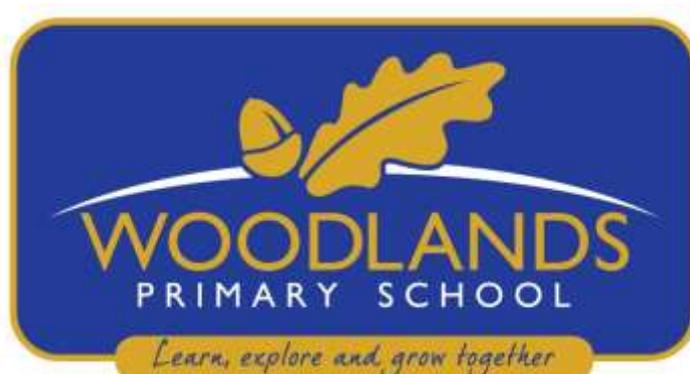


# Woodlands Primary School

## Appraisal Policy and Procedure



<b>Written by</b>	Sue Buxton
<b>Ratified by Governors</b>	May 2019
<b>Date for Review</b>	May 2020
<b>Signed – Chair of Governors</b>	
<b>Signed – Headteacher</b>	

This is a policy developed by Kent Local Authority. All recognised trade unions and professional associations have been consulted in its development.

It has been impact assessed, in order to ensure that it does not have an adverse effect on race, gender, or disability equality, by Mary Priestley

## **1. Introduction – Purpose of the Policy**

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression. It is reviewed annually to clarify our approach to making performance-based pay decisions and to set out the extent to which any uplift to the National Framework will be taken into account when making individual pay decisions.

## **2. Principles**

We will implement our appraisal arrangements on the following principles:

*Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.

*Consistency of Treatment and Fairness:* We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently.

*High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance.

*Work–life balance:* All staff are entitled to a satisfactory work–life balance and performance appraisal is an appropriate mechanism to facilitate this.

*Pay and Rewards:* Performance-based pay progression for staff will reflect their overall contribution to the school both as individuals and as team members.

## **3. Application of the Policy**

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part–time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

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

The intention is that all staff will have equivalent access to appraisal, development and support.

## **4. Policy Framework**

### **4.1 General**

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews for all teachers in this school will be completed by 31 October, in any one academic year and by 31 December for the Headteacher.

The appraisal reviews for all support staff, other than teaching assistants, will be completed annually ending on 31<sup>st</sup> March in each year. The appraisal reviews for teaching staff will be completed annually in-line with the academic year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting. Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

### **4.2 Appointing Appraisers**

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose. In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of three members of the Governing Body.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

### **4.3 The Appraisal Meeting**

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards.
- Agree expectations and success criteria for the year ahead by reviewing job description and appropriate performance objectives.
- Confirm timescales for achievement of the objectives and for provision of support, including development.
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success.
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role.
- Agree any areas of relevant training and development and related actions.
- Allow the reviewee to raise any issues or concerns regarding their workload or work-life balance and potential barriers to success.
- Under the terms of 'Supervision' discuss areas of concern: children and wellbeing, identifying areas for training or support.

It is the Appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant professional standards.
- considering how they have made a wider contribution to the school, and identifying some of their future development needs.

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1.

### **4.4 Appraising Performance**

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question.
- an assessment of performance of role and responsibilities against objectives and any relevant standards.
- an assessment of training and development needs and identification of any action that should be taken to address them.
- a recommendation on pay where this is relevant.

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

#### **4.5 Links with Pay**

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. This clearly stated in the school's pay policy.

Where the evidence from the appraisal process appears to suggest the Appraisee's performance could be below that meriting pay progression at the end of the cycle, the Appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

#### **4.6 Objectives**

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an Appraisee would expect to have three objectives (whole school, team / subject and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the Headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (specific, measurable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made, the Appraiser will make the determination with the provision for the Appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy.

## **4.7 Training and Development**

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations. Development and training identified from the appraisal process must be passed to the Training and Development Coordinator for the school (Mrs Buxton) to inform the school's programme for training and development. This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

## **4.8 Monitoring**

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid-year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments.

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally.

All observations will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will only be carried out by those with QTS.

In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to enhance the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

## **4.9 Recording Plans**

Within five working days of the meeting, the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original saved in a password protected folder in Staff Public.

