

TEACHERS' APPRAISAL POLICY AND GUIDANCE

EFFECTIVE FROM SEPTEMBER 2019

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Changes to the policy are shown by

- **Yellow** highlights
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TEACHERS' APPRAISAL POLICY

Oak Lodge School incl. Deaf First

1 Purpose

- 1.1 This policy sets out how the 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.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their continuing professional development within the context of the school's plan for improving educational provision and performance, and the national teacher standards. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to take action in accordance with the school's capability / poor performance procedure.
- 1.3 The governing body recognises the requirement to ensure that the national teacher standards are an integral part of the overall appraisal process and that those standards should be used to set future appraisal objectives. They set out the minimum expected standards for all teachers, including head teachers. They have also recognised that the application of the standards needs to be relevant to the role of the teacher and relate to the relevant stage of a teacher's career development. The governing body have therefore defined the career stage expectations for teacher in this school against those standards (Appendices A and B).
- 1.4 The Governing Body recognises that the National Standards of Excellence for Headteachers differ from the National Teacher Standards in that they are aspirational rather than a baseline of expected performance. The Governing Body will use the National Standards of Excellence for Headteachers to inform the appraisal process and help shape the professional development of the current and aspiring leadership team.

2 Application of the policy

- 2.1 The policy covers appraisal, applies to the head teacher and to all other teachers employed by the school, except those on contracts of less than one term, those undergoing statutory induction (i.e. Newly Qualified Teachers) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.
- 2.3 References to working days will be pro-rata for part time teachers.

3. Appraisal

- 3.1 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 continually improve their professional practice.

4. The appraisal period

- 4.1 The appraisal period will run for twelve months from the performance management review date in October each year.
- 4.2 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 their appraisal period will be determined by the duration of their contract.
- 4.3 When a teacher starts their employment at the school part way through the appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body shall determine the length of the first appraisal period for that teacher with a view to bringing their appraisal period into line with the appraisal period for other teachers as soon as possible.
- 4.4 When a teacher transfers to a new post within the school part way through the appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body shall determine whether the appraisal period shall begin again and whether to change the appraiser.

5. Appointment of appraisers

- 5.1 The Executive 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.
- 5.2 In this school the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a committee consisting of two members of the Governing Body.
- 5.3 Where the Executive 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 to the Chair of the Governing Body for that governor to be replaced, stating the reasons for the request.
- 5.4 The Head of School will decide who will appraise other teachers.
- 5.5 Where teachers have an objection to the Head of School's choice, their concerns will be carefully considered and, where appropriate, an alternative appraiser will be offered.

- 5.6 Where it becomes apparent that the appraiser appointed by the Head of School will be absent for the majority of the appraisal period, the Head of School may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 5.7 Where a teacher is experiencing difficulties and the Head of School is not currently the appraiser, the Head of School may decide to take this role
- 5.8 All appraisers of teachers, other than those appraising the Executive Headteacher, will be qualified teachers and suitably trained. In this school, this will normally be:
- The Executive Headteacher
 - A member of the senior leadership team
 - The teacher with a clear line management overview of a teacher's work
 - A teacher(s) specifically identified to undertake appraisal of other teachers in the school (normally this will be a teacher with management responsibility)

6. Setting objectives

- 6.1 The Executive Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the National Standards of Excellence for Headteachers.
- 6.2 Objectives for each teacher, including the Executive Headteacher, will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each teacher will be:
- a. linked to the relevant standards,
 - b. specific, Measurable, Achievable, Realistic and Time-bound (SMART), and
 - c. appropriate to the teacher'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.

- 6.3 In preparation for objective setting for the new appraisal period, all teachers will first undertake a self-assessment against the national teacher standards for discussion with the appraiser (**Appendices A and B**). Appraisers may support teachers with these assessments. These assessments will be completed no later than 30 June or the end of the summer term in each appraisal period.

- 6.4 The appraiser and teacher will seek to agree the objectives. Objectives may be revised if circumstances change during the appraisal period. 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 head teacher or, in the case of the head teacher, with the appraising governors.
- 6.5 Objectives will become more challenging as a teacher progresses up the pay ranges. 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 of a teacher's control may significantly affect success.
- 6.6 The objectives set for each teacher, including the Executive Headteacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This link will be made by ensuring that:
- a. **the quality of education objective** (all teachers) addresses the key attainment priority identified by the school improvement plan
 - b. **the professional development objective** (all teachers) addresses the key development priority identified by the assessment against the national teacher standards and **effective planning and pedagogy audit**
 - c. **The leadership and management objective** (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Head Teachers) the head teacher will develop appropriate career stage expectations for these roles with reference to the national teacher standards.
- 6.7 Under normal circumstances teachers will have a maximum of three objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage by the annual standards assessment (Appendices A and B) may be given as many objectives as are required to ensure that the most appropriate support can be provided.
- 6.8 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. All teachers will be assessed against the national teacher standards which were published in July 2011.

