



CHURCHILL
SCHOOL

Appraisal Policy

1. Purpose

This policy, along with the school's Pay Policy, provides a framework for the clear and consistent assessment of overall performance of all staff employed at Churchill School.

It sets out arrangements for supporting staff development within the school's plan for improving educational provision and performance. Performance management and appraisal is a developmental and supportive process, designed to ensure that all staff have the skills and support they need to carry out their role and that they continue to improve their professional practice throughout their career.

This policy also includes information on the arrangements that will apply when a member of staff falls below the levels of competence that are required of them. Further guidance on the standards expected of all staff is included in the school's Pay Policy.

2. Application of the policy

This policy applies to the all staff, with the exception of those:

- On contracts of less than one term;
- Undergoing induction (including NQTs) or probationary procedures. This appraisal policy will only apply following successful completion of the NQT Induction or school Probationary Procedure.
- Who are subject to formal capability procedures.

3. The appraisal period

Normally, the appraisal period will run for twelve months from 1 October to 30 September each year. A longer or shorter appraisal period may apply for appointments starting part way through the academic year. Timescales for the completion of annual performance reviews and the award of any pay progression are detailed in the school's Pay Policy.

A mid-year review of performance will normally be conducted around February/March each year. Members of staff 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 appraisal period will be determined by the duration of their contract.

4. Appointing appraisers

Appraisers are responsible for setting objectives, reviewing performance (including an annual recommendation on any pay progression) and agreeing arrangements that support continued professional development.

The Headteacher will be appraised by the governing body, which will be advised by the Trust's Central Leadership team and one or more external advisers who will be appointed by the Trust.

The Headteacher will be responsible for the appraisal of the Deputy Headteacher and other members of the school's Senior Leadership team. Appraisal of other Teachers and Support staff may be delegated to members of the school's Senior or Middle Leadership teams at the Headteacher's discretion.

Should a member of staff feel that any person appointed as their appraiser is unsuitable for professional reasons, they may submit a request to the Headteacher (or the Chair of the governing body in the case of the Headteacher) for that appraiser to be replaced, stating the reasons for their request. The school's Leadership will give reasonable consideration to any such request.

Where the school's view is that it is not appropriate (or possible) to change the appointed appraiser, its reasons will be explained in full and consideration given to other arrangements (for example, additional moderation of reviews or support during review meetings) which aim to assure fair application of the appraisal process.

5. Setting objectives

A maximum of three objectives will be set in any appraisal period. If any work performance issues emerge during the appraisal period these will be addressed separately and without delay, normally as part of the ongoing professional dialogue between staff colleagues and their managers.

Objectives will:

- Be SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- Be well defined so that the appraisee and appraiser are clear what success looks like
- Become more challenging as staff progress up their pay range/grade
- Be appropriate to the employee's role and level of experience, also considering their professional aspirations and an appropriate work life balance.

Objectives will include the following:

1. One numeric target, directly linked to pupil progress and attainment, and
2. One target related to the development of teaching and learning/professional practice, typically reflecting feedback from lesson observations, and
3. One target related to personal professional development, in the context of the school's current school improvement priorities.

For staff with roles not directly involved in the delivery of/supporting teaching and learning, some flexibility around points 1 and 2 above will be necessary, to ensure objectives reflect the core purpose of their role. However, objectives should always contribute to the school's improvement priorities, reflective practice and the Samuel Ward Trust's objective of developing successful learners, confident individuals and responsible citizens.

Objectives will be set, following consultation with the individual, before, or as soon as practicable after, the start of each appraisal period. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser may determine the objectives. However, every reasonable effort should be made to resolve any 'dispute' regarding objectives at an early stage.

Objectives may be revised if circumstances change.

6. Relevant professional standards

The school's Pay Policy sets out the professional standards and wider expectations against which, where relevant, the employee will be assessed and which will contribute to an overall assessment of performance at the end of the appraisal period. Appraisers should ensure that all employees are clear about the standards and expectations against which they will be assessed as soon as practicable after the start of each appraisal period.