## **5. Moderation**

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance

appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

## **6. Changes to Plans in Mid Cycle**

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

## **7. Confidentiality and Retention of Records**

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher's review the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

## **8. Communication of this Policy**

A copy of this policy will be kept in the school policy folders in the school office and also in the policy file in 'Staff Public', to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

## **9. Monitoring and Evaluation**

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

## **10. Review of Policy**

**APPENDIX 1: Framework for Self Review**

**APPENDIX 2: Planning and Review Pro Forma for Teachers and Teaching assistants**

**APPENDIX 3: Total Contribution Form (for TA midterm)**

**APPENDIX 4: Protocol for Lesson Observation**

**APPENDIX 5: Teacher Standards**

## **Appendix I Part 1**

### **Reflection and Self Review**

The process of reflecting on an experience or engaging in an analytical review of one's own performance and skills can be a powerful tool for professional development. It can be used to map your next steps in your development plan as well as being a valuable tool in preparation for an appraisal review discussion.

The skills and attributes needed for effective reflection and self-review

- an honest and genuine approach to looking at your own practice
- a willingness to seek out and use constructive observation and feedback
- an ability to focus on priority areas for your development
- active listening and questioning skills
- a conducive environment and opportunity
- colleagues willing and able to give honest, balanced and constructive feedback

As far as possible reflection/self-review should generate specific and evidence based, or at least verifiable, information, avoiding generalised opinion or vague comment.

Whilst it is important to identify areas and ways to improve your practice remember that it is a positive process to assist you to continuously develop both professionally and personally. Identifying areas of strengths is an important part of this process.

Throughout the year any monitoring from the leadership team will be recorded on the 'How am I doing?' document. This provides clear and specific feedback about different aspects of your performance and will provide evidence of continuing professional development and areas for development that can be reflected upon.

#### ***Three Key Questions for You***

1. In what ways have I become a better practitioner than last year?
2. In what areas do I need to develop and how can I achieve this?
3. How can I make a more effective contribution to student attainment and the wider school community?

See Self Evaluation Framework (Appendix I: Part 2) for further evaluative comment.

**Reviewee Self-Review**

Complete before initial planning meeting and take it with you.

<p><b>Thinking Point</b></p>	<p><b>Notes / Evidence</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional attributes</b></li> <li>• <b>Professional knowledge and understanding</b></li> <li>• <b>Professional skills</b></li> </ul>	<p><b>Link to Professional Standards</b></p>
<p>Over the last year what have been the most important areas of success for me?</p>		
<p>What areas of my role give me greatest satisfaction?</p>		
<p>What skills do I have that I and others consider to be a real strength?</p>		
<p>What has not gone as I'd hoped over the past year?</p> <p>What have I learnt from this?</p>		
<p>What areas of my practice or skills do I need to develop and how?</p>		
<p>What do I want to achieve in the year ahead?</p> <p>What are my career aspirations?</p>		
<p>How can I contribute further to the development of the school?</p>		
<p>Other thoughts</p>		

