher and another held by the head on a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access or where the school does not have a delegated budget. A copy of the head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the head should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;
- the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers

The head should keep review statements for at least three years.

## 11. Complaints

### ***The Review - Within 10 days of receiving the review statement:***

All staff can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the head. Where the head is the team leader, the member of staff can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or a governor appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the head's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the headteacher. For teachers, the headteacher will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

In the case of school teachers with short fixed term contracts of one term of more but less than one year, in the event of a complaint about the review statement a review officer may not order a new review or part review.

## 12. Evaluation of the policy

The head shall provide an annual report to the governing body on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the governing body and the head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment the governing body and the head will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfES or the school to ensure that the policy is up-to-date and effective in our school.

Copies of all Standard Documents, which we will use – the individual plan, which

includes the review statement and the classroom observation form, can be found attached.

## **Duties**

### **The Governing Body**

- must determine the procedures for the performance review of school teachers at a school. (The School Government Regulations make it a statutory requirement that these are embodied in a school performance management policy, developed after consultation with staff and reviewed annually.)

### **The Local Education Authority**

- must determine the procedures for the performance review of teachers in nursery schools. Where the nursery school has a governing body responsible for carrying out staff management functions, in practice the governing body will be responsible for the performance management of teachers.

### **Responsibilities:**

- securing that the performance of teachers is reviewed in accordance with the regulations
- appointing an accredited external adviser from an approved list
- deciding on the exact timing of the performance review cycle for the headteacher
- carrying out the performance review of the headteacher. In so doing it appoints two or three governors to carry out the performance review. At church schools, at least one representative should be a foundation governor. Representatives should not include teachers or other members of staff at the school
- ensuring that, in the performance review cycle, headteacher objectives are set and recorded by 31 December
- appointing one or more review officers where a complaint is made by the headteacher about his/her performance review and the Chair of Governors has been involved in that performance review

### **The Chair of Governors**

- is the review officer for complaints from the headteacher where s/he has not been involved in the performance review, and for teachers where the headteacher is the team leader

### **Must:**

- provide any review officer or new reviewer with a copy of the performance review statement and with the objectives relating to that statement
- pass the training and development annex of the head's performance review statement to the person responsible for training and development in the school
- provide a summary of the overall assessment of performance section of the headteacher's review statement to the Chief Education Officer, or an adviser specifically designated by the Chief Education Officer, on request
- provide a copy of the head's appraisal statement to the CEO, or a designated officer, where the school does not have a delegated budget
- provide a copy of the heads appraisal statement to the CEO in the case of a head teacher of a nursery school, on request



## **The governors responsible for reviewing the performance of the headteacher**

Must:

- seek advice from the appointed external adviser when setting objectives and reviewing the performance of the headteacher
- meet with the headteacher and adviser at the start of the performance review cycle to plan and prepare for the performance review, and set and record headteacher objectives relating to school leadership and management and pupil progress
- meet with the headteacher and adviser at the end of the performance review cycle to review the head's performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- write a performance review statement and give a copy to the headteacher within 10 days of the review meeting, and allow 10 days for the headteacher to add written comments
- provide the headteacher and chair of the governing body with a copy of the headteacher's performance review statement
- on request, provide a copy of the headteacher's statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions

## **The headteacher**

The headteacher is responsible under the school government regulations for overseeing the implementation of the school's performance management policy and may be asked by the governing body to draft the policy for consultation with staff and agreement by the governing body.

The CEO or designated officer has overall responsibility for overseeing the implementation of Performance Management in nursery schools, though in practice where nursery schools have a governing body with staff management functions the head teacher is responsible in much the same way as for schools.

Is responsible for:

- appointing an appropriate team leader for each teacher, to carry out their performance review
- deciding on the exact timing of the performance review cycle for teachers
- deciding on the exact length of the first performance review cycle for teachers
- providing a copy of a teacher's performance review statement to any review officer, including the objectives relevant to that statement
- ensuring that current objectives are made available to a teacher's new team leader, if there is a change of reviewer

Must:

- provide an annual report on performance management in the school to the governing body. It should contain a report on the operation of performance management in the school, the effectiveness of the school's performance management procedures and the training and development needs of the teachers

- provide whoever is responsible for planning and co-ordinating teachers' training and development in the school with a copy of the part of the performance review statement that relates to training and development
- keep teachers' performance review statements secured on file until at least three years after the next performance review statement has been finalised
- review complaints by teachers about their performance review statement, where they are not the team leader
- pass a copy of the performance review statement to those teachers for whom they are team leader
- on request, provide a copy of the performance review statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions
- on request, pass a copy of the performance review statement to a teacher's team leader

### **The headteacher**

Must:

- meet with the appointed reviewers and external adviser to agree objectives at the start of the performance review cycle
- meet with the appointed reviewers and external adviser to review performance at the end of the performance review cycle, including achievement against objectives

