

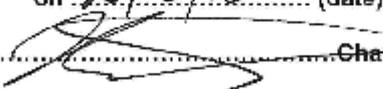


**APPRAISAL POLICY FOR TEACHERS AND  
HEADTEACHERS IN SCHOOLS**

**Version 1.0**

**Policy Date: March '18**

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**This Policy was adopted by:**  
**The Directors of Ventrus Multi Academy Trust**  
on 21/03/18 (date)  
**Signed by**..........**Chair of Directors**  
**Review Date**.....**Signed**.....  
**Review Date**.....**Signed**.....

If you require further help in the interpretation of this policy you can contact Ventrus HR on 01392 256020.

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**A. Introduction and purpose**

**A.1. Responsibility for the application of the Appraisal Policy, aims and purpose**

This policy applies to all teachers (including the Directors of School Improvement) employed for one term or more, with the exception of Newly Qualified Teachers or teachers who are being managed under capability procedures.

It is the responsibility of the Directors of the Trust and the Directors of School Improvement to ensure that all teachers, including the Directors of School Improvement, are aware of; this policy (through the academy's internal communication systems); plans the academy has for improving and/or developing standards of education; the expected standards of performance and the relevant professional standards for teachers; the link between performance and pay progression.

This policy should be read and used in conjunction with the Ventrus Pay Policy.

**A.2. Consultation**

Following consultation with professional associations this model policy is provided for the Directors of the Trust to consider for adoption. Should the Directors of the Trust wish to make any changes to this policy; the school will be required to consult with the County Officials of the recognised professional associations.

**A.3. Legislative Base**

This Policy takes into account the Education (School Teachers' Appraisal) (England) Regulations 2012 (which supersedes the Education (School Teachers Performance Management) (England) Regulations 2006), the Education Act 2002, the ACAS Code of Practice for disciplinary and grievance procedures and any National and/or Professional Standards for Teachers.

**A.4. Terminology**

For ease of reference, the term "teacher" includes and applies to the Directors of School Improvement. If (Committee) is following the word 'Appraiser' the Directors of School Improvement Appraisal Committee will

be responsible for the application of the process for the Directors of School Improvement. If “(Chair of Directors)” is following the word ‘Headteacher/Principle’ the Chair of Directors or nominated representative will manage this policy in relation to the Directors of School Improvement.

#### **A.5. Timings**

Time limits in this Policy take into consideration the statutory requirements as stated in the 2012 Regulations.

This Policy makes reference to a number of ‘days’ within which employees and/or managers are required to take action e.g. provide notice of meetings, provide documentation, etc. A ‘day’ is defined as any Monday to Friday excluding public holidays as defined by ACAS.

### **B. Equality**

The Directors of the Trust and the Directors of School Improvement have a particular responsibility to ensure that the processes described in this Policy are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person’s race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

### **C. Policy**

#### **C.1. Duty to Act**

The Directors of the Trust have a statutory duty to ensure that there is a written appraisal policy for teachers which provides a consistent process for the appraisal of all teachers, including the Directors of School Improvement.

Recognising that each teacher may require different training and support at various stages of their career, the Directors of the Trust are committed to ensuring that each teacher performs effectively by meeting the professional standards and in accordance with their contract of employment.

This will be achieved through:

- a) clarity of the required standards of performance (as stated in relevant professional standards) and in line with the academy’s plan for improving/developing the education for the children;
- b) consideration for the teacher’s professional development needs;
- c) monitoring the performance of teachers within the academy;
- d) supporting and managing teachers appropriately.

#### **C.2. Definition of Appraisal**

Appraisal provides a platform to recognise excellence in performance as well as identify areas for improvement - leading to good and excellent teaching and learning across the academy. It involves making sure that the performance of each teacher contributes directly to supporting the academy's improvement plan and the successful achievement of the academy as a whole. It is the opportunity for managers to set reasonable objectives linked to professional standards, development needs and career goals, with relevance to academy's priorities and plans for improving educational provision and performance.

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Appraisal is a developmental process in which both the line manager and the teacher engage in professional dialogue about the teacher's performance, achievements, areas for improvement and/or acknowledges formally where performance is exceptionally good.