## Appendix II

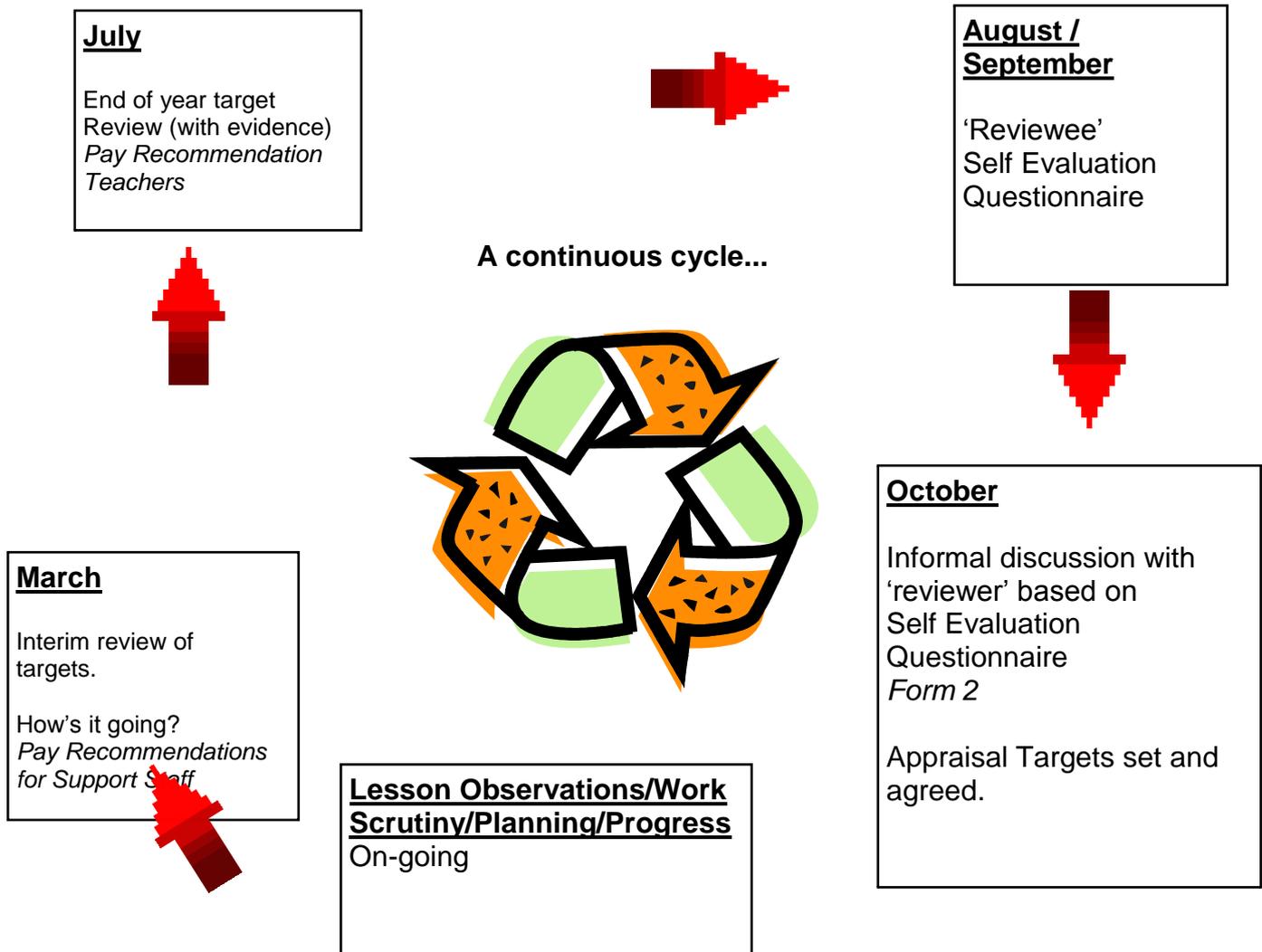
# The Appraisal Cycle – Teachers and Teaching Assistants

Outlined is an overview of the Appraisal Cycle. It highlights several stages within the process that are undertaken at various times throughout the year. The cycle requires self-evaluation from the reviewee, an initial meeting with the reviewer, a target setting meeting, an observation (with agreed focus), an interim meeting to discuss target progress and an end of year review of targets.

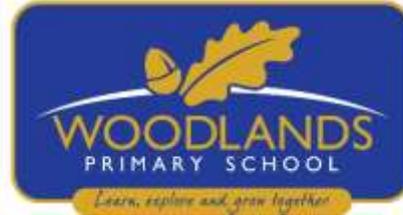
All forms to be used throughout this cycle have been included in this Appendix. Reviewers are to use the relevant forms to match the style appropriate Appraisal being undertaken.

### Woodlands Primary School

Whole school cycle for Appraisal: Self-evaluation, target setting, observation, interim review and final review.



**Appendix II part 2**



**Teacher Appraisal Summary Sheet - Woodlands Primary School**

<b>Reviewee</b>		<b>Position</b>	
<b>Reviewer</b>		<b>Position</b>	

**Important Dates**

<b>Initial Meeting</b>		<b>Mid-Year monitoring</b>		<b>End of Year review</b>	
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**Performance Objectives**

<b>Objective including link to Teachers Standards and SDP</b>	<b>Steps to Success (relate to individual classes)</b>	<b>Outcomes (measurable)</b>	<b>Achieved?</b>
<b>1.</b>	1.	•	
<b>2.</b>	1.	•	

2.	1.	•	
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<b>Meeting Teacher standards:</b> Yes/No			
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<b>Supervision:</b> SEND, PP, Vulnerable children			
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### Pupil Progress

	Reading			Writing			Maths		
	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*
<b>Starting Point – summer 1 2017</b>									
<b>Autumn 1</b> T= 2 steps from summer 1*									
<b>Spring 1</b> T= 4 steps from summer 1									
<b>Commentary (mid-year)</b>									

<b>Summer 1</b> T= 6 steps from summer 1									
<b>Target – summer 2 2018</b>									
<b>Commentary (end-of- year)</b>									

- YR progress measured from baseline \* For Y2 and Y6 the summer 1 assessment is the statutory outcome.

