



Appraising Teacher
Performance and
Talent Management
Policy ©

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CHASING HORIZONS

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Purpose

This policy sets out the framework for:

- A clear and consistent assessment of the overall performance of teachers, including the Executive Headteacher / Headteachers
- For supporting their development within the context of the Federation's plan for improving educational provision and performance, and the standards expected of teachers.
- The arrangements that will apply when teachers fall below the levels of competence that are expected of them. In this instance, Capability Procedure will be applied using the Lambeth and Southwark policies relating directly to the Federation site to which a teacher is deployed.

Application of the Policy

This policy covers appraisal, applies to the Executive Headteacher / Headteachers and to all teachers employed by the Federation, except those on contracts of less than one term, those undergoing induction as NQTs and those who are subject to Capability Procedure (this policy should be read in conjunction with both the Southwark Pay policy and Capability Policy & Procedures).

Capability Procedure applies only to teachers (including the Executive Headteacher / Headteachers) and any other staff member in the event that there are serious concerns about performance that have been unable to be addressed through routine performance management and CPD.

Appraisal & Talent Management

Appraisal at the Federation is a supportive, challenging and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively in order to ensure maximum positive impact on pupil outcomes. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. It ensures that, where effective practice is identified, it is recognised, celebrated and shared with colleagues – providing heightened opportunities to share collegial intelligence and career development opportunities.

The Appraisal Period

The appraisal period will run for twelve months from September to July (a full academic year). 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. Reviews will be completed for that period by October 31st of any year. The targets set in October of each year will be reviewed by July of each year usually by the Headteacher, or someone appropriate designated by the Headteacher.

Timeline

October – targets set with the teacher using the Federation pro forma (see Appendix 1).

By end of Spring term – if a teacher is in danger of not progressing in their pay, a formal letter will be sent informing them of this and giving the exact reasons why. These reasons will be based on the Federation pro forma (see Appendix 1).

June – July – any teacher that has received a cause for concern letter (see Appendix 3), or any teacher that has developed concerning performance since the April cut off, will have their performance reviewed by a panel of the Heads of School and a joint decision will be made as to whether that teacher progresses along the pay scale. If the concerns about performance are recent (i.e. become apparent

after April, SLT will seek to inform that teacher as soon as possible that they are in danger of not progressing along the pay scale)

July – all teachers will be notified of the outcome of their appraisal by letter(see Appendix 4)

Appeals – will be heard in September by EHT and Heads of school not involved in the original pay decision, and then a Governing Body panel.

Appointing Appraisers

The Executive Headteacher will be appraised by the Federation 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 Federation the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body (usually the Chair and Vice Chair). Headteachers, or someone appropriate designated by the Headteacher, will appraise teaching members of staff

Setting Objectives

The Executive Headteacher's objectives will be set by the Federation 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. (usually by 31st October except in exceptional circumstances)

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

The objectives set for each teacher will, if achieved, contribute to the Federation's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

The objectives are based on the Local Authority's Model pay policy and include the following elements

Local Authority Model pay policy wording (p4 Southwark)	Applying this to Federation policy and procedure, we will set objectives for:
An increasing positive impact on pupil progress	Pupil progress data
An increasing impact on wider outcomes for pupils	pupil voice, book scrutiny, planning scrutiny and pupil progress
Improvements in specific elements of practice identified to the teacher	Planning scrutiny, book scrutiny, lesson observation grading's
An increasing contribution to the work of the Federation	As in the work of pupil progress and the contribution to pupil standards – elements could be in reference to the Federation Learning Plan
An increasing impact on the effectiveness of staff and colleagues	Lead professionals etc. may observe and support colleagues to improve their practice in observations etc.

Headteachers will have reference to key school improvement documents such as the Federation Learning & Development Plan, year team and /or faculty development plans. These are our blue-print for sustained outstanding performance and quality of provision.

