



**The Robert Carre Trust**

## **Appraisal – Teachers - Policy**

### **Purpose**

This policy sets out how the schools within the Robert Carre Trust will improve outcomes for the students, and raise the morale of teachers, by motivating teachers to update their skills and improve their performance. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Executive Headteacher, Headteacher and Head of School, and for supporting their development within the context of the Trust's plan for improving educational provision and performance, the standards expected of teachers and the arrangements for the links to pay in accordance with the School Teachers' Pay and Conditions Document. The appraisal process will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure. Appraisal will be used to help inform pay progression decisions.

This policy does not form part of any employee's contract of employment and may be amended at any time.

### **Application of the appraisal policy**

This policy applies to the Executive Headteacher, Headteacher and Head of School and to all qualified teachers employed at the school, except those on contracts of less than one term and those undergoing induction (ie NQTs) or teachers on capability procedures.

Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Executive Headteacher, Headteacher and Head of School.

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.

### **The appraisal period**

The appraisal period will run **for twelve months** from September 1 to August 31. 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. Where a teacher starts their employment at the school part-way through a cycle, the Headteacher/Head of School or, in the case where the employee is the Headteacher/Head of School, the Executive Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher/Head of School or, in the case where the employee is the Headteacher/Head of School, the Executive Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

### **Appointing appraisers**

All appraisers of teachers, other than those appraising the Executive Headteacher, Headteacher and Head of School, will be teachers who will be suitably trained and in a more senior position than the person being appraised.

### **Headteacher/Head of School**

The appraisal will be conducted by the PM Panel comprising the Executive Headteacher and the Chair of the respective Local Governing Body, with appeal to the Chair of Trustees.

### **Executive Headteacher**

The appraisal will be conducted by the PM Panel comprising three Trustees (excluding the Chair) and an external advisor appointed by the Trustees, with appeal to the Chair of Trustees.

### **Teachers**

The choice of appraiser is for the Headteacher/ Head of School. Where teachers have an objection to the Headteacher/ Head of School's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers of teachers appointed by the Headteacher/ Head of School will be qualified teachers and will have current or recent teaching experience. Where it becomes apparent that the appraiser appointed by the Headteacher/ Head of School will be absent for the majority of the appraisal cycle, the Headteacher/ Head of School may perform those duties himself or delegate those duties to another teacher for the duration of that absence. If the Headteacher/ Head of School appoints an appraiser who is not the teacher's line manager, the appraiser to whom he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role. Where a teacher is experiencing difficulties and the Headteacher/ Head of School is not the appraiser, the Headteacher/ Head of School may undertake the role of appraiser.

### **Setting objectives**

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound, will be appropriate to the appraisee's role and level of experience and responsibility and will be linked to the relevant standards. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher/ Head of School.

The objectives 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 at the school. This link will be made:

- By ensuring that the student progress objective (all teachers) addresses the key attainment priority identified by the School Development Plan;
- By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the appraisee and the appraiser;
- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist the Headteacher will develop appropriate standards for these roles by reference to the draft national standards produced by NCTL.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly

affect success. Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives. The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school, and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the Teachers' Standards. The Headteacher/ Head of School or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

The Headteacher/ Head of School 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/ Head of School prior to the commencement of the cycle of monitoring. Where the Headteacher/ Head of School has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

### **Pay progression**

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives, the Teacher Standards and other agreed evidence. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards. A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within their pay band or to the next pay band at the end of the review cycle. This will be subject to review of performance against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period and will be agreed at the start of the annual appraisal cycle.

The Robert Carre Trust has agreed the Pay Policy of the school and has considered the implications of the Appraisal Policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

The Robert Carre Trust will ensure that decisions on pay progression are made by 31 December for the Executive Headteacher, Headteacher/Head of School, and by 31 October for other teachers.

### **Reviewing performance**

#### **Observation**

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation. Accordingly, observations will be carried out in a supportive fashion, with

professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible. **Classroom observation will be carried out by qualified teachers.**

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Headteachers or other leaders with responsibility for learning and teaching standards may visit classrooms, or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of visits or other observations, and the notice to be given, will vary depending on specific circumstances.

