



Old Hall Primary School

Appraising Teacher Performance

INTRODUCTION

The Education (School Teachers' Appraisal) Regulations 2012 took effect from 1st September 2012 and replaced the Performance Management Regulations 2006. Under Para 3(1) school governing bodies are required to adopt and make available to their teaching staff, a document which sets out their appraisal policy for such teachers.

PURPOSE

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.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers Pay and Conditions Document.

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 system should allow head teachers and teachers to engage in a professional dialogue that respects the professionalism of all concerned.

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all qualified teachers 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 the subject of capability procedures.

THE APPRAISAL PERIOD

The appraisal period will run for twelve months from October to October for teachers and from December to December for the head teacher.

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.**

All meetings should take place within directed time unless appraiser and appraisee voluntarily agree otherwise.

Where a teacher (on a contract of one term or more) commences employment at the school part-way through the cycle, the Head (or the Governors in the base of the Head) shall determine the length of the first cycle with a view to bringing it into line with the normal cycle as soon as possible. Where a teacher changes posts mid-year, the Head (or the Governors in the case of the Head) will decide whether to start the cycle again and whether to change the appraiser.

APPOINTING APPRAISERS

The head teacher will be appraised by the Head teacher's Appraisal group from the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. In order to be quorate, at least two governors should attend any meeting, these would be the Chair and the Vice Chair.

The head teacher will decide who will appraise other teachers. All appraisers appointed by the Head will be qualified teachers with recent teaching experience. The Head may delegate their role as appraiser to another member of the leadership team or the teacher's line manager. The appraiser should normally be a line manager. If an appraiser is going to be absent for a substantial part of the cycle, then the Head could take on the appraisal role or delegate it to another teacher of at least equal status in the staffing structure. The appraisal cycle will continue so as to avoid repetition and save time, but if this is not possible it will begin again.

Where the Head is of the opinion that any of the Governors appointed as appraisers are not suitable for professional reasons, the Head may submit a written request to the Governing Body for that Governor to be replaced, stating those reasons. If a teacher is of the opinion that their appraiser is unsuitable for professional reasons, the teacher may submit a written request to the head for that reviewer to be replaced, stating those reasons.

Heads' and teachers' concerns will be considered carefully and, if judged appropriate, an alternative appraiser will be appointed.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal. To help ensure this the Head will moderate all of the appraisal reports to check that the objectives and standards recorded are:

- Consistent between those who have similar experience and similar levels of responsibility;

- Comply with the appraisal policy, the regulations and equality legislation.

SETTING OBJECTIVES

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

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 and take account of the need to maintain a work/life balance. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives although the appraisee may append comments against their objectives at any time. Objectives may be revised if circumstances change and need not be of one year's duration.

The teacher will be given a written statement of the objectives within 5 working days of the meeting. If the objectives are altered at any time in the year, the teacher will be issued with an amended statement. The planning and review statement will include a clear understanding of what the objectives, clear expectations of outcomes and timeframes including planned dates of observations.

The objectives will contain a description of what success may look like although external factors can always affect outcomes.

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 pupils at that school. This will be ensured by the Head Teacher checking all objectives against the school's Improvement Plan.

In this school all teachers, including the head teachers, will usually have no more than 3 objectives. Teachers, including the head teacher, will not necessarily all have the same number of objectives.

Though appraisal is an assessment of overall performance of the head teachers and teachers, objectives cannot cover the full range of a teacher's role/responsibilities. Objectives will therefore focus on the priorities for an individual for the cycle, as well as reflecting reviewees' professional aspirations. They should not lead to an unreasonable workload for any teacher. The Teachers' Standards may be used as a developmental self-assessment tool as part of the initial meeting.

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" . The head teacher or governing body (as appropriate) will need to consider

whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

REVIEWING PERFORMANCE

At the end of the cycle, assessment of performance against any objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective will be assessed favourably.

OBSERVATION

This school believes that 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 that 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 our classroom observation protocol (Appendix A = protocol for classroom observation procedure).

Teachers (including the head teacher) who 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. Professional development will be linked to school improvement priorities and to the on-going professional needs and priorities of individual teachers.

IN-YEAR FEEDBACK

Performance and development opportunities will normally be reviewed and addressed at an interim meeting half-way through the process.