The teacher's performance will be monitored and reviewed throughout the appraisal period and developmental feedback regarding achievement of objectives or where performance is below the expected requirement will be provided by the Appraiser.

#### **D. Confidentiality**

Appraisal should be treated as confidential between the teacher, the Appraiser and the Headteacher / Principal except where statutory obligations exist, when disclosure is necessary for the protection of children and/or for the effective management in the academy and/or as may be required by law or for the purposes of obtaining appropriate professional advice.

All parties involved in appraisal will be expected to maintain appropriate levels of confidentiality. Breaches of confidentiality will be taken very seriously and may result in disciplinary action being taken.

#### **E. Record keeping standards**

A written record must be made of any meetings held during the application of this policy. Those involved in each meeting will be provided with a copy of any relevant documentation.

The Appraiser will ensure that the appraisal report is retained along with copies of any additional evidence and/or information which have been considered during the review of performance.

The teacher should provide information and evidence to support continuing professional development and this should be reasonably up-to-date. The Appraiser may also provide any relevant information.

All management records will be retained confidentially, securely and in accordance with the Data Protection Act (1998).

## **F. General Principles**

### **F.1. Being Accompanied at Meetings**

There is no statutory right to be accompanied at any appraisal meeting. The appraisal process is intended to support two-way conversations between the Appraiser and the teacher.

### **F.2. Human Resources advice**

Ventrus HR Service can provide advice and support to any academy manager/director involved in the application of this policy.

### **F.3. Support for the teacher during the application of this policy**

Consideration must be given to any reasonable request for support to assist a teacher to meet the applicable professional standards.

### **F.4. External assessment of a teacher's performance**

Any external assessment of a teacher's performance should be considered when reviewing a teacher within the appraisal period. Other relevant evidence should be used alongside external assessment information to determine whether or not the teacher meets professional standards and in some cases, appraisal objectives.

## **G. Complaints related to the application of this policy**

Complaints relating to the application of the appraisal process (including the setting of objectives) or people involved, will be managed as part of the appraisal process and should be raised as soon as the issue occurs either verbally or in writing with the Appraiser. In most cases, the Appraiser should be able to deal with the complaint. In exceptional circumstances, it may be appropriate to suspend the appraisal process for a short period while the complaint is looked into.

Where the teacher is repeating a complaint which has been made, considered and rejected in the course of the appraisal process, the Directors of School Improvement / Principal may refuse to consider the matter again under any policy.

## **H. Issues unrelated to the application of this policy**

If the teacher has a complaint unrelated to the application of this policy, it will be dealt with appropriately under the relevant mechanism, in parallel, and the appraisal process will continue as normal.

There may be occasions where other HR processes are being applied to the teacher e.g. managing his/her absence. In all but the most exceptional circumstances, the application of this policy should run concurrently with the application of any other policy with the exception of any capability issue.

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## **I. Preparation for appraisal**

### **I.1. The Directors of the Trust responsibilities**

The Directors of the Trust will select a committee of Directors who will be known as the Appraisal Committee to be responsible for the appraisal of the Chief Executive Officer (CEO). The Directors of the Trust will also appoint an appropriately skilled and experienced external adviser to advise and support the Appraisal Committee to appraise the CEO.

When making a determination regarding the CEO's pay, the Directors of the Trust will consider recommendations from the Appraisal Committee following the most recent appraisal review of the Directors of School Improvement. Any determinations will be made in line with the most recent national provisions including School Teachers' Pay and Conditions Document (STPCD) and the academy's Pay Policy.

The Directors will ensure that the Directors of School improvement have assigned an appropriate person to carry out the appraisal of each teacher employed at the academy. The Appraiser may be the Director of School Improvement, Headteachers/Principal, or an appropriate member of the Senior Leadership Team of the schools.

The Directors of the Trust will review the Academy's Pay Policy on an annual basis to consider changes to national and statutory arrangements for pay. Such changes will be communicated formally to all employees together with information on how the appraisal process will inform discretionary pay determinations of the Directors of the Trust where appropriate.