For the purpose of professional development, feedback about lesson observations should be developmental. Schools will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the Headteacher/Head of School) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation, for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers. Staff at UPS will be appraised at that career level

Each school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Robert Carre Trust will ensure in the budget planning that, as far as possible, resources are made available in the schools' budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPPD, will form a part of the Executive Headteacher's annual report to the Robert Carre Trust about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

1. the training and support will help the school to achieve its priorities; and
2. the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

### **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Headteacher, the Trust should consult the external adviser.

In assessing the Headteacher/ head of School, the Local Governing Body should consult the Executive Headteacher

The 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 in interim meetings. At the half yearly review meeting, the appraiser should record the progress towards meeting objectives and any development needs; this report should be sent to the Headteacher/Head of School.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

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

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

### **Monitoring and Evaluation**

#### **Teachers experiencing difficulties**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances and/or performance are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment. If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the Headteacher/Head of School, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;

- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of four weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate. If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or Headteacher/Head of School. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

### **Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report. In the first instance, this should be put in writing to the Headteacher/Head of School. Where the line manager is the Headteacher/Head of School, this should be put in writing to the Chair of the Local Governing Body. Where the line manager is the Executive Headteacher, this should be put in writing to the Chair of the Trust. Where the Headteacher/Head of School has not been recommended for pay progression he will be informed by the appropriate governor. The Headteacher/Head of School has the right of appeal and should put this in writing to the Chair of Governors. The Headteacher/Head of School will notify any teacher who has not been recommended for pay progression of the date when the Trust meets to consider pay recommendations, following which the teacher, Executive Headteacher, Headteacher/Head of School when he/she has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

### **General principles underlying this policy**

#### **ACAS Code Of Practice on Disciplinary and Grievance Procedures**

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

#### **Consistency of Treatment and Fairness**

The Robert Carre Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

#### **Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or

otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

### **Grievances**

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

### **Confidentiality and Professional Relationships**

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where he/she had more than one, each of his/her line managers will be provided with access to the appraisee's plan recorded in his/her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his/her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Robert Carre Trust recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee. However, the desire for confidentiality does not override the need for the Executive Headteacher and the Trust to quality-assure the operation and effectiveness of the appraisal system. The Headteacher/Head of School or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally to check consistency of approach and expectation between different appraisers. The Headteacher/Head of School must also be aware of any pay recommendations that have been made.

### **Monitoring and Evaluation**

The Robert Carre Trust and the Executive Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. The Executive Headteacher will provide the Trust with a written report on the operation of the Trust's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on different groups of people with protected characteristics in line with the Trust's Equal Opportunities Policy:

The Executive Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

### **Retention and data protection**

The Governing Body and Executive Headteacher will ensure that all written appraisal records are retained in a secure place. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of **Data Protection Legislation** (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Staff Privacy Notice, our Records Management Policy and in line with the requirements of Data Protection Legislation

**Associated Policies**

Staff Code of Conduct

Pay Policy

Support Staff Appraisal Policy

**Appendices:**

- 1 Guidance on Teacher Appraisals
- 2 Appraisal Review Form
- 3 Appraisal Objective Setting Form
- 4 UPS Application Form
- 5 UPS Appraisal
- 6 Sample completed Appraisal Review Form
- 7 Sample completed Appraisal Objective Setting Form
- 8 Provision of Additional Support where National Standards are not met
- 9 Observation of Teaching and Leadership Practice
- 10 Performance Management Record Sheet – Interim Review Statement

**Policy updated and ratified at the meeting of the Trust on 26 November 2018**

**Next review date: November 2022 (4 years)**



## **Guidance on Teacher Appraisals**

### **Guidance on Preparing for the Planning Meeting**

- Set dates well in advance and provide enough notice for the appraisee to be able to prepare for the meeting (usually 5 days);
- The appraisee should prepare for the meeting by completing the relevant sections of their review and objective setting documents, uploading them to the secure area on the T drive. They should also send their appraiser their review and objective setting document drafts a full 2 working days prior to the meeting.
- The appraiser should read these in advance of the meeting and then
- Choose a meeting place which is private, quiet and where there are no distractions;
- Ensure that all mobiles are switched off and that telephone calls are diverted;
- Have comfortable chairs at the same height for both people;
- Ensure both parties are relaxed, comfortable and understand the process;
- Be fully aware of, as a backdrop to the discussions, the standards which apply to their current career stage and those to which they might progress, and, for teachers where there is a potential impact on pay progression, the relevant criteria for pay progression

