

APPRAISAL POLICY FOR PARRETT AND AXE CEVA PRIMARY SCHOOL

October 2018

INTRODUCTION

Revised appraisal arrangements come into force on 1st September 2012. They are set out in the Education (School Teachers' Appraisal) Regulations 2011 which replace The Education (School Teacher Performance Management) (England) Regulations 2006.

This policy applies only to teachers, including headteachers. It has been written in the context of schools, but the same principles apply to centrally employed teachers.

From September 2014 pay progression for teachers will be based on their performance and achievement of objectives as reflected in their appraisal. The School's annual Pay Policy for teachers will set out what will be taken into consideration in determining pay progression.

It is good practice for schools to consult staff on their appraisal policies.

In this policy, text in bold covers information that is required by the new Appraisal Regulations or by School Staffing Regulations.

An effective appraisal process should:

- Identify, celebrate and disseminate good practice
- Identify areas for staff to improve their professional skills
- Identify performance that is below the standard expected and provide a supportive system to improve performance
- Include a recommendation on pay progression for the teacher
- Be an integral part of a school's self-evaluation process.

Teachers' Standards

The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum levels of practice expected. The appraisal will include an assessment of the teacher's performance against the relevant standards.

The School has set out its expectations of the standards applying to teachers at different stages in their careers in Annex 2 which has been made available to teachers in the school.

APPRAISAL POLICY

The Governing Body of Parrett and Axe CEVA Primary School adopted this policy in April 2014

APPLICATION OF THE POLICY

The policy applies to the headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures. Appraisal is central to both school improvement and teachers' personal development, as on-going supportive process.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall appraisal of teachers, including the headteacher, and for supporting their development within the context of the school's improvement plan, and the standards expected of teachers.

THE APPRAISAL CYCLE

- The appraisal period will normally run from September to September
- The appraisal cycle will run **on an annual basis**. Appraisal planning and reviews must be completed for all teachers by 31 October and for headteachers by 31 December.
- Pay recommendations must be made by 31 October and for Headteachers by 31 December
- Teachers, who are employed on a fixed term contract of less than one year, will have their appraisal managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
- Where a teacher starts their employment at the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.
- Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

- **The headteacher will be appraised by the Governing Body, supported by an external adviser.**

APPOINTMENT OF REVIEWERS FOR TEACHERS

- All reviewers must be appropriately trained to review appraisal effectively and ensure equal treatment.
- In the case where the headteacher is not the teacher's line manager, the headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the headteacher has decided that:

The headteacher will be the reviewer for all teachers in this school.

OBJECTIVE SETTING

- **The objectives agreed with each appraisee will contribute to the school's plans for school improvement, improving pupil progress** and the professional development of the teacher.
- The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They should reflect the need for a satisfactory work-life balance.
- They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria, including preparation for threshold application.
- The reviewer and appraisee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. The objectives must be reasonable within the timescale allowed.
- Appraisees who have responsibilities outside the classroom should normally expect to have objectives related to those responsibilities included, e.g. leadership of a subject.

In this school :

- All teachers, including the headteacher, will have no more than 3 objectives. However, in certain circumstances (e.g. for part-time staff) fewer than 3 would be appropriate; in exceptional circumstances it may be acceptable to set more than 3 objectives but the workload attached to these must be proportionate to the workload involved in 3 objectives.
- Teachers, including the headteacher, will not necessarily all have the same number of objectives.
- Though appraisal is an assessment of the overall appraisal of teachers and the headteacher, objectives cannot cover the full range of a teacher's roles or responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.
- At the review stage it will be assumed that those aspects of a teacher's roles or responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations and professional standards have been carried out satisfactorily.

REVIEWING PROGRESS TOWARDS MEETING OBJECTIVES

Observation

- The number and type of classroom observation will depend on the individual circumstances of the appraisee and the overall needs of the school. Normally no more than three visits will be made unless additional visits are required to address significant concerns have been identified and these have been documented with appropriate evidence.