May:

- add written comments to the record of objectives set by his reviewers
- add written comments to the performance review statement or lodge an appeal against the performance review statement, within 10 days of receipt from the governors

### **The Team Leader**

Must:

- meet with each of the teachers for whom they will be the reviewer before or at the start of the performance review cycle to plan and prepare for performance review and discuss setting objectives
- record objectives in writing and allow the job holder to add written comments if they wish. Teachers' objectives must include those relating to developing and improving teacher's professional practice and pupil progress
- monitor performance against these objectives throughout the year, and observe the teacher teaching in the classroom at least once during the review cycle
- consult the reviewee before obtaining oral or written information from others relating to the teacher's performance
- meet with the teacher at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- write a performance review statement and give a copy to the reviewee within 10 days of the final performance review meeting, and allow 10 days for the job holder to add written comments
- pass the completed performance review statement to the Headteacher

- **The Job Holder**

Must:

- meet with their team leader before or at the start of the performance review cycle to discuss setting objectives
- either agree objectives with the team leader or add written comments to the objectives recorded by the team leader
- meet with their team leader at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- may add comments to the performance review statement or complain about their performance review statement within 10 days of receipt from the team leader

### **Performance Review Cycle**

The length of the performance review cycle shall normally be one year. Where a teacher changes jobs within a school, the performance review cycle may be less than a year as the teacher should keep within the same school cycle. Where a teacher moves to a new school, the performance review cycle may be less than a year as the teacher will move onto the new school cycle. The length of the performance review cycle for teachers on short fixed term contracts of one term or more but less than one year will be the length of the contract.

### **Complaints**

Where a complaint is made about the performance review statement, the review officer is responsible for reviewing the complaint. This should be carried out within 10 working days of receiving a complaint. The review officer may order the performance review statement to stand with or without observations, may amend the statement, or order that parts of the review or the whole review be repeated. Where a new review or part review is ordered, this should be carried out within 15 working days<sup>1</sup>.

## Lesson Observation: Assessment

Date:

Teacher:

Lesson:

Observer:

	Excellent	Good	Satisfactory	Needed	Development N/A	
1. The teacher plans effectively and sets clear objectives that are understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher shows good subject knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teaching methods used enable all pupils to learn effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pupils are well managed and high standards of behaviour are insisted upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pupils' work is assessed thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pupils achieve productive outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher makes effective use of time and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Homework is used effectively to reinforce and extend learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusions and Feedback:

Strengths:

Areas for Development:

Teachers comment (optional):

## Lesson Observation: Guidance

### 1. The teacher plans effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready.
- c) There is a good structure to the lesson.
- d) The lesson is reviewed at the end.
- e) The learning needs of those with I.E.P.s are incorporated with the teacher's planning.

### 2. The teacher shows good subject knowledge and understanding.

- a) Teacher has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material was appropriate for the lesson.
- c) Knowledge is made relevant and interesting for pupils.

### 3. The teaching methods used enable all pupils to learn effectively.

- a) The lesson is linked to previous teaching or learning.
- b) The ideas and experiences of pupils are drawn upon.
- c) A variety of activities and questioning techniques is used.
- d) Instructions and explanations are clear and specific.
- e) The teacher involves all pupils, listens to them and responds appropriately.
- f) High standards of effort, accuracy and presentation are encouraged.
- g) Appropriate methods of differentiation are used.

### 4. Pupils are well managed and high standards of behaviour are insisted upon.

- a) Pupils are praised regularly for their good effort and achievement.
- b) Prompt action is taken to address poor behaviour.
- c) All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

### 5. Pupils' work is assessed thoroughly.

- a) Pupil understanding is assessed throughout the lesson by the use of the teacher's questions.
- b) Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
- c) Pupil's written work is assessed regularly and accurately.

### 6. Pupils achieve productive outcomes.

- a) Pupils remain fully engaged throughout the lesson and make progress in the lesson.
- b) Pupils understand what work is expected of them during the lesson.
- c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
- d) The teacher and pupils work at a good pace.

### 7. The teacher makes effective use of time and resources.

- a) Time is well utilised and the learning is maintained for the full time available.
- b) A good pace is maintained throughout the lesson.
- c) Good use is made of any support available e.g. learning assistants and older pupils.
- d) Appropriate learning resources are used, e.g. ICT.

### 8. Homework is used effectively to reinforce and extend learning.

- a) Homework is set if appropriate.
- b) The learning objectives are explicit and relate to the work in progress.
- c) Homework is followed up if it has been set previously.

These areas will all be relevant to threshold assessment, especially knowledge and understanding (2); teaching and assessment (1, 3, 4, 5, 7 and 8); pupil progress (6) and professional characteristics (1, 3, 4 and 5).