### **Planning and Review Meeting - Review of the Last Cycle Objectives**

- Set expectations for meeting at the outset including time allocations (meeting should take about an hour in total);
- Allow and expect both appraiser and appraisee to bring in and refer to relevant information as appropriate;
- Reflect on appraisee's achievement in the last performance management cycle, including against the performance criteria recorded in the planning and review statement;
- Ensure that the appraisee can access all relevant documentation and evidence and, where applicable, written feedback on classroom observations;
- Identify any issues that have affected their performance, positively or negatively;
- Consider any issues about the planned support they needed/received;
- Assess impact of the engagement in professional development, both their own and, as appropriate, their support for the professional development of others, recognising that it can take time for benefits to be realised fully and reflected in improved
- Reflect on how far they have met the agreed performance criteria;
- Where appropriate, make a recommendation on the teacher's pay

### **Planning and Review Meeting - Setting Objectives**

The Headteacher/ Head of School has a duty to ensure that these procedures and processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. Headteachers/Heads of School need to have in place procedures for monitoring and moderating the plans for the forthcoming cycle. As part of this the Headteacher/Head of School may review appraisal records within 10 days of completion.

The setting of objectives needs to be realistic and it would be appropriate to recognise, and record in the appraisal records, factors outside of the appraisee's control that might significantly affect success.

Where a teacher has been awarded an allowance in line with STPCD or is a Band 2 teacher,

Excellent Teacher, then it may be appropriate that more than three objectives are set; however, any additional objectives should still meet the framework of Specific, Measurable, Achievable, Realistic and Time-bound, and reflect the need for a satisfactory work/life balance.

Some objectives may be achievable within the appraisal cycle. Others may require a longer time span, in which case the record of objectives should show the milestones towards that objective to be achieved in the current cycle. Individuals should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming unless that support has been offered but not taken up by the appraisee.

Teachers should be appraised against the Teachers' Standards. Where other sets of standards published by the Secretary of State are used, these should be clearly referenced in the appraisal records. Other sets of standards that might be applicable include:

- SENCO
- Lead Practitioner
- Excellent Teacher

o

### **Good practice in setting objectives**

- Follow the Trust Policy on number of objectives set – as possible approach is
  - o A Student Outcomes objective
  - o Leadership and management objective (for those with management responsibility)
  - o A Teaching and Learning Objective (translated into personal contribution by the appraisee to those objectives)
- A professional development objective
- Remember objectives have to relate to school improvement and student progress and for teachers should include a specific student progress target.
- Objectives should be S.M.A.R.T. (specific, measurable, achievable, relevant and time related). They should be challenging, but achievable, and need to reflect the need for a satisfactory work/life balance;
- After each objective has been agreed, ensure that performance criteria are written to describe success;
- Agree actions to be taken across the year for monitoring progress against these objectives and put dates down on paper;
- Remember classroom observations, for the purposes of appraisal, should ideally be no more than three hours in total;
- Agree who should be responsible for the observations (it need not always be the appraiser);
- Agree CPD or professional development opportunities to support the achievement of these objectives using in school CPD provision rather than external provision wherever possible. Requests for external courses should only be considered by the appraiser when all internal solutions have been discounted;
- Summarise and feedback key decisions made to seek agreement;
- Every effort should be made to agree the objectives, but where a joint determination cannot be made the reviewer will make the determination.

### **Post Meeting**

- Within five working days of the meeting taking place (or by the end of term 1 deadline,

whichever is sooner) , the appraiser should complete a draft planning and review statement which includes the written recommendation for pay progression where appropriate;

- Copy should be uploaded to the secure area of the T drive and a link sent to the appraisee;
- Within a further 10 working days the appraiser prepares and signs the final version after the appraisee has had the chance to add any comments;
- Appraiser submits the signed statement to the Headteacher/ Head of School;
- Within 10 working days of receipt of the statement the Headteacher/ Head of School may review the statement, and may instruct the appraiser to make changes.

### **Possible Sources of Evidence Relating to Appraisal Objectives**

- Data, both internal and external, on subject standards achieved;
- Written feedback from specific individuals who have direct professional knowledge of the appraisees' work;
- Classroom observation records;
- Feedback notes and subsequent follow up work;
- Evidence about the appraisee's engagement in professional development;
- Feedback on the contribution the appraisee has made to the development of others.