The expectation is that all Teachers are meeting the requirements of Teachers' Standards and all Support staff are meeting the competencies required to fulfil their job descriptions, unless areas of development need have previously been identified and discussed with them.

Reflective practice is an essential part of continuous professional development for all staff, and self-evaluation is encouraged in all roles. Teaching staff should complete a self-evaluation against the Teachers' Standards (see Appendix 2) in anticipation of their annual review.

7. Observation

The school believes that observation of classroom practice and other responsibilities is important, both as a way of assessing staff's performance, in order to identify any particular strengths and areas for development they may have, and of gaining useful information which will lead to improvement in the quality of teaching and the attainment of pupils.

Performance will be regularly observed. All observation will be carried out in a supportive fashion. The amount and type of observation will depend on the individual circumstances of the member of staff and the overall needs of the school. However, within the Appraisal process, it will not exceed three hours, spread over a maximum of three observations.

The Headteacher, or others with responsibility for standards, may conduct other observations, learning walks or "drop in" observations in order to evaluate the standards of teaching and learning across the school and to check that high standards of professional performance are established and maintained. The length and frequency of other observations, learning walks or "drop in" observations will vary depending on specific circumstances and they will not form part of the Appraisal process. They may however be used to inform ongoing professional dialogue between staff colleagues and their managers and assist the development of informal programmes of action, monitoring and support.

Classroom observations will be carried out by those with QTS, following the Classroom Observation Protocol in Appendix 1.

8. Other sources of information

Evidence from a range of sources will inform the overall assessment of performance set out in paragraph 11 of this policy and the school's Pay Policy.

As indicated in section 6 above, when assessing overall performance, the expectation is that all Teachers are meeting the requirements of Teachers' Standards and all Support staff are meeting the competencies required to fulfill their job descriptions, unless areas of development need have previously been identified and discussed with them. Evidence may include:

- Feedback from formal lesson observations
- Reviews of assessment results
- Reviews of schemes of work
- Reviews of children's work
- School reviews and Departmental reviews or reviews of extra-curriculum provision
- Internal tracking of pupil progress or other progress and outcome data
- Moderation within and across schools

- Continuous Professional Development (CPD) records.

In the event that concerns are raised through Pupil or Parent Voice, these will be dealt with separately in accordance with the relevant policy/procedure.

9. Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school expects all members of staff to take responsibility for improving their teaching and other work through appropriate professional development. Professional development will be linked to school improvement priorities and the ongoing professional development needs/priorities of individual members of staff. In the case of competing demands on the school's budget for CPD, a decision on relative priority will be made taking into account the extent to which the CPD identified:

1. Is essential for the member of staff to meet their objectives, and
2. Will help the school to achieve its priorities.
3. One target related to personal development, in the context of the academy's current school improvement priorities

10. Reviewing performance

At the end of the appraisal period, an assessment of overall performance and a recommendation on pay progression will be made by the appraiser against the criteria detailed in the school's Pay Policy.

Mitigating circumstances: In the event that one or more objectives have not been fully met, due to circumstances outside the control of the individual or some other strongly mitigating factor, the appraiser may make a recommendation to either:

- Award pay progression (where relevant) or
- Extend the review period for a period not exceeding six working weeks. If the objective(s) are fully met at the end of the extended review period, any pay increment will be awarded and back-dated as appropriate.

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.

As indicated above, a mid-year review of performance will normally be conducted around February/March each year.

11. The Appraisal report:

Each member of staff will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to comment on it, in writing. The appraisal report will include:

- Details of the individual's objectives and whether or not they were met
- An assessment of the individual's overall performance (in particular, against the requirements of their job description/role, their objectives, progress in relation to agreed CPD, all relevant professional standards/expectations and, where relevant, teaching practice)

- An assessment of the individual's training and development needs and identification of any action that should be taken to address them. (This should inform the planning process for the following appraisal period)
- A recommendation on any pay progression.