### **I.2. The responsibilities of the Appraisal Committee**

The Directors of School Improvement Appraisal Committee will obtain professional guidance and advice from the external adviser on setting appropriate objectives for the CEO.

The Appraisal Committee will ensure the timely application of the process including the review of performance against the relevant professional standards and objectives and in accordance with this policy.

On completion of the CEO's appraisal, the Appraisal Committee will report back to the appropriate committee of Directors to enable pay determinations to be made.

### **I.3. The CEO & Directors of School Improvement responsibilities**

The CEO must participate fully in the appraisal process, liaising with the Appraisal Committee as required. The CEO should ensure that his/her own performance leads to continued improvement in the education provision.

The Directors of School Improvement must ensure each teacher employed at the academy has an Appraiser. Due regard will be given to the number of teachers allocated to an Appraiser and adequate time should be available to the Appraiser to carry out his/her responsibilities under this policy.

The Directors of School Improvement will make the professional standards and relevant academy's plans and performance expectations available to teachers and Appraisers. The Directors of School Improvement should ensure where other managers are nominated as Appraisers in addition to the Headteacher / Principal, a consistent understanding of academy priorities and professional standards exists and that objectives align with the standards and academy plans.

The Directors of School Improvement will monitor appraisals across the academy to ensure that the process has been applied fairly, consistently and in accordance with this policy. The Directors of School Improvement will report to the CEO and Directors of the Trust on an annual basis detailing professional training and development needs across the academy together with recommendations for discretionary pay determinations for individual teachers if appropriate.

The Headteacher / Principal will ensure that there is a confidential storage area for appraisal reports and associated documentation.

#### **I.4. The Appraiser's responsibilities**

The Appraiser is responsible for arranging and managing the appraisal process for each teacher assigned in a fair and equitable way. The Appraiser will ensure that the full appraisal process is documented, evidence is retained and kept in a confidential, secure location as assigned by the Headteacher / Principal.

Where the Appraiser is not the Headteacher / Principal, the Appraiser will liaise with the Headteacher / Principal to ensure the relevant professional standards, academy priorities and influencing factors which should be considered when setting appraisal objectives are known.

When setting appraisal objectives, the Appraiser will consider any implications on the teacher's workload.

The Appraiser will ensure the teacher understands the expected standards of performance and the implications of failing to meet such standards. Any concerns relating to the teacher's performance should be raised as soon as possible within the appraisal process. Reasonable and appropriate support should be offered to the teacher. The concerns and support offered should be documented and retained in the appraisal report in a

confidential location. The teacher's health and well-being will also be considered.

Where a teacher fails to meet the expected standards of performance after reasonable levels of support have been offered, the Appraiser should refer the matter to the Headteacher / Principal. The Headteacher/Principal should invoke the Capability Policy at this stage.

#### **I.5. The teacher's responsibility**

Each teacher has a statutory responsibility to contribute fully in the appraisal process. Teachers must perform well and contribute to improving and sustaining a good educational provision for children in the academy.

Teachers will ensure that they fully prepare for both the review of their previous appraisal objectives and the setting of new appraisal objectives for the next appraisal period. This should include being aware of all relevant professional standards that apply to their role in the academy.

Teachers will gather and provide all relevant evidence as agreed and recorded on their appraisal form.

### **J. The Appraisal Process**

#### **J.1. The Appraisal Period**

The appraisal period will be for a period of 12 months from September to July.

Where a teacher commences employment after the start of the appraisal period determined by the Directors of the Trust, the teacher's initial appraisal period will be set so that future appraisals align with the academy's appraisal period.

Teachers who are employed on fixed term contracts of less than one year but more than a term will have an appraisal period linked to the duration of their fixed term contract.

Should a teacher leave employment prior to the completion of the appraisal period, any review should take into consideration the shortened time scale.

Where a teacher has been absent during the appraisal period, there will be a review of the appraisal objectives. The objectives may be adjusted in order to ensure they are relevant and suitable for the remainder of the current appraisal period.

A teacher's appraisal period will not be delayed or started again in the event of a change in the Appraiser.