### **Classroom Observation**

- There should always be a clear rationale and focus for any classroom observation;
- All observations should be undertaken in accordance with the regulations and the school's agreed protocol for the conduct of classroom observations as stated in the Teacher Appraisal Policy
- Wherever possible observations agreed should be proportionate, multi-purpose, and should provide monitoring information for a range of other necessary purposes, such as school self evaluation or a school improvement programme, as well as performance management;
- Classroom observation is likely to be undertaken by the appraiser, but may include others who have appropriate professional expertise;
- All observations of teachers must be carried out by observers with QTS (Qualified Teacher Status);
- Observers should have received preparation and possess the appropriate skills to provide constructive oral and written feedback and support;
- Dates for observations should be set in advance;
- Observers should be given sufficient time to feed back verbally as soon as possible. This should be immediate, but if not no later than the end of the following school day;
- A short written record of the observation, feedback and any subsequent follow up work should be recorded. This written record should be given to the appraisee within five working days of the observation;
- If concerns arise during the review cycle or the appraisee's circumstances change, there is scope, following appropriate discussion, to revisit the amount of classroom observation agreed at the beginning of the cycle. This should be recorded in a written addition to the review statement.

### **Lesson Observation Protocol**

This should be read in conjunction with the Teacher Appraisal Policy.

The Robert Carre Trust is committed to ensuring that lesson observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;

- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

There should always be a clear rationale and focus for lesson observation.

All observations should be undertaken in accordance with the regulations and the schools' agreed protocols for the conduct of lesson observations as stated in this Appendix.

- The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the 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.
- The arrangements for classroom observation will be included in the appraisal statement and will, where relevant specify its primary focus. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, lesson observations may be arranged in addition to those recorded at the beginning of the cycle.
- Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
- In keeping with the commitment to supportive and developmental lesson observation those being observed for Appraisal purposes will be notified in advance.
- A Headteacher / Head of School 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 have a right to drop in to inform their monitoring of the quality of learning. Clearly the Appraisal arrangements are integral to fulfilling this duty and the Headteacher/Head of School may consider the lesson observations they have agreed for Appraisal are sufficient and that drop in will not be needed.
- In the Trust, drop in observations will be undertaken by the Headteacher/ Head of School supported by the appropriate and designated Leadership Team members and/or Subject Leaders. Drop in observations will inform the Appraisal process where evidence arises which merits the revision of the Appraisal planning statement, in accordance with the provisions of the regulations



RCT Teachers' Appraisal Review Form Review Of Academic Year: 2017-18 Appendix 2

Name (Appraisee) <a href="#">Click here to enter text.</a>		Name (Appraiser) <a href="#">Click here to enter text.</a>	
Role: <a href="#">Click here to enter text.</a>		Date of appraisal meeting <a href="#">Click here to enter a date.</a>	
<p>This form should be used by the appraiser to document particular areas of strength or success and areas for development. Where there are development needs this should form part of the objective setting discussion for the year ahead and be incorporated into the objectives, evidence/success criteria, training and support agreed. It is suggested that this form is used year on year (rather than starting a new one each year) unless an individual's job changes significantly. A copy of the teaching standards can be obtained <a href="#">here</a></p>			
<b>Part One: Teaching</b>		<p>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</p>	
<b>Objective to review</b> (Appraisee enters each objective set last year below)	<b>Areas of particular strength /success this year</b>	<b>Areas for development or consideration</b>	<b>Training/Support required or Coaching focus</b>
<a href="#">Click here to enter Objective 1 (Student outcomes)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraiser).</a> <a href="#">Click here to add Further comment (appraiser)</a>
<a href="#">Click here to enter Objective 2</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>
<a href="#">Click here to enter Objective 3</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>
<a href="#">Click here to enter Optional Objective.</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>	<a href="#">Click here to enter text (appraisee).</a> <a href="#">Click here to add further comment (appraiser)</a>

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	
Standard	Met? (Appraiser to check box: Leave blank if not yet met)	Additional Comments if necessary (Appraiser to complete)
<p><b>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b></p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law.</li> </ul>	<input type="checkbox"/>	<p>Click here to enter text if relevant.</p>
<p><b>B. 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</b></p>	<input type="checkbox"/>	<p>Click here to enter text if relevant.</p>
<p><b>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</b></p>	<input type="checkbox"/>	<p>Click here to enter text if relevant.</p>
<p><b>Pay recommendation</b> (To be completed by appraiser)</p>	<p>Yes <input type="checkbox"/></p> <p>M1-2 <input type="checkbox"/> M2-3 <input type="checkbox"/> M3-4 <input type="checkbox"/> M4-5 <input type="checkbox"/> M5-6 <input type="checkbox"/></p> <p>M6-U1 <input type="checkbox"/> U1-2 <input type="checkbox"/> U2-3 <input type="checkbox"/></p>	