- In any observation of a teacher's practice, clear criteria about how that practice will be judged should be established and shared with the teacher before any observation has taken place.
- Appendix 1 is a model observation policy and it is strongly recommended that schools adopt this policy.
- Schools will need to decide whether or not to grade observations for the purpose of appraisal and what criteria will be used; whatever system is chosen, it is important that it is developmental.
- In addition to formal observation, head teachers or other leaders may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. This will be part of the school's self-evaluation and is **not** part of the appraisal process. It is recommended that schools have a protocol for drop-in visits.

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 ongoing professional development needs and priorities of individual teachers.

Feedback

Appraisees will receive feedback on their performance throughout the year and as soon as practicable after any observation.

Appraisal

- **At the end of the cycle, each appraisee's performance will be formally assessed.**
- This assessment is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in a series of informal meetings which will take place over the year. This process should not lead to additional objectives being set but there could be modification to existing objectives
- There should not be any 'surprises' at the end of the review period. If the reviewer has any concerns about performance, these should be discussed with the appraisee as soon as possible so that s/he has an opportunity to address these issues.
- **The appraisee will receive – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:**
 - ◆ Details of the appraisee's objectives;
 - ◆ **an assessment of the appraisee's performance against their objectives for the relevant period and the relevant standards expected of teachers, having regard to their job description/role in the school;**
 - ◆ **a determination of the teacher's training and development needs and the actions that will be taken to address them;**
 - ◆ **a recommendation on pay progression**

TRAINING AND SUPPORT

- The school wishes to encourage a culture in which all teachers expect to undertake a programme of continuing professional development that is linked to school

improvement priorities and to their own individual ongoing professional development priorities and needs.

- The school's CPD programme will be informed by the training and development needs identified in the training annex of the appraisees' planning and review statements.
- The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.
- 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 headteacher's annual report to the governing body about the operation of the appraisal in the school.

TEACHERS EXPERIENCING DIFFICULTIES

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

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures, the appraiser, the headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of weeks (*normally 8*), with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting with the headteacher to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

APPEALS

- At specified points in the appraisal process teachers and headteachers have a right of appeal against any of the entries in their planning and review statements.
- Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.
- Appeals will be heard by the headteacher (unless the headteacher is the reviewer, where the appeal will be heard by a nominated governor). If this does not resolve the appeal, a panel of three governors will review the appeal.

CONFIDENTIALITY

- The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times.
- Only the headteacher and the appraisee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be told who has requested and has been granted access.

MONITORING AND EVALUATION

- The governing body will monitor the operation and outcomes of appraisal arrangements.
- The headteacher 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 procedures;
 - ◆ teachers' training and development needs.
- The headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

CONSISTENCY OF TREATMENT AND FAIRNESS

- The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal and pay progression.
- To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The headteacher has determined that he will be the reviewer for all teachers.

ANNEX 1 – CLASSROOM OBSERVATION PROTOCOL

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

The arrangements for classroom observation will be included in the planning statement at the start of the cycle and will include the amount of observation and specify its primary purpose, any particular aspects of the teacher's performance to be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

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 head teacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

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 as recorded in the planning and review statement, 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.

Annex 2 Teachers' Model Pay Structure MPR & UPR

Teachers' Model Pay Structure MPR & UPR			
Categories linked to Teachers' Standards		Entry Stage (MPR 1&2)	Development Stage (MPR 3&4)
Professional Practice		All relevant teachers' standards being implemented with guidance. No teaching is inadequate, increasing evidence of good or better teaching and learning. Seeking support from line manager as required.	All relevant teachers' standards being implemented independently . No teaching is inadequate. Most teaching and learning is good or better. Seeking support but usually only for challenging or complex issues .
Professional Outcomes		Through the implementation of the relevant teachers' standards, most pupils achieve in line with school expectations, 'expected progress' is broadly in line with national averages. Teacher uses the range of assessment data to improve outcomes for pupils in their class.	Through the implementation of the relevant teachers' standards, most pupils, including those in vulnerable groups , achieve in line with school expectations, 'expected progress' is in line with and often above national averages. Teacher understands, analyses and evaluates data effectively to improve outcomes for pupils and groups in their class.