## **J.2. The Appraisal Meeting**

### **J.2.1. Meeting context**

The appraisal meeting should be held in a confidential location, free from interruption and focus solely on the Appraisal Process.

Professional dialogue will take place between the Appraiser and the teacher so that both can discuss the teacher's performance.

### **J.2.2. Meeting content**

There are two steps to the appraisal meeting:

#### **1. Step One - Appraisal Review**

An evaluation of a teacher's performance and attainment towards objectives set in the previous appraisal period.

#### **2. Step Two - Appraisal Planning**

Setting of new appraisal objectives for the new appraisal period.

Professional development needs should be fully considered during both review and planning stages.

### **J.2.3. Timings of Appraisal Meetings**

The appraisal meeting will be held just prior to or as soon as reasonably possible after, the commencement of a new appraisal period.

The Appraiser will arrange and facilitate the appraisal meeting. The meeting will be held within Directed Time but must not be held at a time which has been scheduled for PPA and consideration should be given to a reasonable lunchbreak.

The Appraiser will give the teacher at least five days notice of the appraisal meeting to enable the teacher to prepare for the meeting.

If circumstances determine, Appraisal Review and Appraisal Planning can be conducted in separate meetings.

## **J.3. Step One - Appraisal Review**

The Appraiser will provide the teacher with constructive feedback on performance throughout the year. Feedback will also be given as soon as practicable after any observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Evidence will be produced and provided by both the Appraiser and the teacher to support the performance of the teacher.

The Appraiser will examine all the evidence; consider any comments or additional information provided by the teacher prior to making a determination as to whether the teacher has:

- met the appropriate professional standards
- achieved the appraisal objectives
- achieved the teacher's professional development needs
- contributed significantly to improving standards at the academy and should be recommended for any discretionary pay determination.

The Appraiser will confirm and record the Appraiser's determinations on the **appraisal report** giving reasons for each determination along with a record of any relevant evidence supporting each determination.

The teacher will be provided with a copy of the appraisal report within five days of the appraisal review and can make comments on the appraisal report.

A copy should be retained by the Appraiser and a copy given to the teacher.

Where the teacher considers that the Appraiser's determination is unfair, the teacher should put any concerns in writing, which will be appended to the appraisal report. Should the teacher's concerns be in relation to any recommendation for discretionary pay progression, the teacher's written concerns should also be submitted to the Directors Pay Committee by way of an attachment to the Directors of School Improvement report which should make recommendations on each pay determination for each teacher in the academy.

#### **J.4. Step Two - Appraisal Planning**

The Appraiser and the teacher will set appraisal objectives for the next appraisal period. This will consider the developmental needs of the teacher.

The Appraiser and the teacher should ensure the teacher has a clear understanding of the performance standards expected. Where necessary, the Appraiser should provide clarity on where improvements to performance are required to meet the relevant professional standards and the academy's plans.

The Appraiser will record the following detail on the appraisal report for each appraisal objective:

- The appraisal objective
- The support offered
- Resources and facilities available

- The evidence required
- Who will be responsible for obtaining the evidence
- The timescale in which evidence should be submitted
- The desired outcome to achieve the appraisal objective.

#### **J.4.1. Setting Appraisal Objectives**

Objectives must be specific, measurable, achievable, realistic and time-scaled. The number of objectives and depth of achievement should be reasonable considering the working pattern of the teacher and set in accordance with:

- Professional standards
- Contributing to improving the quality of the education of the pupils at the academy
- The academy's development and/or improvement plan.
- The academy's self evaluation
- The role and responsibilities of the teacher
- The professional development needs of the teacher
- The health, safety and wellbeing of the teacher
- Where pay determinations may be applicable; the objectives that need to be met for consideration.

The CEO's objectives will only be set after appropriate advice and guidance from the external adviser.

Objectives should be equitable in relation to teachers with similar roles and responsibilities but must recognise individual developmental needs and performance.

There should be a satisfactory balance between the time needed for the teacher to carry out professional duties and the requirement to achieve and evidence performance objectives.

The Appraiser and the teacher will seek to agree the objectives but, if that is not achievable during the appraisal meeting, the Appraiser will determine the objectives.