	<b>Leadership Spine</b> <a href="#">Click here to enter current point and next point where relevant e.g. L11-12</a> No <input type="checkbox"/> N/A <input type="checkbox"/>	
<b>Appraiser</b>	<a href="#">Click here to enter signature.</a>	<a href="#">Click here to enter a date.</a>
<b>Appraisee</b>	<a href="#">Click here to enter signature.</a>	<a href="#">Click here to enter a date.</a>



Name (Appraisee) <a href="#">Click here to enter text.</a>		Name (Appraiser) <a href="#">Click here to enter text.</a>			
Role: <a href="#">Click here to enter text.</a>		Date of appraisal <a href="#">Click here to enter a date.</a>			
Whole School Improvement Plan Priorities		<ol style="list-style-type: none"> <li>1. Create the conditions for staff and students to thrive</li> <li>2. Focus on improving the impact of teaching through focused research and coaching</li> <li>3. Use data intelligently to support teaching and student progress</li> <li>4. Ensure high standards of wellbeing, behaviour and effective safeguarding</li> <li>5. Embed and sustain improvements in Sixth Form student outcomes and experience</li> </ol>			
My Personal Professional Development Priorities (in line with the Teacher Standards for teaching staff only) based on my annual review are:		Insert your priorities below in anticipation of/based on the outcomes of your review discussion: <ol style="list-style-type: none"> <li>1. <a href="#">Click here to enter text.</a></li> </ol>			
Objective (What do you hope to develop/achieve?)	Actions required: (What key steps will you take to meet the objective?)	Success criteria (What evidence will suggest you have been successful? Obj 1 should specifically refer to some pupil outcome data for teaching staff )	Timeframe (When will you take the actions stated?)	Support required (What help will you need? From who?)	The Whole School Priority this meets most is.... (choose from menu below)
Objective 1 (Student Outcomes – Teaching Staff Only) <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	Choose an item.
Objective 2 (Leadership and Management or Teaching and Learning)	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	Choose an item.



Click here to enter text.					
<b>Objective 3</b> <b>(Professional Development)</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Objective 4</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.
<b>The <a href="#">Teacher Standards</a> can be found here for reference (Teaching Staff Only)</b>					
<b>Agreed/Additions made</b> (delete as appropriate) <b>by Appraiser</b>	<b>Signature.</b>			<b>Click here to enter a date.</b>	
<b>Agreed by Appraisee</b>	<b>Signature</b>			<b>Click here to enter a date.</b>	



### UPS Application Form (Threshold)

Name: \_\_\_\_\_

Current pay position: \_\_\_\_\_

I have two consecutive successful appraisals

I meet the teacher standards

I attach a record of my staff development demonstrating a thorough and up-to-date knowledge of my teaching subject

I attach data to demonstrate that my students achieve well relative to the students prior attainment making progress as good or better than similar students nationally

I attach example(s) of the standard of marking and assessment that I consistently carry out with all pupils' work

I attach lesson observations showing my teaching is at least "good"

I understand that I am responsible for using a range of appropriate strategies for classroom management and for dealing with behavioural issues

Please indicate how you meet teaching standard 1.8 (1)  
"Make a positive contribution to the wider life and ethos of the school".

Other supporting evidence for your application

I understand that I am expected to maintain the key standards at UPS as listed below:

- (i) Develop myself professionally to keep my teaching knowledge up-to-date
- (ii) Mark and assess students work regularly (in-line with school policies) providing effective feedback for students to make further progress
- (iii) Ensure my students achieve well in relation to their prior attainment, making progress as good or better than similar pupils nationally
- (iv) Ensure good classroom management and oversee behavioural issues
- (v) Plan lessons to meet the needs of individual students
- (vi) Teach at a level that is at least “good”
- (vii) Make a positive contribution to the wider life and ethos of the school

Your appraisal and other monitoring will include an assessment of you meeting the UPS standards each year. Staff failing to maintain these standards, after support, will be moved to M6.