Expectations of pupils' progress (and ultimately cumulative KS2 attainment) are equally high for all pupils across all Federation sites. We strive to ensure that pupils' KS2 progress and performance remains in the top 1% for all primary schools nationally. Every teacher at the Federation must directly contribute to this through sustained high performance / impact. KS2 performance is the cumulative contribution of every teacher in every class and every Year Group

Pay Progression Based on Performance

Please see the Local Authority model pay policies:

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" published 1st September 2012. The Executive Headteacher 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 QTLS status, it is for the Executive Headteacher 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.

Leadership Group (Headteachers, Deputy Heads)

Please see Local Authority model pay policy for appraisal procedures

Reviewing Performance

As stated above objectives are set within the areas defined in the paragraph 'setting objectives'. Performance is reviewed in line with these areas. These are detailed below:

Formal Observation & Peer Observation

The Federation believes that observation of classroom practice and other responsibilities is vital as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have. It is also extremely valuable in gaining useful information which can inform school improvement more generally.

All observations (formal observations and peer observations) will be carried out in a supportive and fair way. Our general approach is:

Formal graded lesson observation once per term / 3 times per academic year (Appraisal Period). Teachers will be given adequate notice in advance of observations, although senior staff reserve the right at the Federation to observe at any point so long as there is good reason to do so. Teachers will receive both verbal and written feedback as soon as this is practical. In addition to the specific lesson observed, there will be careful consideration of typicality of provision in the class triangulated through scrutiny of pupils' recorded learning on a regular basis, scrutiny of curriculum planning which directly underpins quality first teaching, knowledge of progress data and overview from learning walks.



The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school / Federation.

Minimum ungraded peer observation once per term / 3 times per academic year, but these are unlimited in number and very actively encouraged as a fantastic opportunity for peer learning / CPD / sharing of skills and expertise. Peer observations very much enable teachers to develop their practice, without the anxiety of a grade attached, meaning that they can take risks in their practice and address areas for development.

Where a teacher (other than NQTs) delivers a lesson judged to be requiring improvement there will be additional support / coaching provided and a re-observation scheduled at an appropriate point.

Where a teacher delivers a lesson judged to be inadequate (including NQTs) there will be additional support / coaching provided as a priority and a re-observation scheduled at an appropriate point shortly afterwards. This approach is supportive and will continue until teaching is securely good (and typicality of provision triangulated as at least good).

In the event of two consecutive inadequate lessons or more, and where specific feedback and support have had limited impact, the teacher concerned will be placed on a time-limited intensive programme of support with their full involvement and discussion. The time limit for this will be half a term as our priority must always be safeguarding pupils' learning and their progress. We seek to enable all of our staff to successful.

Should a teachers' capacity for sustained improvement be a serious cause for concern a senior member of staff would apply Capability Procedure (with which this policy should be read in conjunction with).

Federation Year Team Leaders are sensitively made aware of teacher performance across their teams in order to best support colleagues to be successful.

Graded classroom / intervention observations will be carried out senior staff with considerable expertise and sometimes observations are carried out in pairs to enable us to rigorously moderate our judgements.

The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including senior staff) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Pupil Progress

Progress is discussed at 7 points throughout the year with teachers

3rd week September – baseline

October – mid term

December – MAIN pupil progress

February – mid term

March/April – MAIN pupil progress

May – mid term

June – MAIN pupil progress



The Federation expects to see all children making sustained progress but recognises that progress is not linear. Judgements about progress will be triangulated with other forms of evidence. The Federation does not expect progress in the 4 areas of Reading Writing Maths and Science to be consistently poor or requires improving.

Book Scrutiny

Deputy Headteachers are responsible for monitoring books. Exercise books demonstrate tangible progress and as such are an important part of triangulating impact on standards. Books are presented and kept to the Federation standard which is communicated to staff in the September INSET and through every book scrutiny. Areas for development are communicated to staff and must be acted upon.

Planning Scrutiny

Deputy Headteachers are responsible for monitoring planning. High quality planning is a fundamental part of ensuring that classroom delivery has impact on progress and standards. We recognise that teachers work in teams to plan, but the Federation expects that plans be 'tweaked' by an individual teacher to suit the needs of their class.