Where the teacher experiences a change of circumstances relevant to the teacher's job performance during the appraisal period, the objectives may be revised or altered by the Appraiser appropriately. This may include where there are concerns regarding a teacher's performance are identified.

Where there are concerns that the teacher is not meeting the relevant professional standards, a review should take place and the objectives may be revised by the Appraiser. The teacher

should be advised by the Appraiser that it will be necessary for the teacher to provide evidence that s/he meets the professional standards within an acceptable time frame to be set by the Appraiser.

#### **J.4.2. Evidence**

When setting the appraisal objectives, the appraiser should ensure that the teacher has an understanding of the type of evidence that would be considered appropriate and how the evidence provided by the teacher will be utilised at the appraisal review. The Appraiser may also provide evidence of the teacher's performance. The Appraiser will ensure that the appraisal report notes the evidence provided and will determine whether or not the evidence provided is appropriate.

Types of evidence that can be used by the teacher and the Appraiser could be:

- Lesson observation feedback sheets
- Written feedback
- Work scrutiny
- External assessment reports
- Pupil data
- Professional development logs, including self assessment and evaluation tools
- Records of professional discussions

*(The above list is not exhaustive and other relevant information may be used.)*

Evidence may be submitted by the teacher to enable the Appraiser to make a determination of the teacher's overall performance. This may include feedback from other appropriate colleagues where the appraised teacher has contributed to the personal development of the colleague. External assessments and/or information provided by external assessors may be used alongside other information.

#### **J.4.3. Support, training and development**

The Appraiser and the teacher should discuss appropriate and reasonable levels of support, training and development opportunities to enable the teacher to meet the appraisal objectives. Additional support may be applied when development is required to meet the relevant professional standards. The Appraiser should confirm the details of what support, training or development opportunities will be available to the teacher, which may include:

- Coaching
- Mentoring
- Additional classroom assistance
- Equipment and/or resources
- Peer support and observations
- Examples of colleagues work
- Professional feedback
- Reorganisation of directed time

**J.4.4. Classroom observations**

Observation of classroom practice, performance and professional duties will be carried out as part of the appraisal process, where appropriate. Observation will be carried out in accordance with the Classroom Observation Protocol agreed by the Directors of the Trust.

**J.4.5. Professional feedback**

There should be clear, professional communication between the Appraiser and the teacher. The Appraiser should ensure that positive feedback is given where the performance of the teacher is good or better. Where improvements to performance are necessary, feedback should be constructive, developmental and encouraging but should ensure the teacher is clear about what performance concerns need to be addressed.

A record will be made of the discussions and planned action. A copy of the record will be given to the teacher as well as a copy attached to the appraisal record to be considered as part of the next appraisal review.

**J.4.6. Ongoing review and support**

During the appraisal period additional meetings between the Appraiser and the teacher may be held. Meetings can be utilised to evaluate progress, review support and establish whether it is necessary to adjust the appraisal objectives. Any changes should be agreed by the Appraiser and recorded on the appraisal report.

**K. Concerns about the teacher's performance**

Where there are concerns about any aspect of the teacher's performance, the Appraiser or appropriate senior manager will meet the teacher at the earliest opportunity to:

- Communicate to the teacher the nature and seriousness of the concerns about the teacher's performance

- Provide the teacher the opportunity to comment and discuss the concerns;
- Explore whether the teacher has any health or wellbeing issues which may have an impact on performance. Consider whether a referral to IMASS may be appropriate. Discuss other support e.g. GP, Counselling
- Ensure support is offered (e.g. coaching, mentoring, structured observations), to enable the teacher to address the concerns and improve his/her performance
- Inform the teacher that his/her performance will be monitored and reviewed and that improvements are expected
- Ensure the teacher is aware that additional monitoring of performance will take place e.g. additional lesson observations Appraisal
- Inform the teacher that if s/he fails to meet the required standards of performance then the Capability Policy will be invoked
- Schedule a review meeting.

The review period will vary depending upon the circumstances. Generally, it will be a minimum of six weeks to a maximum of a term.