I understand and agree to the terms of the UPS application:

**Name:** \_\_\_\_\_ **(please print)**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Contributing to the wider life of the school**

### **Some examples**

Examples might include:

- Running a sports team
- Taking a lunch time club
- Supporting school trips outside of school time
- Lunch time duty
- Taking on after-school clubs
- Working with D of E students
- Working on a school production after school
- Contributing to a staff working party
- Running extra teaching sessions after school or at lunch time
- Organising extra revision sessions after school or at lunch time
- Acting as a mentor for new staff
- Supporting a departmental or year group initiative
- Acting as unpaid co-ordinator for SEN within a department
- Undertaking liaison with external organisations and agencies



## Appendix 5

### UPS Appraisal (UPS 1 to 2: UPS 2 to 3)

Please indicate that each of the following standards has been maintained:

STANDARDS	MAINTAINED ✓	EVIDENCE
Professional Development		
Marking and Assessment		
Student progress/attainment		
Classroom management		
Lesson planning		
Teaching and learning - positive observation feedback		
Contribution to the wider life of the school		



Name (Appraisee) A. N. Other		Name (Appraiser) J. Bloggs	
Role: Teacher of English		Date of appraisal meeting 05/10/2018	
<p>This form should be used by the appraiser to document particular areas of strength or success and areas for development. Where there are development needs this should form part of the objective setting discussion for the year ahead and be incorporated into the objectives, evidence/success criteria, training and support agreed. It is suggested that this form is used year on year (rather than starting a new one each year) unless an individual's job changes significantly. A copy of the teaching standards can be obtained <a href="#">here</a></p>			
Part One: Teaching		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	
Objective to review (Appraisee enters each objective set below)	Areas of particular strength /success this year	Areas for development or consideration	Training/Support required or Coaching focus
<p>a. Class 11ENG to meet FFT20 targets in English Language</p> <p>b. Class 13Eng Option A to achieve ALPS 4 or higher</p>	<p>a. Overall the class exceeded their FFT 20 target with some particularly notable success in Paper 1 Section A (an area for departmental focus this year). Of the two students who fell below target one was a persistent non attender and 1 failed to complete all sections of the paper in the examination room. b. ALPS6 achieved. Particular success in coursework element for most students.</p> <p>a) Well done. Excellent results for 11ENG having met FFT20. This shows an improvement on your Year 11 class' progress last year. Your focus on building strong relationships and modelling successful paper 2 responses has clearly paid off. b) Year 13 remains a focus for this year perhaps? We discussed how some 'Unseen Poetry' inset might benefit.</p>	<p>a. Still work to be done preparing students for Section B : Imaginative writing. On average this was the weakest section for this class despite success in the mock examinations and the delivery of a revised SOW on this topic this year. This will be a focus in 2018-19.</p> <p>b. Still getting to grips with examiner expectations of new syllabus esp. in Unseen Poetry section of paper. Some issues with students completing enough independent reading outside of lessons</p> <p>a) You reflect well on what worked and what's still to do. You are tough on yourself here perhaps?. Paper1 section B still produced some strong results. I'm sure you will refine your delivery of preparation for this section of the paper this year. B) agreed</p>	<p>a. Department sharing of resources for Paper 1 section B and request for collaborative focus at dept. meetings. b. Focus with coaching partner to be strategies for promoting autonomous learning in sixth form classes.</p> <p>a) Why not have Paper 1 Section B as a focus for your cross Trust training day meeting agenda? 11Eng2 (AN Other's class) had some esp. good results on this section this year,. Perhaps share some resources? b) agreed</p>

<p>Coaching focus: building strong working relationships with Year 10 class in order to promote strong commitment to improvement from students</p>	<p>Student voice surveys suggest improved attitudes to learning in Yr 10 class esp. due to: my efforts to include more structured group work, stronger student focused short term planning, greater differentiation of tasks</p> <p>Agreed</p>	<p>Next steps are to roll out smarter use of seating plans/pupil group organisation and develop students' role in DIRT time activities.</p> <p>There is good practice in the Geography department in this area. Might be worth getting in touch with XX</p>	<p>Observation of coaching partner to assist with this as well as discussions at T&amp;L group</p> <p>We discussed who might be well placed to be supportive with this aim. You will approach Mrs A directly</p>
<p>Increased participation in extra curricular activities in order to strengthen relationships with students esp those in KS4</p>	<p>Took on role of publicity officer for Rock Challenge, new book group set up for KS4 pupils attendance growing steadily, ran oversubscribed theatre trip for Yr10/11 to see 'Macbeth', revision classes in Easter holidays well attended.</p> <p>Thanks for your contributions to school life in this area. Rock Challenge particularly was a great success but you are right to celebrate all 4 of those events</p>	<p><a href="#">Click here to add further comment (appraiser)</a></p>	<p>Would like to take on ESU Public Speaking competition oversight in 2018-19</p> <p>Great idea. Here is a link you may find useful <a href="http://www.abcdefg.co.uk">www.abcdefg.co.uk</a></p>
<p>Take on greater responsibility within the department/whole school with a view to applying for Second in English roles/UPS in the future.</p>	<p>Took ownership of the KS3 internal assessment process this year. Dept feedback suggested the assessments were well written and assessed skills in a way that both stretched students and enabled assessments to be made with accuracy by staff. Became a member of the T&amp;L group and undertook research on assessment and feedback as part of the group's research project</p> <p>Your research was certainly beneficial for the review of the assessment policy we will undertake this year at whole school level. Thanks for your contribution.</p>	<p><b>Next steps to provide more helpful mark schemes to dept. at point of assessment. Further work to do with T&amp;L group as research hasn't lead to any practical recommendations as yet</b></p> <p>Agreed</p>	<p>T&amp;L group membership to continue in coming year</p> <p><a href="#">Click here to add Further comment (appraiser)</a></p>

