



Eastbrook Primary School

Appraisal Policy

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1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

Staff who are in their first-year employment at the school will be supported in their appraisal by a mentor.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the [model policy](#) produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the Autumn Term and ending no later than the penultimate week of the Summer term. Appraisals will be held during the autumn term

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.



5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period. The headteacher's objectives will be set by the Executive Headteacher and the Governing Body.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Headteacher will quality assure all objectives against the school improvement plan.
- Be specific, measurable, achievable, realistic and time-bound (SMART).
- Be appropriate to the teacher's role and career experience.
- Be revised if circumstances change throughout the year.

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Learning and informal observations.
- Observations and results from wider school activities, if applicable.
- Performance of their pupils.
- Reviews of planning, marking and online tuition.
- Parent and pupil voice, if applicable.
- Work produced by pupils.

7.1 Appraisal protocols

We believe that observations made, through several forms or methods, are an important way of assessing teachers' impact on pupils' learning. They can help identify a teacher's strengths and areas for improvement and can help us identify areas of good practice that can be shared across the school.

There will be both learning observations and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner.
- Be carried out by teachers with Qualified Teacher Status.
- Provide constructive feedback.



- Remain confidential to those who need to know details as part of their jobs.

7.2 Drop in's

Drop ins will usually be conducted by a member of the senior leadership team, or subject lead in order to monitor the quality of teaching and learning.

They will last no longer than twenty minutes and may involve the observer talking to pupils and looking at their work.

Frequency of drop-ins will depend on the needs of the school.

Generally, verbal feedback will be given no later than the following day.

We aim to provide written feedback within 5 working days.

7.3 Learning Observations

The majority of our observations are done through learning observations. The purpose of learning observations is to put the focus on the children and their learning. We do this by identifying the focus of the observations across the school and visiting each class with identified pupils to focus on. We will look at their interactions in class, their work and speak to them about their learning after the lesson.

The frequency depends on various school factors but are usually twice every half term.

Generally, verbal feedback will be given no later than the following day.

We aim to provide written feedback within 5 working days.

7.4 Teaching Observations

The purpose of teaching observations is to assess the teacher's performance and progress against their set objectives and the relevant standards.

The number of teaching observations will be agreed with the teacher and will be determined by the teacher's individual circumstances and the needs of the school at the time.

Generally, verbal feedback will be given no later than the following day.

We aim to provide written feedback within 5 working days.

Teaching observations will take place if:

- The teacher requests them.
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils).
- The teacher is subject to formal capability proceedings.

8. Annual assessment

Performance will be reviewed and addressed throughout the year in termly meetings with the teacher's line manager. See Appendix 1.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards



- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, where a teacher fails to meet expected standards a plan will be put in place to address this. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

9. Conducting annual appraisal meetings

The Headteacher's appraisal meeting will be conducted by the Executive Headteacher and Governing Body.

The Governing Body will typically delegate the Headteacher's appraisal to a sub-group of three Governors with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff Governors, including either the Chair or Vice-Chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager.

Appraisal meetings will take place within the teacher's normal working hours.

10. Appraisal report

Teachers will be provided with a written report of their appraisal. See Appendix 2. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards.
- An assessment of the teacher's training and development needs, and the action that should be taken to address them.
- An assessment of work undertaken to achieve the objectives of their action plan (for these with leadership responsibility)
- Where relevant, a recommendation on pay progression.

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the Headteacher, and the Headteacher can appeal to the Governing Body, if they disagree with the contents of the report and the pay recommendation it makes.



11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed, and potential solutions identified. A support plan may be created.

The nature of the support will be based on the individual's circumstances.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the Governing Body.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The Governing Body will monitor and review the effectiveness of the appraisal arrangements. The Senior Leadership Team will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every year.

The Governing Body will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.



Appendix 1: Appraisal Timeline

Date	Action
First day of autumn term	Appraisal cycle begins.
September – October	Appraisal meeting held to review the previous appraisal period.
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent.
31 December	Appraisal process is completed for the Headteacher, deadline for appraisal report to be sent.
Termly throughout the year	Meetings held to review progress.
Throughout the year	Learning Observations and monitoring take place, constructive feedback is provided.
End of July	Discuss and set objectives, inform teachers of the standards their performance will be assessed against.

Appendix 2: Performance Management Forms

Form PM1

Eastbrook Primary School Performance Management for Teachers



Planning Meeting

Date:	01.09.20	Period covered by review:	2020/21
Teacher's Name:	x		
Job Title:	Class Teacher (LoL X and YX)	Years in post:	x
Reviewer's Name:	Evan Hollows / Andrew Pasterfield		

Step 1: Record this year's objectives.

OBJECTIVE 1 – Achievement & Standards
1. For children to make outstanding progress and be at the expected standard (ES) or working at greater depth within the expected standard (GD) for their age by the end of the year.
Success Criteria: 100% of pupils making expected progress (EP) or more than expected progress (MEP) for their age by the end of the year - where no significant special educational need has been identified and children have been educated in English for over three-quarters of the academic year;
EYFS XX% of pupils being judged to be at a 'Good Level of Development' by the end of the academic year;
XX% of pupils being judged to be 'Exceeding' in each of the prime areas plus Literacy and Maths.