The Appraisal report should not contain anything which has not previously been discussed between Appraiser and Appraisee. Arrangements for the consideration of pay recommendations and any appeal (including informal and formal stages) are described in the school's Pay Policy.

12. Feedback and dealing with any concerns about performance

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any observation has taken place or any other evidence has come to light which requires discussion and/or action. Feedback will highlight areas of strength as well as next steps.

Where there are concerns about any aspects of the member of staff's work performance the individual's line manager or the Headteacher will enter into an informal professional dialogue with the employee without delay, the purpose of which will be to:

- Give clear feedback to the member of staff about the nature and seriousness of the concerns
- Give the individual the opportunity to comment on 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 when progress will be reviewed.
- Make clear the school will expect significant and sustained improvement during the review period and explain the implications and process if no, or insufficient, improvement is made.

Although there is no right for the employee to be accompanied at this meeting, it may be helpful for the employee's Trades Union representative to give assistance. Additional training, coaching or advice may be agreed and/or an informal programme of action, monitoring and support may be put in place (see template at Appendix 4).

When progress is reviewed, if the Line Manager/Headteacher is satisfied that the member of staff has made, or is making the required progress, no further action will be taken.

If the Line Manager/Headteacher is not satisfied with progress within the time specified, an informal meeting will be held to review the evidence which has been collected. Following the meeting, the individual will be notified in writing that their performance will be managed under the school's Capability procedure. They will be invited to a formal capability meeting and procedures will be conducted as described in school's Capability Policy. At that point, performance management under this Appraisal policy will be suspended until the Capability issue has been resolved.

13. General principles underlying the Appraisal Policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal procedures/pay decisions and share necessary information with those involved in their administration.

Consistency of treatment and fairness

The governing body is committed to ensuring consistency of treatment and fairness. The school's commitments in its Pay Policy to acting in accordance with the principles of public life (objectivity, openness and accountability) apply equally to its arrangements for appraisal. The school will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled staff. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

14. Definitions

Unless indicated otherwise, all references to "teacher" include the Headteacher.

Monitoring and Evaluation

The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy, annually, including information on training and development needs and whether there have been any appeals or representations regarding appraisal procedures. The report will not contain any information which would enable any individual to be identified.

Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Review

This policy will be reviewed in line with the school's policy review programme.

Author	Date	Frequency of Review
Trust HR	Summer Term 2018	Annual
Adopted by the Governing Body Date: 26 April 2018 Signed	Reviewed Date: Signed	Reviewed Date: Signed

APPENDIX 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:

- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively, acknowledging any particular circumstances which may affect performance on the day
- Report accurately and fairly
- Respect the confidentiality of the information gained.

The amount and type of classroom observation for the purpose of Appraisal will depend on the individual circumstances of the member of staff and the overall needs of the school, but will not normally exceed three hours spread over a maximum of three observations. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified not less than five working days in advance.

Wherever practicable, the arrangements for classroom observation will be included in the Appraisal plan and/or report. As appropriate, this will include the amount/duration of observation, its primary purpose, when during the appraisal cycle the observation will take place and who will conduct the observation. Although classroom observation will be undertaken in line with this plan, other information gathered during the observation will be used, as appropriate, for a variety of purposes including informing the school's self-evaluation and school improvement strategies. This is consistent with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Where concerns about performance arise during the appraisal period it may be necessary to agree additional classroom observations which will be separate to the Appraisal process and will not be included in the evidence gathered for the annual Appraisal review.

Classroom observations will only be undertaken by those with QTS. In addition, classroom observation will only be undertaken by those who have been trained in classroom observation and in the provision of constructive and supportive feedback in the context of professional dialogue between colleagues. The Headteacher will seek to discharge their responsibility for monitoring the quality of teaching and learning primarily through the planned classroom observations. Observers will therefore be required to make a judgement about the quality of teaching and learning based upon advice in the school's Teaching and Learning Policy, in line with the framework adopted by the Trust. A support staff lesson observation framework is included in Appendix 3.