<b>Part Two: Personal and Professional Conduct</b>	<b>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</b>	
<b>Standard</b>	<b>Met?</b> <b>(Appraiser to check box: Leave blank if not yet met)</b>	<b>Additional Comments if necessary</b> <b>(Appraiser to complete)</b>
<b>A Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law.</li> </ul>	<input checked="" type="checkbox"/>	Click here to enter text if relevant.
<b>B. 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</b>	<input checked="" type="checkbox"/>	Click here to enter text if relevant.
<b>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</b>	<input checked="" type="checkbox"/>	Click here to enter text if relevant.
<b>Pay recommendation</b> <b>(To be completed by appraiser)</b>	<b>Yes</b> <input checked="" type="checkbox"/> <b>M1-2</b> <input type="checkbox"/> <b>M2-3</b> <input type="checkbox"/> <b>M3-4</b> <input checked="" type="checkbox"/> <b>M4-5</b> <input type="checkbox"/> <b>M5-6</b> <input type="checkbox"/> <b>M6-U1</b> <input type="checkbox"/> <b>U1-2</b> <input type="checkbox"/> <b>U2-3</b> <input type="checkbox"/> <b>Leadership L?-L?</b> <b>No</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>	
<b>Appraiser</b>	<b>J. Bloggs</b>	10/10/2018
<b>Appraisee</b>	<b>A.N. Other</b>	11/10/2018





Sample Completed RCT Appraisal Objective Setting Form 2018-19 Appendix 7

Name (Appraisee) <b>A.N. Other</b>		Name (Appraiser) <b>J. Bloggs</b>			
Role: <b>Teacher of English</b>		Date of appraisal meeting <b>05/10/2018</b>			
<b>Whole School Improvement Plan Priorities</b>		<ol style="list-style-type: none"> <li>6. Create the conditions for staff and students to thrive</li> <li>7. Focus on improving the impact of teaching through focused research and coaching</li> <li>8. Use data intelligently to support teaching and student progress</li> <li>9. Ensure high standards of wellbeing, behaviour and effective safeguarding</li> <li>10. Embed and sustain improvements in Sixth Form student outcomes and experience</li> </ol>			
<b>My Personal Professional Development Priorities (in line with the Teacher Standards for teaching staff only) based on my annual review are:</b>		<p>Insert your priorities below in anticipation of/based on the outcomes of your review discussion:</p> <ol style="list-style-type: none"> <li>1. <b>Improve GCSE student outcomes in Paper 1 Section B Imaginative Writing</b></li> <li>2. <b>Raise unseen poetry performance at A level</b></li> <li>3. <b>Work with coaching partner to develop students' responses to marking and assessment feedback</b></li> <li>4. <b>Lead extra curricular Public Speaking participation for KS4 students</b></li> <li>5. <b>Continued participation in research as part of T&amp;L group</b></li> </ol>			
<b>Objective</b> (What do you hope to develop/achieve?)	<b>Actions required:</b> (What key steps will you take to meet the objective?)	<b>Success criteria</b> (What evidence will suggest you have been successful? Obj 1 should specifically refer to some pupil outcome data for teaching staff )	<b>Timeframe</b> (When will you take the actions stated?)	<b>Support required</b> (What help will you need? From who?)	<b>The Whole School Priority this meets most is....</b> (choose from menu below)
<b>Objective 1</b> (Student Outcomes – Teaching Staff Only) a. Improved outcomes in GCSE English. Class data suggests overall students meet target grade on Paper 1 Section B esp. PP students. b. Improve Year 13s unseen poetry paper scores so that most students in 2018/19 class	a. Collaborate with dept. to write deliver and review new imaginative writing SOW taking advice from School X who this year achieved good results on this paper b. ALPS 4 or higher achieved by 13/ENa.	a. 11EN meet FFT20 targets; student voice feedback is positive. Mock exam results show improvement b. 13/ENa Assessment week scores show positive progress	a. Sept writing of revised SOW; Delivery of SOW Nov-Dec; Mock exams outcomes analysed Dec and March b. Ongoing monthly	a. Collaborative SOW written by dept. Visit to school X planned for Sept. b. Working alongside CGS A level teaching partner to implemen	3. Use data intelligently to support teaching and student progress

