



The Colleton Primary School

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POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body of The Colleton School adopted this policy on 6th October 2016 following consultation with the recognised teaching unions.

The appraisal of support staff will be carried out separately according to their pay and conditions.

PURPOSE

This procedure sets out how The Colleton School will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

APPLICATION OF THE APPRAISAL POLICY

This policy applies to the Headteacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction (*i.e.*, *ECT's*) or teachers on capability procedures

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

THE APPRAISAL PERIOD

The appraisal period will run for 12 months, normally from October 1st to October 31st

In this school the headteacher's appraisal will run from 1st September until 31st August with the HTPM review taking place annually in September.

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.**

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers 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 employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising headteachers, will be teachers and will be suitably trained.

Headteacher

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body.

Where a Headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the Headteacher. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

SETTING OBJECTIVES

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the pay scales.

The Headteacher's objectives will be set by the appraisal sub-group (normally three governors) of the Governing Body after consultation with the external adviser and the Headteacher.

For all teachers objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the

circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

TEACHERS' STANDARDS

Under the appraisal arrangements that took effect from 1 September 2013, the performance of all teachers, regardless of their career stage, is assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or Headteacher determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

A full version of the Teachers' Standards can be found at <https://www.gov.uk/government/publications/teachers-standards>

GATHERING THE EVIDENCE

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be

clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning and book looks
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- headteachers' walkabouts
- evidence supporting progress against Teachers' Standards

PAY PROGRESSION LINKED TO PERFORMANCE

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a) The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b) A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c) Where a teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the

teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.

- d) Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- e) A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.
- f) The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. 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 against the relevant standards;
 - an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- g) a recommendation on pay where that is relevant by 30th November *and*
- h) a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle.

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

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points.

The value of the pay points will include any uplift to the national pay framework for the corresponding September.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The Governing Body will ensure that decisions on pay progression are made by 31 December for headteachers and by 20th November for other teachers.

OBSERVATION

As a school we believe that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they

may have and of gaining useful information which can inform school improvement more generally.

All observation will be carried out in a supportive fashion. In this School teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the School. These observations will be carried out by a qualified teacher.

The total period for observations for the purposes of appraisal and the monitoring of teaching and learning will not exceed 3 hours, other than in exceptional circumstances*, having regard to the individual circumstances of the teacher and the overall needs of the school. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

The Headteacher of the school will consult staff on a Lesson Observation Protocol for the School including the pattern of classroom observation. This will include the arrangements for Drop-Ins and Learning Walks.

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
- Respect the confidentiality of the information gained

Appendix 1 sets out the protocol for the carrying out of lesson observation.

Classroom observation can fulfil a number of functions and Information gathered during the observation will be used, as appropriate, 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 and will be in accordance with the school's classroom observation and drop-in policy.

Information gathered from these observations 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 School Governing Body's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation for the purposes of Appraisal. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities reviewed on an annual basis.

*exceptional circumstances include, but are not limited by, where the member of staff has had one or more previous satisfactory or inadequate lesson

observations in the previous 12 months, or where pupil data or work scrutiny shows progress that is less than good.

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, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

The Headteacher will advise the Governing Body of any instances where it has not been possible to provide any agreed CPD.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

FEEDBACK/TEACHERS EXPERIENCING DIFFICULTIES

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. At least one interim review meeting will be held during the appraisal year for all teachers.

Where there are concerns about any aspects of the teacher's performance the appraiser will arrange to meet the teacher 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 school but should reflect the seriousness of the concerns)
- explain the implications and process if no – or insufficient – improvement is made.

Following the meeting the teacher will be given an Improvement plan summarising the points above.

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.

APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the Governing Body. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

The school processes any personal data collected during the appraisal process in accordance with its data protection policy. Further details can be found in the Privacy Notice on the school's website. Any data collected is held

securely and accessed by, and disclosed to, individuals only for the purposes of completing the appraisal procedure.

SICKNESS

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

GRIEVANCES

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

CONFIDENTIALITY AND PROFESSIONAL RELATIONSHIPS

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

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 report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

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.

Reviewed: February 2023

Ratified: 1st February 2023

Review period: biennially

Next review: February 2025 or earlier if WBC amend their policy

Responsibility: Full Governing Body

APPENDIX 1: PROTOCOL FOR LESSON OBSERVATION

LEARNING WALKS AND DROP-INS

This governing body agrees that 'learning walks' (including other short visits to classes such as drop-ins) will only be carried out in accordance with this policy

Learning walks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental, and are a whole-school improvement activity. These are not used as part of capability procedures or for appraisal.

1. A programme of learning walks will be agreed with teachers so that they know the dates, times and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.
2. The purpose or focus of a learning walk will be shared with all relevant staff prior to it taking place. That purpose or focus will not relate to the performance of an individual.
3. Learning walks will be conducted with minimum disruption to teachers and pupils.
4. Learning walks will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in learning walks at any time.
6. Pupils will not be asked for their views of an individual teacher during learning walks.
7. Those teachers whose areas are visited will be given the opportunity to see any written records made during the learning walk.
8. There shall be no evaluation of an individual teacher during a learning walk.
9. Regular reviews of the operation of learning walks will be held with all staff.
10. Any teacher whose classroom is visited during a learning walk will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length.

11. Any concerns about the implementation of this protocol should be raised with team leaders or the Head by the individual teacher concerned.