Y1/2 XX% of pupils being judged to be at the expected standard (ES) or higher in Reading and Mathematics, and XX% in writing;

XX% of pupils being judged to be working at greater depth within the expected standard (GD) in Reading and Mathematics, and XX% in Writing.

Y3 XX% of pupils being judged to be at the expected standard (ES) or higher in Reading and Mathematics, and XX% in writing;

XX% of pupils being judged to be working at greater depth within the expected standard (GD) in Reading and Mathematics, and XX% in Writing.

Y4 XX% of pupils being judged to be at the expected standard (ES) or higher in Reading and Mathematics, and XX% in writing;

XX% of pupils being judged to be working at greater depth within the expected standard (GD) in Reading and Mathematics, and XX% in Writing.

Y5 XX% of pupils being judged to be at the expected standard (ES) or higher in Reading and Mathematics, and XX% in writing;

XX% of pupils being judged to be working at greater depth within the expected standard (GD) in Reading and Mathematics, and XX% in Writing.

Y6 XX% of pupils being judged to be at the expected standard (ES) or higher in Reading and Mathematics, and XX% in writing;

XX% of pupils being judged to be working at greater depth within the expected standard (GD) in Reading and Mathematics, and XX% in Writing.

How will the evidence be collected: Achievement and progress recorded in *MarkBook* and evidenced in *Pupil Progress Reviews*, *Learning Observations*, *Book Scrutiny* and *Pupil Interviews*.

Support / CPD: x

OBJECTIVE 2 – Professional Development
2. To identify an area of your pedagogy to develop through the use of Iris, and then to develop it through reflection facilitated by coaching.
Success Criteria: Can articulate professional development this academic year and present areas of present pedagogic foci, reflecting on the impact of this on children’s learning.
How will the evidence be collected: A record of development activity and outcomes kept by you containing evidence of development, current foci and engagement. A report from the Assistant Headteacher responsible for the phase in which you teach, answering the question: ‘how has this member of staff engaged with and availed themselves of professional development opportunities during this year?’
Support / CPD: Use <i>Iris Connect</i> to scrutinise and reflect on own and others practice; half-termly coaching opportunities to clarify thinking and plan action; and, other professional development activities and opportunities provided by the school and sought oneself.

OBJECTIVE 3 – Leadership Target (including UPS)
3. Targets on Action Plan satisfactorily addressed.
Success Criteria: See Action Plan.
How will the evidence be collected: See Action Plan.
Support / CPD: As detailed on plan.

Step 2: Within five working days of the meeting agree the final version of Form PM1.

Step 3: By 31st October email a copy of Form PM1 to the Headteacher and ensure any training needs arising are given to colleague responsible for reviewing your performance appraisal.

Step 4: The teacher now takes responsibility for achieving the objectives in this statement. The reviewer has a responsibility for playing a supportive role to ensure that the school meets its specified commitments.



Eastbrook Primary School

Performance Management for Teachers

Planning and Review Meeting (mid cycle): February 2021

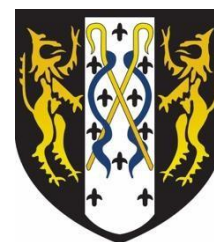
AGENDA	
1	Review all targets (30 mins)
	<ul style="list-style-type: none"> • Pupil Data Presentation • Revisit Feedback from Monitoring • Reflections on CPD • Reflections on impact of leadership activity if relevant (10 mins)
2	Discussion and reviewer's decision

Step 5: Record the extent to which the teacher has achieved the objectives set out in Form PM1.

Objectives	YES	NO	Comment
1. For children to make outstanding progress and be at the expected standard (ES) or working at greater depth within the expected standard (GD) for their age by the end of the year.	/	/	X
2. To identify an area of your pedagogy to develop through the use of Iris, and then to develop it through reflection facilitated by coaching.	/	/	X
3. Targets on Action Plan satisfactorily addressed.	/	/	X

Eastbrook Primary School

Performance Management for Teachers



Final Evaluation Meeting: June 2021

AGENDA		
3	Review all targets	(30 mins)
	<ul style="list-style-type: none"> • Pupil Data Presentation • Revisit Feedback from Monitoring • Reflections on CPD • Reflections on impact of leadership activity if relevant 	(10 mins)
4	Discussion and reviewer's decision	

Step 6: Record the extent to which the teacher has achieved the objectives set out in Form PM1.

Objectives	YES	NO	Comment
1. For children to make outstanding progress and be at the expected standard (ES) or working at greater depth within the expected standard (GD) for their age by the end of the year.	/	/	X
2. To identify an area of your pedagogy to develop through the use of Iris, and then to develop it through reflection facilitated by coaching.	/	/	X
3. Targets on Action Plan satisfactorily addressed.	/	/	X