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 highlight particular areas of strength as well as any areas that may need further development.

ANNUAL ASSESSMENT

There will be a review meeting at the end of the cycle. Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

This assessment is the end point to the annual appraisal process.

The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and will be able to append comments to it.

- 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 (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);
- The teacher or head teacher's professional development needs and any action that is to be taken to address these.

The assessment of performance and of professional development needs will form the planning process for the following appraisal period.

WHEN THERE ARE PERFORMANCE ISSUES

Where there are concerns about any aspects of the teacher's performance identified through the appraisal process that could lead to capability procedures, the appraiser and a member of the leadership team will meet the teacher formally, as part of the appraisal process, to:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the concerns;
- It may be useful to allow time for further reflection before meeting again to agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address those specific concerns.
- Make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for*

improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);

- Explain the implications and process if no – or insufficient – improvement is made.

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. This will be communicated to the teacher.

TRANSITION TO CAPABILITY

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 may be managed under the school's agreed capability procedure, and will be invited to a meeting in accordance with it.

APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process they have recourse to the appropriate school procedure.

CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. Only the head teacher, the appraiser and appraisee will be allowed access to the performance management review statements.

Pay Committee Governors will be given access to a teacher's appraisal report, on request. Other Governors may be required for the appeals process so should not be involved at an earlier stage.

Governors directly involved with the head's appraisal and the external adviser will be provided with access to the head teacher's plan and review recorded in the report. Details of the head's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle. Pay Committee Governors will also be given access as above.

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs of teachers identified during the appraisal process.

The governing body will ensure that as far as possible appropriate resources are made available in the school budget for any training and support agreed for appraises.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report.

With regard to the provision of CPD, the school's training and support priorities will take precedence. Teachers will not be held accountable for failing to make good progress towards meeting their objective where the agreed support and training has not been provided.

All appraisers (including those Governors responsible for the Head's appraisal) will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of appraisal meetings, objective setting, classroom observation and providing quality feedback to appraisees.

HEAD'S ANNUAL REPORT

The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the appraisal policy
- The effectiveness of the school's appraisal
- Teachers' training and development needs

RETENTION AND ACCESS TO DOCUMENTATION

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates. These will be published on the school's intranet and/or can be obtained from the school office.

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

MONITORING AND REVIEW OF POLICY

The Governing Body will monitor the operation of appraisal arrangements, including their equality impact. The policy will be made available to all teaching staff including NQTs who will be subject to appraisal upon completing their induction year.

The policy itself will be reviewed annually at the same meeting when the Head presents his/her Annual Report.

EQUALITY AND IMPACT ASSESSMENT

The Governing Body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.

September 2017

Review Date: September 2019

A PROTOCOL FOR CLASSROOM OBSERVATION

1. INTRODUCTION

The governing body 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, integrity and courtesy
- Seek to reach agreement in advance of how classroom observations are to be carried out
- Evaluate objectively
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The recognised teacher professional association and Bury Local Authority have discussed issues relating to the classroom observation of teachers. These discussions were in response to requests from the professional associations. The teacher associations were ASSCL, ATL, NAHT, NASUWT and NUT.

The resulting protocol is an attempt to define effective practice in relation to classroom observation that takes account of statutory requirements and national agreements.

This protocol applies to all observations except Ofsted, Induction and voluntary peer appraisal, although principles of good practice such as feedback and notice should always apply. Account should be taken of other adults working in the classroom when planning observations to ensure teachers are not over-observed.

2. THE RANGE OF CLASSROOM OBSERVATIONS

2.1 OFSTED Inspections

As part of an Ofsted section 5 inspection, classroom observation is used to gain evidence to inform inspectors' judgements on the quality of teaching and learning provided by the school.

2.2 Induction

Observations are an important part of the statutory induction process for newly qualified teachers (NQTs).

2.3 Peer observation for the purposes of Professional Development

Peer observation (co-coaching), as a professional development opportunity, is effective where colleagues believe that they would benefit from being observed by a

colleague of their choice or from observing a colleague of their choice and choose to work together on a voluntary basis, identifying and focusing on the issues they have agreed to address. It is a common form of professional development during the induction process of newly qualified teachers.