Learning Environment (LE) (see Appendix 2 LE Pro-Forma Template)

How a teacher's classroom is set up is a fundamental aspect of how they view the importance of learning, is an indicator of their relationship with children and parents, and also communicates to learners how independent they are expected to be. Learning walks focusing on the learning environment are carried out in September. Peer learning environment scrutinies are also carried out throughout the academic year. We expect all classrooms to be kept tidy, reading corners to be maintained, exercise books to be kept covered and stored correctly. Please see the learning environment/ inclusion checklists for further details.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Federation wishes to encourage a culture in which all teachers take full personal responsibility for improving their teaching through appropriate professional development. The GHF expects all teaching staff to be highly competent and have at least a good level of teaching.(see p16 of Lambeth model policy, see p4 of the Southwark policy) Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers. We have excellent CPD opportunities at the Federation including:

- High quality weekly staff training (multi-site platform, informed by careful strategic needs-analysis from previous Federation-wide observations, professional dialogue, data trends and action research findings carried out by staff). Core business / school improvement strategies are built into these to protect teachers' time to deliver highest teaching. Some sessions include peer evaluation, moderation and scrutiny opportunities and some are differentiated deliberately by Key Stage when appropriate.
- Carefully planned staff training days which scaffold and support all core procedures for accelerating pupils' progress.
- The purpose of all staff development opportunities is action which leads to demonstrable impact on the quality of our provision.



- Faculty Teams and Year Teams enable us to fully share expertise and “collegial intelligence”. They are also a valuable opportunity to clarify procedures, systems and get practical support
- Multiple opportunities for peer observations.
- Quality feedback from regular evaluations of pupils’ recorded learning / EYFS profiles.
- Feedback from learning walks and review of class learning environment on a periodic basis.
- Year Team Planning and Pupil Progress Review Meetings are also excellent CPD opportunities.
- Numerous opportunities for development leadership roles across our Federation, including Faculty Leaders, Faculty Team Members and Year Leaders. We provide excellent career progression opportunities.
- Excellent support and coaching opportunities from our team of Advanced Skills Teachers.
- Excellent induction for all teaching staff and personalised support.
- Additional training opportunities through the Lambeth Teaching Schools Alliance and Lambeth / Southwark training programme.
- Opportunity to undertake action research and achieve a high degree as we commit to part-funding an MA programme for teaching staff.
- Feedback
- Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. It is vital that feedback is acted on and directly translates back into classroom practice. Feedback will highlight particular areas of strength, as well as areas that need attention.

Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment and discuss the concerns
- 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 appraiser but should reflect the seriousness of the concerns)
- Any concerns that could mean that the teacher will not make progression up the pay scale will be communicated officially by the end of the Spring term in each cycle, with clear targets set and a date for review of those targets given.
- Explain the implications and process if no – or insufficient – improvement is made (see Lambeth and Southwark Capability Procedures)

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.

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 will be managed under the Capability Procedure, and will be invited to a formal capability meeting. Please see Lambeth and Southwark Capability Procedures adopted by the Federation.



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 Federation Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place e.g. Pupil Progress Review Meetings.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a short written appraisal report (see Appendix 1). Teachers will receive their written appraisal reports by 31st October (31st December for the Executive Headteacher). The appraisal report will include:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them
- A recommendation on pay where that is relevant. Pay recommendations need to be made by 31st December for the Executive Headteacher / Headteachers and by 31st October for other teachers (normally these will be made at the end of the previous academic year / end of Appraisal Period).

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

The Appeal Process

If at the end of the performance management cycle, the decision is made by a panel of Heads of School that a teacher will not be progressing up the pay scale, that teacher has the right to appeal that decision in writing to The Executive Headteacher within 10 working days of receiving that decision.