Professional Relationships	Through the implementation of the relevant teachers' standards, staff establish positive working relationships with pupils, colleagues within school, and parents. They contribute to the effective running of their team.	Through the implementation of the relevant teachers' standards, staff demonstrate consistently positive relationships with pupils, colleagues within school, and parents. They proactively contribute to the effective running of their team. They engage with other agencies working with vulnerable pupils.
Professional Development	Using the relevant teachers' standards as a framework, staff are able, with support, to identify key professional development needs. They respond professionally and act upon advice and feedback.	Using the relevant teachers' standards as a framework, staff are proactively identifying key professional development needs. They respond professionally to advice and feedback, and quickly take action to improve practice and evaluate impact.
Professional Conduct	Meets all standards.	Meets all standards.
Teachers' Model Pay Structure MPR & UPR		
Contribution Stage (MPR 5&6)		High Value Stage (UPR 1,2&3)
All relevant teachers' standards being implemented independently. No teaching is inadequate. Almost all teaching and learning is good; some is outstanding. Increasingly	All relevant teachers' standards implemented independently. No teaching is inadequate. Almost all teaching and learning is good, most is outstanding. Trusted to respond effectively to challenging or complex	

<p>able to respond, without support or guidance, to challenging or complex issues. Within their relevant field of expertise they proactively initiate improvement and collaboration with colleagues, leading, modelling and evaluating good practice.</p>	<p>issues. Across all areas of relevant expertise they provide a model of good practice. They provide an excellent source of experience, knowledge and skill, coaching and mentoring others. They initiate, design, lead and evaluate innovative strategies to impact across the whole school and, where required, beyond.</p>
<p>Through the implementation of the relevant standards, almost all pupils, in all groups, achieve in line with school expectations; some exceed them. 'Expected progress' is above national averages. Teacher is using, analysing and evaluating data effectively to improve practice and outcomes for all pupils and groups in their class, year group and in their area of expertise.</p>	<p>Through the implementation of the relevant standards, almost all pupils, in all groups, achieve in line with school expectations; may exceed them. 'Expected progress' is frequently above national averages. Teacher is using, analysing and evaluating data effectively to improve practice and outcomes for all pupils and all groups across areas of learning for the whole school and, where required, beyond.</p>
<p>Through the implementation of the relevant standards, staff demonstrate consistently positive and supportive relationships with pupils, colleagues within school and parents. They take constructive, positive action to ensure good relationships are maintained. They play a proactive role in building effective teams that are focussed on good outcomes for all pupils and groups in the school.</p>	<p>Through the implementation of the relevant standards, staff demonstrate consistently positive and supportive relationships with pupils, colleagues within school and parents. They take constructive, positive action to ensure good relationships are maintained and fostered. They play a proactive role in leading key areas of school improvement that are focussed on good outcomes for all pupils and groups in the school and, where required, network or beyond.</p>
<p>Using the relevant teachers' standards as a framework, staff proactively identify their own key professional development needs, including development that will improve their ability to lead others. They respond professionally to advice and feedback, and quickly take action to improve practice. They provide effective support, training and guidance for others' professional development, within school and beyond.</p>	<p>Using the relevant teachers' standards as a framework, staff proactively identify their own key professional development needs. They have evidenced the ability to lead effectively. They respond professionally to advice and feedback, and quickly take action to improve practice. They have evidenced they can provide high quality support, training and guidance for others' professional development. Much of this support is through coaching and mentoring.</p>
<p>Meets all standards.</p>	<p>Meets all standards. Acts as a role model for others.</p>