## Books

<b>Commentary (mid-year)</b>	
<b>Commentary (end-of- year)</b>	

## Start of year acknowledgement of agreed objectives and outcomes

Reviewee ..... Date ...../...../..... <span style="margin-left: 100px;">Reviewer ..... Date ...../...../.....</span>
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## Mid-year Monitoring Statement of General Performance including whole school impact

Notes relating to targets:  Notes relating to year group learning walks:  Notes relating to data:  Other:
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Reviewee ..... Date ...../...../..... Reviewer ..... Date ...../...../.....

**End of Year Monitoring Statement of General Performance including whole school impact**

Notes relating to targets:

Notes relating to year group learning walks:

Notes relating to data:

Other:

Reviewee ..... Date ...../...../..... Reviewer ..... Date ...../...../.....

**Overall Effectiveness for this period and recommendation for pay progression**

**Future Training Needs**

**Job Description**

*This has been read and agreed.*



## Teaching Assistant Appraisal Summary Sheet - Woodlands Primary School

<b>Reviewee</b>		<b>Position</b>	
<b>Reviewer</b>		<b>Position</b>	

### Important Dates

<b>Initial Meeting</b>		<b>Mid-Year monitoring</b>		<b>End of Year review</b>	
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### Performance Objectives

Objective <i>including link to Teachers Standards and SDP</i>	Steps to Success (relate to individual classes)	Outcomes (measurable)	Achieved?
3.	2.	•	
4.	3.	•	
4.	2.	•	

<b>Meeting Yes/No</b>	<b>Teacher standards:</b>		
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<b>Supervision:</b> SEND, PP, Vulnerable children			
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### Pupil Progress

	Reading			Writing			Maths		
	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*	% making expected progress	% on track to be expected*	% on track to be Greater Depth/High Score*
<b>Starting Point – summer 1 2017</b>									
<b>Autumn 1</b> T= 2 steps from summer 1*									
<b>Spring 1</b> T= 4 steps from summer 1									
<b>Commentary (mid-year)</b>									
<b>Summer 1</b> T= 6 steps from summer 1									
<b>Target – summer 2 2018</b>									
<b>Commentary (end-of-year)</b>									

- YR progress measured from baseline \* For Y2 and Y6 the summer 1 assessment is the statutory outcome.

## Books

Commentary (mid-year)	
Commentary (end-of-year)	

### Start of year acknowledgement of agreed objectives and outcomes

Reviewee .....	Date ...../...../.....	Reviewer .....	Date ...../...../.....
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### Mid-year Monitoring Statement of General Performance including whole school impact- TCP

### End of Year Monitoring Statement of General Performance including whole school impact

Notes relating to targets:			
Notes relating to year group learning walks:			
Notes relating to data:			
Other:			
Reviewee .....	Date ...../...../.....	Reviewer .....	Date ...../...../.....

### Overall Effectiveness for this period and recommendation for pay progression

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### Future Training Needs

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### Job Description

<i>This has been read and agreed.</i>
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## Appendix III



### Summary Appraisal Statement – Support Staff

<b>Name:</b>					
<b>Job Role:</b>					
<b>Payscale:</b>					
<b>Appraisal Period:</b>					
<b>Assessment Category</b>	Requires Improvement	Successful	Excellent	Outstanding	<b>Comments</b>
<b>Objectives and accountabilities</b>					
<ul style="list-style-type: none"> <li>Are targets on the way to being completed by the end of the academic year/appraisal cycle?</li> </ul>					
<ul style="list-style-type: none"> <li>Is feedback from parents, pupils and colleagues positive?</li> </ul>					
<ul style="list-style-type: none"> <li>Do pupils in group/individual sessions make progress? What is the impact of these sessions?</li> </ul>					
<ul style="list-style-type: none"> <li>Do you consistently work to the standards expected in the role?</li> </ul>					