The Executive Headteacher will review the appeal with one other Head of School who was not part of the original panel. The outcome of that meeting will be conveyed within 7 working days

If upon receiving that decision letter, the teacher wishes to lodge a further appeal, this may be done to the Governing Body within 10 working days of receiving the first appeal decision letter. The Governing Body will set up a panel of 3 Governors and will hear the appeal. After the hearing, the decision will be communicated to the teacher within 7 working days of the appeal hearing.



Appraisal Report / Quality Teaching and Learning: Teacher Profile

Teacher:		Class / Year Group:	
Site:		Academic Year / Appraisal Period:	Autumn / Spring / Summer
<u>Lesson Observations</u> Strengths: To Develop / Objective:		<u>Pupil Progress</u> Strengths: To Develop / Objective:	
<u>Book Scrutiny</u> Strengths: To Develop / Objective:		<u>Planning Scrutiny</u> Strengths: To Develop / Objective:	
<u>Learning Environment</u> Strengths: To Develop / Objective:		<u>Pupil Voice / Critical Thinking Skills / Pupils' Independent Learning</u> Strengths: To Develop / Objective:	
<u>Feedback to Teacher</u> Pay Recommendation (Incremental Salary Progression): Yes / No Current Summative Grade: (based on triangulated evidence over time): Outstanding / Good / Satisfactory / Inadequate		<u>Professional Development / Training Needs</u> (relating to development areas identified above, revised national standards for teachers and federation-wide impact where appropriate)	

Classroom Learning Environment Feedback (EYFS)

Are the following things displayed or in evidence?		Comments / Area of Particular Strength
General		
Class timetable (indicating when TA support is available)?		
Fire Evacuation Notice (updated annually)?		
Classroom Behaviour Code / Expectations?		
Groups displayed for book bags/reading groups/organisation?		
Are the 7 areas of learning clearly labelled and visible in the room?		
Are key questions displayed on table tops for each table top focus activity?		
Daily visual timetable for pupils? (including pictures)		
Classroom set up for Early Work and table tops set up to show each area of learning (prior to morning briefing)?		
Equipment / Resource storage labels on all trays, cupboards etc? (words and pictures on tinted background)		
Profiles		
Does each profile have a federation front cover with the child picture name, class name and years in reception?		
Are profiles well displayed and accessible for parents?		
Is there a profile tally sheet and observation pouch wall displayed and being used?		
Display		
Is there evidence of the topic for the term displayed?		

Is there a challenge area for maths for children to use independently?		
Is there a challenge area for literacy for children to use independently?		
Are resources accessible for children to use independently?		
Is the book area well-organised and inviting?		
Are fabric/lights etc used to add mood and interest?		
Are there table top displays of artefacts / resources linked to the topic?		
Is there evidence of some pupil work on display yet? (this is very early in term)		
Do key displays include: <ul style="list-style-type: none"> • title • open / closed questions? • learning objectives? • Processes (we have been learning to?) • reinforcement vocabulary? • Quality labelling? 		
Is all work mounted? (Please ensure that work is trimmed and mounted evenly and intended straight edges are straight).		
Do displays have borders?		
Is children's work thoughtfully positioned and spaced?		
Is work attached with staples or Blu Tac? (drawing pins are not to be used for Health and Safety reasons).		
Is there a designated area for listening to recorded books in the classroom?		
Are the classroom headphones and CD player accessible to children?		
Are listening resources and equipment cared for and kept in good condition?		

Equal Opportunities		
Does the classroom reflect cultural diversity?		
Are both genders reflected within displays?		
Is the font dyslexia friendly? (high ascenders and low descenders e.g. comic sans)		
Are signs and labels written on tinted paper?		
Welcome boards		
Is 'welcome' displayed in a range of languages?		
Does it reflect the expectations for that year group? Is it age appropriate?		
Outside Area General Classroom Organisation and Routines		
Is the outside area engaging and well organised?		
Does the outdoor area reflect the learning in the classroom?		
Are the 7 areas of learning reflected in the outdoor environment?		
Is the teacher's desk piled high with resources / paper or folders and clutter?		
Are IWB backgrounds tinted?		