meet their ALPS targets			sessions in lessons; assessment week results analysed March. Review for March-May	t revised SOW	
<b>Objective 2</b> Develop students' use of formative feedback and develop their role in class 'DIRT' activities	Work with coaching partner X to plan, deliver study and review DIRT strategies in Year 10 and 11 classes	Greater student engagement in improving their own work increasingly evident. Students acquire good self improvement habits esp. in their development of imaginative writing skills	Ongoing throughout Sept - June. evidenced in lesson observation feedback in February	Coaching partnership support	2. Focus on improving the impact of teaching through focused research and coaching
<b>Objective 3 (Professional Development)</b> Develop classroom practice based on sound research findings	Attend regular T&L group meetings with a particular interest in the agenda for Terms 4&5 (Marking and feedback)	T&L group's recommendation on revised marking and feedback policy are adopted by SLT	Termly attendance recommendations to SLT by June	Collaborative work along with T&L group	2. Focus on improving the impact of teaching through focused research and coaching
<b>Objective 4 (Leadership and Management if relevant)</b>					

The [Teacher Standards](#) can be found here for reference (Teaching Staff Only)

Agreed/Additions made (delete as appropriate) by Appraiser	J. Bloggs	10/10/2018.
Agreed by Appraisee	A. N. Other	11/08/2018

### **Provision of Additional Support Where National Standards Are Not Met (National Standards Support Programme)**

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 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.

Where information comes to light in the course of an appraisal cycle that leads the Headteacher/Head of School to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made

Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the Headteacher/Head of School decides the situation warrants this. At the end of each such period, progress will be reviewed – 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 pass the matter to the Headteacher/Head of School.

### Observation of Teaching and Leadership Practice

#### Formal Lesson Observations

- Teachers (other than those who are part of the National Standards Support Programme) have lesson observations in the course of the appraisal cycle, some announced and some unannounced.
- An individual teacher can request that all general lesson observations be unannounced.
- Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days.

#### Other Leadership Visits to Lessons

- There will be occasions in the year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved.
- As these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.
- If any aspect of classroom practice seen during leadership visits 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 set out in Appendix I will apply.

#### Formal Observation of Leadership Practice

Leaders (other than those who are part of the National Standards Support Programme) will have up to 3 leadership observations in the course of the appraisal cycle, some announced and some unannounced.

## Performance Management Record Sheet – Interim Review Statement (Feb/March 2019)

Name [Click here to enter text.](#)

Job Title [Click here to enter text.](#)

Reviewer [Click here to enter text.](#)

Date of interim review discussion [Click here to enter a date.](#)

Progress towards meeting Targets since September 1 <sup>st</sup> 2018			
Target	Objective	Evidence so far	Any Other Relevant comments.  Please record here (in the unusual event of the revision of a target) the revised target and reason for revision.
Objective 1:  Student Outcomes	Appraisee to paste objectives set here. <a href="#">Click here to enter text.</a>	Appraisee <a href="#">Click here to enter text.</a>	Appraiser to add additional detail if relevant.
Objective 2:  Leadership and Management/Teaching and Learning	Appraisee to paste objectives set here. <a href="#">Click here to enter text</a>	Appraisee <a href="#">Click here to enter text.</a>	Appraiser to add additional detail if relevant.
Objective 3:  Professional Development	Appraisee to paste objectives set here. <a href="#">Click here to enter text.</a>	Appraisee <a href="#">Click here to enter text.</a>	Appraiser to add additional detail if relevant.
4			

Optional	Appraisee to paste objectives set here. <a href="#">Click here to enter text.</a>	Appraisee <a href="#">Click here to enter text.</a>	Appraiser to add additional detail if relevant.
----------	---	---	---

Any overall comments if relevant. (e.g. if it seems likely that targets will not to be met)  
[Click here to enter text.](#)  
 Click here to enter text.

**Signed: Appraiser** [Click here to enter text.](#) **Date:** [Click here to enter a date.](#)