Peer observation is by its nature a voluntary process for all concerned and involves a teacher observing another teacher's practice. It is developmental and involves teachers learning from each other. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a practical and powerful way to support teachers' practice and knowledge about teaching and learning. The outcome of the observation would be a matter of professional discussion between colleagues and would not normally be recorded.

2.4 Appraisal

Appraisal is a statutory and contractual obligation, as set out in the School Teachers' Pay and Conditions Document (2012).

The agreed model policy for appraising teacher performance is attached to this protocol.

While the 2012 regulations are silent on schools setting a limit on the number and length of observations, such as formal observations, should normally be undertaken on no more than three occasions and within a three hour limit, having regard to the individual circumstances of the teacher. The amount of observation for each individual teacher should reflect and be proportionate to the needs of the individual. There is no requirement to use all three hours.

Where particular issues are identified as part of the process and if it is developmental, supportive and agreed after discussion with the teacher, or requested by the teacher under his/her own initiative, then in such cases it is recognised additional time may be required.

2.5 Head Teacher and Local Authority Observations

2.5.1 Classroom observation has a role in the evaluation and monitoring of teaching and learning that is separate from inspection and appraisal requirements.

2.5.2 Head teachers may wish to observe teachers carrying out their duties as part of their responsibilities to "Lead, manage and develop the school workforce, including assessing and managing performance" (paragraph 56.8 of the School Teachers' Pay and Conditions Document 2012). This may include visits to classrooms whilst lessons are in progress.

2.5.3 Classroom observation may be undertaken by Local Authority School Improvement Officers within a programme of support provided to a school as part of improvement programmes, or as part of the Local Authority's statutory intervention powers. In all

cases, classroom observations should follow the schools agreed procedures and follow guidance contained within this protocol. Only where the programme of support follows an OFSTED report which places the school as Requiring Improvement, in Serious Weaknesses or Special Measures, could the frequency of monitoring observations possibly be greater than in a school not subject to intervention. This would be in accordance with the agreed School Improvement Plan. In order that classroom observation is kept to a minimum, and to support efforts to deliver schools' commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, including informing self-evaluation and school improvement strategies. This will enable the head to evaluate standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

2.5.4 Formal observations are when a report or judgement is made on an individual teacher. The limits suggested in 2.4 would not apply to informal observations. Informal observations would include voluntary peer observations, observations of staff wanting to demonstrate good practice, SLT/Head teacher drop-ins where no judgement is being made or governor visits.

2.5.5 There is also flexibility within this protocol that allows for additional observations where there are concerns about a teacher's performance.

2.6 **Capability Procedures**

The number of teachers subject to capability procedures at any one time is very small compared to the overall number of teachers. In the event of a head teacher deciding to introduce capability procedures for a teacher, classroom observation may be used as a means of providing evidence of a teacher's strengths and areas for improvement. Classroom observation carried out as part of the capability procedure is not included in normal classroom observation time.

2.7 **Governor Visits**

Governors have no role in classroom observation. Governor visits are different from informal and formal observations of lessons. Individual governors may wish to visit classrooms to become familiar with the school or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the head teacher and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not professional observations. Governors should not evaluate with work of teachers. No report by a governor evaluating the work of a teacher or teachers should be presented to the governing body.

2.8 **Drop-ins and Learning Walks**

There is no clear consensus as to what constitutes a drop-in. A possible definition in the context of this protocol is that a drop-in is classed as an informal monitoring visit

which focuses on the quality of learning rather than an individual teacher's performance. The drop-in should be brief, cannot form part of appraisal and is used for developmental rather than judgemental purposes. Drop-ins should have a clear focus which is usually communicated to teachers in advance; brief and timely feedback will be provided. A drop-in by definition may not always be notified in advance – it may be a short “walk through” to get a feel for what is going on.

A learning walk is a procedure to support school self-evaluation. It is a strategy that all teaching staff should be aware of in advance for peers to work together to provide feedback and information on a negotiated focus. It involves an organised tour through a school's learning areas to provide feedback on learning and teaching overall and consequently does not focus on the performance of an individual nor is it part of formal appraisal.

