

Teacher Appraisal Policy

Frequency of Review: annually

Updated September 2020

Adopted by the Personnel Committee of Penk Valley Academy Trust October 2020

1. Purpose

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of performance that are expected of them.

2. Application of the policy

2.1 The policy covers appraisal, and applies to the head teacher and to all teachers, HLTAs and learning mentors employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e. NQTs*) and those who are subject to the school's capability policy.

2.2 Throughout this policy, unless indicated otherwise, all references to "Teacher" include the headteacher.

3. Teacher Appraisal

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

3.2 The appraisal cycle must be completed and new objectives set by 31st October for all staff and by 31st December for the head teacher.

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

4. Appointing appraisers

4.1 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated by the Trust Board to the CEO.

4.2 The head teacher will decide who will appraise other teachers.

5. Setting Objectives or Disciplined Inquiry

5.1 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

5.2 A Disciplined Inquiry (DI) may be agreed between teacher and appraiser and used in place of one or more of the objectives.

5.3 The objectives / DI set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students.

5.4 Most teachers will have a maximum of 3 objectives. Teachers with TLRs will have an additional leadership objective.

5.5 However, teachers who are found not to be meeting standards at the appropriate level for their career stage may be given as many additional objectives as required to ensure that the most appropriate support can be provided.

5.6 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. Currently, all teachers will be assessed against the set of standards contained in the document called Teachers' Standards. (Appendix 1)

5.7 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the headteacher prior to the commencement of the cycle of monitoring. Where the headteacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

6. Reviewing Performance

6.1 It is essential that teachers prepare thoroughly for their appraisal and interim appraisal. They should bring dependable and defensible evidence to their appraisal and interim appraisal meetings.

6.2 Observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and in accordance with the Classroom Observation Protocol. (Appendix 2)

6.3 The job description and pay progression criteria sheet will also be considered as part of the appraisal meeting.

6.4 Development and Support: Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers work to become expert teachers. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

6.5 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, which will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

6.6 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the National Standards Support Programme procedures. (Appendix 3)

6.7 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

7. Transition to the Performance Improvement Procedure

7.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the performance improvement procedure. This notification will trigger the commencement of the formal procedure.

8. Annual Assessment

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

8.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Lesson observations and learning walks
- Work scrutiny
- Data checks
- Interim review meeting with appraiser
- Observation of leadership and management activities where appropriate
- Other feedback obtained during the cycle relevant to the teacher's overall performance

8.3 The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. In this school, teachers will receive their written appraisal reports by 31st October (31st December for the head teacher). The appraisal report will include:

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

Appendix 1

Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1.1 Set high expectations which inspire, motivate and challenge pupils

1. establish a safe and stimulating environment for pupils, rooted in mutual respect
2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

1.2 Promote good progress and outcomes by pupils

1. be accountable for pupils' attainment, progress and outcomes
2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
3. guide pupils to reflect on the progress they have made and their emerging needs
4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
5. encourage pupils to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

1. impart knowledge and develop understanding through effective use of lesson time
2. promote a love of learning and children's intellectual curiosity
3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4. reflect systematically on the effectiveness of lessons and approaches to teaching
5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all pupils

1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. make use of formative and summative assessment to secure pupils' progress
3. use relevant data to monitor progress, set targets, and plan subsequent lessons
4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

1. make a positive contribution to the wider life and ethos of the school
2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. deploy support staff effectively
4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
5. communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 – Classroom Observation Protocol

1. The Board of Trustees is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism and courtesy;
 - evaluate objectively
 - report accurately and fairly; and
 - respect the confidentiality of the information gained (appraiser and senior leaders)
2. Teachers will normally have three formal lesson observations in the course of the school year.
3. Teachers and appraisers will agree a termly period during which each observation will take place. Where agreement can't be reached, the appraiser will decide on the appropriate time. A minimum of five working days' notice of this period will be given.
4. Classroom observation discussions may include reference to student voice, quality of preparation, homework, feedback and data.
5. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held.
6. Information gathered during the observation will be used, as appropriate, for a variety of purposes. This will include informing school self-evaluation and school improvement strategies. Using information in this way will support the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
7. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
8. Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
9. Oral feedback will be given as soon as possible after the observation, in agreement with the teacher. It will be given during directed time in a suitable, private environment.
11. Written feedback will be provided within five working days of the observation taking place, unless otherwise agreed. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken.

12. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.
13. The head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads, and those given specific permission by the Head, have a right to drop-in / conduct learning walks to inform their monitoring of the quality of learning.
14. A drop-in lasts for no more than a few minutes and is to check that the school's policies and procedures are being applied consistently. A learning walk will be used to monitor an identified teaching and learning focus. Time spent in a classroom may vary but will not exceed 10 minutes. Information gathered from a learning walk will be shared as appropriate.
15. Because these are not formal lesson observations, whilst feedback (oral / notes) may be given, no formal written feedback will be provided.
16. If any aspect of classroom practice seen during drop-ins/learning walks gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements will apply.

Appendix 3

Provision of Additional Support Where National Standards Are Not Met

National Standards Support Programme

1. Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
 - The provision of a mentor to support them through the programme
 - The appointment of a reviewer from the senior leadership team
 - The setting of an appropriate number of additional appraisal objectives above the school norm
 - Additional formal lesson observations, many or all of which may be unannounced

2. The National Standards Support Programme process will be overseen by the PVAT CFO.
3. Where national standards are identified as not being met, appraisal objectives will be action planned to a much shorter timescale – typically six weeks, but less if the head decides the situation warrants this.
4. Teachers on the support programme will be provided with a mentor to work with them through the programme.
5. At the end of each such period, progress will be evaluated by the SLT reviewer – and a decision made on whether:
 - To end the support programme and resume normal appraisal arrangements
 - To continue to provide support within appraisal by setting further short-term objectives
 - To suspend appraisal and move immediately into the formal capability procedure.