<b>Name:</b>					
<b>Job Role:</b>					
<b>Payscale:</b>					
<b>Appraisal Period:</b>					
<b>Assessment Category</b>	Requires Improvement	Successful	Excellent	Outstanding	<b>Comments</b>
<ul style="list-style-type: none"> <li>Do you work effectively and consistently meet expectations?</li> </ul>					
<b>Values, competencies and behaviours</b> (KCC values: Be open, invite contribution and challenge, be accountable)					
<ul style="list-style-type: none"> <li>Is approach positive and effort made to support the wider school team, the year-group team and the class team?</li> </ul>					
<ul style="list-style-type: none"> <li>Are INSET days and CPD sessions attended?</li> </ul>					
<ul style="list-style-type: none"> <li>Is attendance good and regular?</li> </ul>					
<ul style="list-style-type: none"> <li>What level of initiative is displayed?</li> </ul>					
<ul style="list-style-type: none"> <li>Are policy changes in school implemented eg. marking scheme?</li> </ul>					
<b>Wider contribution</b> (KR2-6 will not adversely impact assessment)					

<b>Name:</b>					
<b>Job Role:</b>					
<b>Payscale:</b>					
<b>Appraisal Period:</b>					
<b>Assessment Category</b>	Requires Improvement	Successful	Excellent	Outstanding	<b>Comments</b>
<ul style="list-style-type: none"> <li>Is there participation in school activities not directly related to the job role?</li> </ul>					
<ul style="list-style-type: none"> <li>Is the wider contribution a one-off (at the required standard), consistent through the year (above), or making a major impact on an activity throughout the year (eg fully control a club throughout the year)?</li> </ul>					
<b>Personal Development</b>					
<ul style="list-style-type: none"> <li>is there evidence of expertise being developed and implemented across the wider school?</li> </ul>					
<ul style="list-style-type: none"> <li>Have any extra training/qualifications been attained (please list)?</li> </ul>					
<b>Working Better</b>					

<b>Name:</b>					
<b>Job Role:</b>					
<b>Payscale:</b>					
<b>Appraisal Period:</b>					
<b>Assessment Category</b>	Requires Improvement	Successful	Excellent	Outstanding	<b>Comments</b>
<ul style="list-style-type: none"> <li>To what extent do you continuously improve the way you work (seek new ways to do things, propose improvements, take responsibility for personal development etc.)?</li> </ul>					
<b>Overall Performance Rating:</b>	<b>Comments:</b>				
<b>Appraisee Acknowledgement Signature:</b>					
<b>Date:</b>					
<b>Line Manager Signature:</b>					
<b>Date:</b>					
<b>Next Year</b>					
<b>Targets (suggestions)</b> <b>T1:</b> <b>T2:</b> <b>T3:</b>  <b>Thoughts for the future – career pathway etc.</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Training</b> <ul style="list-style-type: none"> <li></li> </ul>					
<b>Job Description</b>	<b>Agreed.</b>				

## **Overall Effectiveness for this period and recommendation for pay progression**

### **APPENDIX III**

#### **Protocol for Lesson Observation**

##### ***Purpose***

The primary purpose of lesson observation is to assist learning and teaching staff to develop their practice through reliable observation and prompt, constructive and developmental feedback specific to each lesson, thereby positively impacting on pupil progress and/or achievement.

In addition, formal lesson observation records can be used to evidence the quality of learning and teaching staff for either performance management or pay progression decisions. Therefore lesson observation may provide evidence of progress towards objectives or inform an assessment of the overall performance of a reviewee.

Lesson observations should, as far as possible, be multi-purpose and therefore information from an observation may also be used as part of the school's quality assurance programme, school self-evaluation (SEF) in addition to appraisal.

All lesson observations should be reasonable, appropriate and fit for purpose.

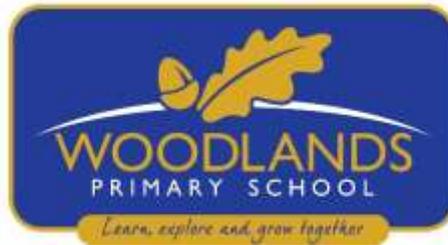
##### **Scope**

This protocol will be applied in any circumstances where a learning activity delivered by a member of the school staff for is being observed. The protocol applies to any observed learning activity irrespective of the length of time the observation takes.