Verbal feedback will be given as soon as possible after the observation and normally within one working day of the observation taking place. It will be given during directed time, in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the focus of the observation as recorded in the appraisal plan these should also be covered in the written feedback and the appropriate action taken. No written notes in addition to the written feedback will be kept. The teacher may append written comments on the feedback document.

APPENDIX 2 - TEACHERS' STANDARDS SELF-EVALUATION

Please review these standards before your target setting meeting. It should inform both the targets that are set and any professional development that you may need and which should be discussed at the meeting.

This form is for your personal use only, although you may choose to share it with your Appraiser.

PART 1 – TEACHING	Self-evaluation			
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE STUDENTS	Weak	Developing	Embedded	Strength
1(a) establish a safe and stimulating environment for students, rooted in mutual respect				
1(b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions				
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of students				
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS				
2(a) be accountable for students' attainment, progress and outcomes				
2(b) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these				
2(c) guide students to reflect on the progress they have made and their emerging needs				
2(d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching				
2(e) encourage students to take a responsible and conscientious attitude to their own work and study				
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE				
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings				
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				

3(c) 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				
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies				
4. PLAN AND TEACH WELL STRUCTURED LESSONS				
4(a) impart knowledge and develop understanding through effective use of lesson time				
4(b) promote a love of learning and children's intellectual curiosity				
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding students have acquired				
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching				
4(e) 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 STUDENTS				
5(a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively				
5(b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these				
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development				
5(d) have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; 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				
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
6(b) make use of formative and summative assessment to secure students' progress				
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons				
6(d) give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback				

APPENDIX 3 - HIGHER LEVEL TEACHING ASSISTANT/TEACHING ASSISTANT STANDARDS AND SUPPORT STAFF LESSON OBSERVATION FRAMEWORK

The following pages provide examples of the standards Higher Level Teaching Assistants and Teaching Assistants should seek to demonstrate during their work and in any lesson observation. They provide an 'at a glance' summary rather than an exhaustive list. The Professional Standards for HLTAs ([available here](#)) and the National Occupational Standards for Supporting Teaching Learning ([available here](#)) may also be referred to when considering continuous professional development, in particular in relation to expectations for working reflectively and collaboratively with colleagues, parents, carers and other agencies, as appropriate to the role.

	Supervision and support	Establishing good relationships	Managing pupil behaviour	Contribution to Teaching	Support for ICT, literacy and numeracy
1 – Entry level Teaching Assistant	Supervise and support pupils ensuring their safety and access to learning, alerting the teacher to where help is needed. Promote the inclusion of all pupils	Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs	Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. Encourage pupils to interact with others and engage in activities led by the teacher. Encourage pupils to act independently	Support pupils to understand instruction and inform teacher when students have difficulty	Support pupils' literacy, numeracy, ICT as directed by the teacher
2 – Established Teaching Assistant	Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. Promote the inclusion of all pupils	Establish constructive relationships with pupils and interact with them according to their individual needs.	Set high expectations and promote pupils' self-esteem and independence. Encourage pupils to interact with others and engage in activities led by the teacher. Promote good pupil behaviour and encourage them to take responsibility for their behaviour	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. Inform the teacher of students' misconceptions	Support the use of ICT, literacy and numeracy in learning activities and develop pupils' competence and independence in their use
3 – Aspiring HLTA	Use specialist skills/training and experience to support pupils, including those with special needs. Establish productive working relationships with pupils, acting as a role model and setting high expectations. Promote the inclusion of all pupils	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show enthusiasm, setting high expectations	Set challenging expectations, promote positive values, attitudes. Apply the behaviour policy to promote good pupil behaviour; Encourage pupils to take responsibility for their behaviour and to interact and work co-operatively with others. Engage all pupils in activities. Employ strategies to reward self reliance	Implement agreed learning activities, adjusting activities according to pupil needs. Help pupils to access learning activities through using your specialist knowledge and skill Challenge pupils to think hard and be productive	Support the use of ICT, literacy and numeracy, in learning activities and develop pupils' competence and independence in their use Extend students' vocabulary and oracy, especially technical language
4 – HLTA	Use detailed knowledge and specialist skills to support pupils' learning. Support pupils consistently whilst recognising and responding to their individual needs. Promote the inclusion of all pupils.	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show positive attitudes to learning, setting high expectations	Set challenging expectations, promote positive values, attitudes and excellent pupil behaviour. Apply the discipline policy to manage behaviour constructively, promoting self-control and independence. Enable pupils to interact and work co-operatively with others engaging in activities. Employ strategies to recognise and reward achievement, self reliance and eagerness to learn.	Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs, using your specialist knowledge and skill Challenge pupils to think hard and be productive	Promote literacy and numeracy improvement. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use. Extend students' vocabulary and oracy, especially technical language