Notes should be taken of the meeting. The Appraiser should draw up an action plan of the support offered, the improvements expected, any revision of objectives and the date of the review meeting which will be signed by both the teacher and the Appraiser and appended to the appraisal report.

Where performance has not improved following additional support being offered or significant/serious concerns are raised regarding a teacher's performance, the Headteacher / Principal will consider dealing with the matter under the Capability Policy.

#### **L. Teacher incompetence/serious concerns about performance**

If any of the following circumstances exist:

- a) the teacher's classroom control is so poor that effective teaching cannot take place
- b) pupils fail to progress as expected in the teacher's lessons
- c) the teacher's performance is seriously below expected standards
- d) the teacher cannot demonstrate the achievement of the majority of objectives despite support being offered
- e) the teacher's performance is consistently poor.

and/or in the case of a member of the leadership team:

- f) effective leadership of the academy is in serious doubt.

The matter should be referred to the Headteacher / Principal immediately. The Headteacher / Principal will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the teacher's professional conduct in addition to professional performance. In these circumstances, the Conduct Policy should be used either instead of or concurrently with the Capability Policy.

## POLICY HISTORY

Version	Policy Date	Summary of change	Contact	Implementation Date	Review Date
	04.07.2012	New Policy. Consultation completed with recognised Trade Unions (Teachers Consultative Committee): ASCL, ATL, NAHT, NASUWT, NUT, and Voice.	HR Direct	July 2012	
	1.9.13	Revised Policy, sections A1, I3, I4, J2.2, J3 and J4 updated to reflect link between performance and pay progression	HR Direct	September 2013	
	24.9.13	Revised to reflect the requirements of the PAT	J Stuart	24 Sep 13	
	28.4.15	Revised to reflect the requirements of the PAT	J Stuart	28 Apr 15	
	13.5.16	Revised to reflect the requirements of the PAT	J Stuart	28 April 15	
1.0	March 2018	Revised policy to reflect the Trust's Leadership structure and terminology	SL Nov 17	March 18	2020

## CLASSROOM OBSERVATION PROTOCOL

The Directors are 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;
- evaluate objectively;
- report accurately and fairly; and respect the confidentiality of the information gained.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform 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 teachers. Information gathered from classroom observation will assist the Headteacher / Principal in the exercise of their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Classroom observations will only be undertaken by persons with qualified teacher status (QTS). Classroom observation will only be undertaken by those who have had adequate preparation and who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional

dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It should be given during directed time (schools should make provision for this when allocating the 1265 hours directed time) in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation these should also be covered in the written feedback and the appropriate action discussed with the teacher.

The written record of feedback will include 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.

## Appendix 2 Teachers Standards

### DfE Teaching Standards September 2012

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

#### PART 1 - A TEACHER MUST:

- 1 **Set high expectations which inspire, motivate and challenge pupils**
    - establish a safe and stimulating environment for pupils, rooted in mutual respect
    - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
    - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
  - 2 **Promote good progress and outcomes by pupils**
    - be accountable for pupils' attainment, progress and outcomes
    - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
    - guide pupils to reflect on the progress they have made and their emerging needs
    - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
    - encourage pupils to take a responsible and conscientious attitude to their own work and study
  - 3 **Demonstrate good subject and curriculum knowledge**
    - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
    - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
    - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
    - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
    - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
  - 4 **Plan and teach well-structured lessons**
    - impart knowledge and develop understanding through effective use of lesson time
    - promote a love of learning and children's intellectual curiosity
    - set homework and plan other out-of-class activities to consolidate and extend knowledge & understanding pupils have acquired
    - reflect systematically on the effectiveness of lessons and approaches to teaching
    - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
  - 5 **Adapt teaching to respond to the strengths and needs of all pupils**
    - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
    - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
    - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
    - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
  - 6 **Make accurate and productive use of assessment**
    - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress
    - use relevant data to monitor progress, set targets, and plan subsequent lessons
    - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
  - 7 **Manage behaviour effectively to ensure a good and safe learning environment**
    - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
    - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
    - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
    - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
  - 8 **Fulfill wider professional responsibilities**
    - make a positive contribution to the wider life and ethos of the school
    - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
    - deploy support staff effectively
    - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being