##### **The Protocol**

1. Staff undertaking lesson observation must have received appropriate and ongoing training, development and support to ensure consistency and high standards of observation and feedback. Observation of a teacher may only be undertaken by a qualified teacher.
2. The intended arrangements for classroom observation should be discussed with the individual member of the teaching and learning staff at the beginning of the appraisal cycle and recorded in the planning and review statement.
3. The number of observations will reflect the individual's needs and specific circumstances, including stage of career progression.
4. Lesson observations used for appraisal will be conducted within the context of planning and review statement. Staff will be notified or reminded of the observer's visit at least one week in advance of the date and time of the visit. The observer will consult with the member of staff regarding the rationale and focus of the observation, the activities to be observed and the duration of the observation with the aim of mutual agreement.

5. The Headteacher or nominated member of the Senior Leadership Team may additionally drop into a lesson to monitor the quality of learning and teaching. However, the principles and intentions of this protocol must be maintained.
6. The member of staff observed will provide relevant planning documents as agreed when the observation was arranged.
7. The member of staff may introduce the observer to the students and give the purpose of the visit as agreed with the observer. The observer will not normally participate in the session but should take opportunities to talk to students as appropriate to establish evidence of effective learning and attainment.
8. The observer will ensure that appropriate notes are taken, including observations of student responses to teaching and that evidence of learning and attainment is recorded. (See separate form at end of Appendix).
9. The observer will provide the member of staff with brief feedback immediately after the end of the activity or lesson.
10. The observer will meet the member of staff within one working day of the activity/lesson to discuss the observations. This will be within directed time and where necessary release time will be provided. Neither PPA nor break time will be used for this purpose.
11. The discussion is a two-way meeting. The focus for the discussion should be a factual description of observations and not opinion; sharing of ideas and suggested alternatives; the member of staff's learning needs; positive practice as well as areas for development. The observer should conclude the feedback meeting with a summary of the discussion, an agreed number of action points and a commitment to provide any necessary formal development.
12. The observer must complete a record of the observation feedback as soon as possible after the activity and no later than five working days and ensure the member of staff receives a copy of this with the opportunity to append any comments.
13. Line managers and appraisers, if not the Appraisee's line manager, must be provided with relevant information promptly from any observations undertaken by other individuals.
14. The observer should ensure that the school's CPD co-ordinator is informed of any agreed formal development.
15. If concerns arise about the member of staff's performance in a teaching and learning activity then the amount and the focus of subsequent observation should be reviewed jointly at a revision meeting as necessary.



## Feedback Form

Date	Subject	Teacher	Other Staff
<b>Learning Points from Previous Feedback</b>			
<b>General Notes</b>			
<b>Strategies which promoted good learning and progress            (lesson, environment and books)            What this looks like in practice</b>			