3. ADVICE ON CLASSROOM OBSERVATIONS

- 3.1 There should be a 5 day period of notice prior to an observation. There should also be a reasonable amount of time between classroom observations irrespective of the purpose of those observations although it may be appropriate to follow a piece of learning through more than one lesson. For the purpose of satisfying the requirements of the annual appraisal cycle, each teacher should undergo a minimum of one classroom observation a year: each observation should not last more than 60 minutes.
- 3.2 Teachers should be observed on a proportionate and equitable basis. As far as possible all observations will take place at a time agreed between the teacher and the observer.
- 3.3 Under the appraisal process, the arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.
- 3.4 Observations should be conducted in a supportive and professional manner and should be neither intrusive nor threatening.
- 3.5 The Inspectors' Code of Conduct, in the OFSTED Conducting School Inspections guidance, contains a number of principles that would apply equally to anyone undertaking a professional classroom observation, in particular:
 - Evaluate objectively and be impartial.
 - Base all evaluations on clear and robust evidence.
 - Report honestly and clearly, ensuring that judgements are fair and reliable.
 - Carry out work with integrity, treating all those they meet with courtesy, respect and sensitivity.
 - Endeavour to minimise the stress on those involved.

- Act in the best interests and well-being of service users.
- Respect the confidentiality of information, particularly about individuals and their work.
- Respond appropriately to reasonable requests.

3.6 Observers involved in the monitoring and evaluation of teaching should be fully qualified teachers and appropriately trained.

3.7 Before the Observation

3.7.1 The purpose or purposes of any observation should be made clear before it takes place. The following information and arrangements should be available to and understood by both observer and observed beforehand:

- a) the reasons why the observation is taking place;
- b) the procedures to be followed;
- c) an agreement about the recording of any evaluation outcomes made and their reporting;
- d) a discussion about the aims, objectives and context of the lesson;
- e) where relevant, the identity of the person from whom further information may be obtained if required.

3.7.2 If appropriate the checklist below could be used for discussions between observer and observed:

- Has the purpose of the observation been made clear?
- What is the focus of the observation?
- Which lesson or part(s) of lesson(s) are going to be observed?
- Has there been an opportunity for the teacher being observed to describe the context of the lesson?
- What level of involvement will the observer have in the observed lesson?
- Should there be a standard format for recording the observation, for example a pro-forma?
- When and how will the feedback be given?
- What use will be made of any information arising from the observation?

3.8 During the Observation

3.8.1 During the lesson(s), the observer should respond positively to any reasonable requests from the teacher being observed. The observer should act in as unobtrusive, sensitive and professional a manner as possible.

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.

3.9 After the observation

- 3.9.1 The feedback offered following the observation should be well balanced and constructive. Where possible, feedback should be given at the time and in the manner agreed during pre-observation discussions.
- 3.9.2 Feedback may take a number of forms. In many cases, a brief discussion after the class will be sufficient. In other cases, where it is agreed that there is a need for a more detailed analysis, a suitable opportunity should be agreed as soon as possible after the observation and no later than the end of the following working day. The observer might wish to have time to reflect on the observation in order that feedback can be balanced and constructive. This should be within directed time, and in an appropriate environment which ensures confidentiality. Oral feedback will be given as soon as possible afterwards and by no later than the end of the following working day. It should take place in a suitable private environment.
- 3.9.3 Written feedback should be provided within five working days of the observation taking place and should note the date and length of the observation. It should identify good points from the lesson and constructive advice on areas for improvement. Identification of the teachers' professional needs and CPD resulting from the feedback should be considered at the next appraisal review meeting. 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 be covered in the written feedback and the appropriate action will be discussed with the teacher.

Schools should be aware of how the classroom observation feedback report is shared if the observation is multi-purpose. Where this is the case, all aspects within the report, recorded for purposes other than appraisal, should be written as an annex to the final written report. Both the final written report and any annex should be shared with the teacher for their comment.

Information within any annex would not be kept as part of the information gathered for the performance management arrangements.

- 3.9.4 Report(s) arising from observations should be kept in a secure place and remain confidential to the observer, the observed and the head teacher. Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.
- 3.9.5 A visit by a local authority school improvement officer, for example, may lead to reports which are circulated within relevant local authority teams. Such reports will not identify or name individual teachers.