By completing the **highlighted** areas you are being dyslexia friendly!



Classroom Learning Environment Feedback KS1/2

Are the following things displayed or in evidence?	✓	Comments / Area of Particular Strength
General		
Class timetable (indicating when TA support is available)?		
Fire Evacuation Notice (updated annually)?		
Classroom Behaviour Code / Expectations?		
Reading Wheel / Guided Reading Timetable?		
PE days on display?		
Are speaking frames on display (eg philosophy)? (preferably in dyslexia friendly font and on tinted backgrounds)		
Daily visual timetable for pupils? (including pictures)		
Classroom set up for Early Work and first lesson (prior to morning briefing)?		
Equipment / Resource storage labels on all trays, cupboards etc? (words and pictures on tinted backgrounds)		
Workbooks		
Are workbooks and project folders correctly labelled with pupils' first and second name?		
Do all A4 workbooks have a protective plastic cover?		
Are workbooks stored neatly and are they accessible to pupils?		
Display		
Is there evidence of a curriculum project stimulus display?		
Are there resources on display to support pupils with basic skills in maths (eg		

number line; times table square?		
Are there resources on display to support pupils with basic skills in Literacy (eg handwriting letters, high frequency words)?		
Evidence of science on display? (including key vocab)		
Is the book area well-organised and inviting?		
Are fabric/lights etc used to add mood and interest?		
Are there table top displays of artefacts / resources linked to the curriculum?		
Is there evidence of some pupil work on display yet? (this is very early in term)		
Do key displays include: <ul style="list-style-type: none"> • title • open / closed questions? • learning objectives? • Processes (what the children did)? • reinforcement vocabulary? • Quality labelling? 		
Is all work mounted? (Please ensure that work is trimmed and mounted evenly and intended straight edges are straight).		
Do displays have borders?		
Is children's work thoughtfully positioned and spaced?		
Is work attached with staples or Blu Tac? (drawing pins are not to be used for Health and Safety reasons).		
Is there a designated area for listening to recorded books in the classroom?		
Are the classroom headphones and CD player accessible to children?		
Are listening resources and equipment cared for and kept in good condition?		

Equal Opportunities		
Does the classroom reflect cultural diversity?		
Are both genders reflected within displays?		
Is the font dyslexia friendly? (high ascenders and low descenders, e.g. comic sans)		
Are signs and labels written on tinted paper?		
Welcome boards		
Is 'welcome' displayed in a range of languages?		
Does it reflect the expectations for that year group? Is it age appropriate?		
General Classroom Organisation and Routines		
Are chairs tucked under tables / straightened before children leave the classroom (throughout the day as an established routine)?		
Is the teacher's desk piled high with resources / paper or folders and clutter?		
Are IWB backgrounds tinted?		
Are there resources to support learners on tables? (e.g. sound cards, ACE spelling dictionaries)		

By completing the highlighted areas you are being dyslexia friendly!

Areas for development:



Provision Walk Feedback – Spring 1

Are the following things displayed or in evidence?	✓	Comments / Areas of Particular Strength
Class and TA timetables are being followed and used to support/challenge range of target children (SEN and MA). (e.g. 5 minute boxes, targeted group work, target readers etc.)		
Out of class interventions are taking place as appropriate and timetabled.		
Visual timetables are displayed and in use.		
Visual prompts and differentiated resources are in use.		
Any SEN specific resources and strategies are in use as indicated on the class provision map. (e.g. move n sit cushions, workstations, makaton signing)		
Inclusion folder is accessible as a tool to all adults working with the class.		
Learning undertaken by pupils is appropriate and challenging to ensure progress and achievement for all.		
All pupils are included and engaged/on task in the classroom/any intervention.		
<p>Pupil Comments: (Interview two target children identified on class provision map. How do they feel about the support they receive with their learning?)</p>		
<p>Strengths/Further suggestions:</p>		
<p>Please copy to monitoring folder/CT/TA/SENCO</p>		