<b>Even better if</b>	<b>What this looks like in practice</b>

## Woodlands Primary School Observation Record

<b>Teacher</b>		<b>Date</b>		<b>Class</b>		<b>Subject</b>	
<b>Other Staff Present</b>				<b>Group</b>		<b>Length</b>	60min / 45 min / 30 min / TMD
<b>Target from last observation</b>							
	<b>INADEQUATE (4)</b>	<b>REQUIRES IMPROVEMENT (3)</b>	<b>GOOD (2)</b>	<b>OUTSTANDING (1)</b>			
<p>Teacher Standard 3 <b>Subject Knowledge,</b></p> <p>Teacher Standard 6 <b>Use of Assessment.</b></p>	<ul style="list-style-type: none"> <li>• Weak knowledge of the curriculum.</li> <li>• Assessment of learners' work is poor and oral feedback is not effective.</li> <li>• Assessment is not used effectively to help pupils improve.</li> <li>• Assessment takes too little account of pupils learning or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Is not yet good.</li> </ul> <p><i>This can include:</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher knows the subject and most learners understand course requirements but lacks accuracy.</i></li> <li>• <i>Assessment is present, but may lack rigour and a lack of challenge.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have well-developed subject knowledge.</li> <li>• Assessment of prior skills knowledge and understanding is careful and accurate.</li> <li>• Assessment is challenging: matches most pupils needs; enthuse &amp; motivate: changes to tasks are timely and appropriate.</li> <li>• Detailed oral/written feedback is provided so learners know how well they have done and how to improve.</li> <li>• Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent subject knowledge with cross-curricular references.</li> <li>• Prior learning is assessed systematically &amp; accurately</li> <li>• Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions.</li> <li>• Systems are in place to involve all students in reading/responding to feedback and acting on them.</li> <li>• Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement.</li> </ul>			
<b>Commentary</b>							
<p>Teacher Standard 4, 5 &amp; 8</p> <p><b>Teaching</b> (<i>Use of support, differentiation, AfL, literacy and numeracy development</i>)</p>	<ul style="list-style-type: none"> <li>• Learning activities are not sufficiently well matched to the needs of pupils.</li> <li>• Teacher expectations are not high enough.</li> <li>• Pupils cannot communicate, read, write or use maths as well as they should.</li> <li>• TAs not involved in the lesson &amp; given little or no direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Is not yet good.</li> </ul> <p><i>This can include:</i></p> <ul style="list-style-type: none"> <li>• <i>Teaching strategies do not usually meet individual pupil needs and do not provide challenge.</i></li> <li>• <i>Teaching literacy, numeracy and other skills may be inconsistent.</i></li> <li>• <i>TAs are not well deployed in all aspects of the lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are challenging: match most pupils needs: enthuse &amp; motivate them; effective strategies used. Work is monitored during lessons, misconceptions are generally picked up.</li> <li>• Astute planning is effective and interventions and support are appropriate.</li> <li>• Expectations are high.</li> <li>• Literacy and numeracy skills and other skills are promoted.</li> <li>• Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills.</li> <li>• Teacher listens astutely, observes carefully and questions skillfully to reshape tasks and improve learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks challenging, match pupils needs accurately.</li> <li>• Lessons are well judged and often imaginative teaching strategies are used.</li> <li>• Expectations are consistently high.</li> <li>• Intervention and support are appropriate and have notable impact.</li> <li>• Expert use of questioning probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on.</li> <li>• Teaching of literacy, numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects.</li> <li>• TAs involved in planning. Good communication between teacher and TA is evident.</li> </ul>			

			<ul style="list-style-type: none"> <li>• TAs are well deployed to support learning.</li> </ul>	
<b>Commentary</b>				
<b>Teacher Standard 2 Learning and Progress</b> <i>(Engagement, interest, motivation, resilience)</i>	<ul style="list-style-type: none"> <li>• Students are passive.</li> <li>• Learners are not involved and frequently off task.</li> <li>• Teaching fails to excite, enthuse, engage or motivate particular groups (inc SEN/D) of pupils.</li> <li>• Pupils or groups of pupils are making inadequate progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Is not yet good.</li> </ul> <p><i>This can include:</i></p> <ul style="list-style-type: none"> <li>• <i>Students lack engagement and motivation to complete work well.</i></li> <li>• <i>Progress is not in line with that made by similar students nationally from similar starting points.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Most students are enthused and motivated to participate.</li> <li>• Pupils' are resilient, confident and independent</li> <li>• Pupils learn well across the curriculum.</li> <li>• Most pupils, including groups and pupils with SEN/D, achieve well across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show high levels of enthusiasm, interest, resilience, confidence and engagement</li> <li>• Pupils learn exceptionally well.</li> <li>• All pupils make rapid and sustained progress.</li> </ul>
<b>Commentary</b>				
<b>Teacher Standard 1 &amp; 7 Attitudes to Learning. Behaviour</b> <i>(strategies for managing pupils behaviour)</i>	<ul style="list-style-type: none"> <li>• Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Is not yet good</li> </ul> <p><i>This can include:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils do not always respond promptly to teachers' direction.</i></li> <li>• <i>Major disruption to learning is uncommon, but occasional low-level disruption may occur.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils respond very well to the teacher's behaviour systems and work cooperatively with each other.</li> <li>• Low level disruption is uncommon</li> <li>• Pupils are typically considerate, respectful and courteous; they consistently meet teacher's expectations.</li> <li>• Behaviour management strategies are applied consistently well.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' attitudes to learning are exemplary.</li> <li>• Pupils 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity.</li> <li>• Very high level of engagement, courtesy, collaboration and cooperation.</li> <li>• Lesson proceeds without interruption.</li> <li>• There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.</li> </ul>

**Commentary**

**Teacher's Name:**

**Observer's  
name:**

**Date:**

**Strengths:**

1

2

**Areas for Development:**

1

2

**Suggest a Professional Development Need:**

1

2