Post Observation Discussion

	Preparation and Planning	Contribution to Assessment
1 – Entry level Teaching Assistant	<p>Prepare classroom as directed for lessons and clear afterwards. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use. Contribute to maintaining displays to support learning</p> <p>Be clear about your expected role in the lesson</p>	<p>Observe and spot pupil problems, note progress/achievements and feed back to the teacher as agreed. Keep a record as requested</p>
2 – Established Teaching Assistant	<p>Assist with the planning of learning activities; Prepare, maintain and use basic equipment/resources required to meet the lesson plans and assist pupils in their use. Help to maintain a purposeful, orderly and supportive environment. Assist with the implementation of IEPs/BPs. Contribute to planning, setting up and maintaining displays to support learning</p> <p>Be clear of the lesson objectives and your role in achieving them</p>	<p>Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed. Provide detailed and regular feedback to the teacher on pupils’ response.</p>
3 – Aspiring HLTA	<p>Work with the teacher to establish an appropriate learning environment. Plan and produce motivational and informative displays. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. Help to set a working environment Assist with the implementation of IEPs/BPs</p> <p>Be prepared to contribute to achieving the lesson objectives</p>	<p>Provide feedback to pupils in relation to progress and achievement. Monitor and evaluate pupils’ responses to learning activities through observation and recording of achievement against learning objectives. Undertake correcting of pupils’ work, such as grammar and spelling; accurately record achievement/progress</p>
4 – HLTA	<p>Organise and manage appropriate learning environment and resources, including displays that compellingly promote learning in the subject. Within an agreed system of supervision, plan challenging teaching and learning objectives appropriate and strategies for achieving them</p> <p>Implement IEPs/BPs</p> <p>Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds</p>	<p>Provide feedback to pupils in relation to progress and achievement. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. Provide objective, accurate feedback on pupil achievement and progress. Correct their written work, for example spelling and grammar Record progress and achievement in activities systematically</p>

Template for weekly review meetings (under normal performance management)

APPENDIX 4

Start date for review meetings:		Employee's name:		Line Manager's name:	
Date of reviews:		Signed:		Signed:	

Area(s) for improvement	Action needed	Actions and/or support agreed (with dates)	Notes regarding progress at each weekly review
<p><i>Detail the specific aspects of performance where improvement is sought.</i></p> <p><i>It may be helpful to reference aspects of the employee's job description, their professional duties or the relevant Teachers' Standards contained in the School Teachers Pay and Conditions Document</i></p>	<p><i>Detail the targets, objectives and/or standards the individual must meet to demonstrate improvements in this area, and the consequences if standards are not achieved</i></p>		<p><i>Detail progress achieved by each review meeting, dating each update</i></p>
<p><i>Add further lines of detail as necessary</i></p>			