Other standards issued by the Secretary of State for Education may also be used to inform appraisal, such as:

- a. National Standards of Excellence for Headteachers (January 2015)
- b. Teachers' Career Stage Expectations

- 6.9 The Executive Headteacher is responsible for ensuring that the teacher standards are communicated and that objectives are set for all teaching staff.
- 6.10 The Executive Headteacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the assessment against the teachers' standards. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.
- 6.11 Forms to record assessment against the standards and to prepare and record objectives for the appraisal period are found at **Appendices A to B**.

7. Pay progression

- 7.1 Before, or as soon as practicable after, the start of the appraisal period, the appraiser will advise the teacher of what objectives and other information will be considered in relation to a recommendation on pay progression at the end of the appraisal period.
- 7.2 To move up the pay range, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the national teacher standards.
- 7.3 A recommendation on pay progression will be made by the appraiser following the annual appraisal meeting.
- 7.4 The results of the most recent annual appraisal and any recommendation(s) on pay, and an assessment of the teachers' performance against the teachers' standards at the expected career stage, will also be required as part of the application process for progression from the main to the upper pay range.
- 7.5 The whole school pay policy sets out the criteria for pay progression and should be read in conjunction with this policy.

8. Reviewing performance

8.1 Observation

- 8.1.1 This school believes that observation of classroom and other responsibilities, including leadership practice, 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. Observation will only be undertaken by those with Qualified Teacher Status.

- 8.1.2 Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly. They will take account of particular circumstances which may affect performance on the day.
- 8.1.3 For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the teacher based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.
- 8.1.4 For the purpose of professional development, feedback about **learning walks** should be developmental.
- 8.1.5 Detailed arrangements for the observation of classroom and leadership practice are set up.

8.2 Development and support

- 8.2.1 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 as detailed in the section on "Setting Objectives" above.
- 8.2.2 The school's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for teachers, maintaining access on an equitable basis.
- 8.2.3 An account of the training and development needs of teachers, including professional development opportunities and activities undertaken and/or planned to address these, will form part of the Executive Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.
- 8.2.4 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 to the extent to which:
- a. The training and support will help the school to achieve its priorities, and
 - b. The CPD identified is essential for a teacher to meet their objectives.

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

8.3 Feedback

- 8.3.1 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 include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- ~~8.3.2~~ Where, following the assessment against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will initially be addressed via the **capability** procedure at **Appendix F**.
- 8.3.3 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.

9. Transition to capability

- 9.1 If, having undertaken a support programme ~~in accordance with appendix F~~, the appraiser is not satisfied with progress, the teacher will be invited to a transition meeting to determine whether formal capability / poor performance proceedings should commence or whether the support programme should continue. The teacher will be notified in writing 5 working days in advance of the transition meeting and may be accompanied at the meeting by their trade union representative or a work colleague.

10. Annual assessment

- 10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.
- 10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and assessed on a regular basis throughout the year by means of:
- Ongoing professional dialogue with the teacher
 - Reviews of pupil progress
 - **Learning walks**
 - Planning and work scrutiny
 - Informal review(s) of progress against performance objectives

- Observation / scrutiny of leadership and management activities where appropriate
- Termly meeting with appraiser
- Mid-cycle review meeting with appraiser
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

10.3 At the end of each appraisal period, the teacher will review their performance management with their line manager and submit to the completed document with evidence of achievement to the Headteacher. They review

- the teacher's objectives for the appraisal period in question;
- their performance
- their training and development needs and any action that should be taken to address them;

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

10.5 A recommendation on pay will be made in accordance with the pay policy.

10.6 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document and relevant teacher standards.

10.7 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 head teachers and by 31 October for all other teachers.

11. Confidentiality

11.1 The appraisal and capability processes will be treated with confidentiality. Only the teacher's line manager(s) will be provided with access to the teacher's appraisal documents. Access will be on request and only where necessary to enable the line manager to discharge her/his line management responsibilities. Teachers will be consulted on requests for access to documents in the context of this policy.

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

- 11.3 However, the desire for confidentiality does not override the need for the Executive Headteacher and Governing Body to quality assure the operation and effectiveness of the appraisal system. The Executive 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.

12. Equality and consistency

- 12.1 As outlined in paragraph 6.10 above, the Executive Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Executive Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 12.2 The Executive Headteacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 12.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

13. Retention of records

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

14. Appeals and Grievances

- 14.1 Teachers will have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the Governing Body.
- 14.2 Where a teacher 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.

15. Sickness

- 15.1 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 provider to assess the teacher'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 adviser will always be taken into account before a decision is reached.

Date of issue	Author of amendment	Governor approved
October 2019	Christine Mukasa	

Appendix A:

CONFIDENTIAL: Teachers' Standards Self Audit

PART ONE – TEACHING		
Preamble: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.		
Standard A teacher is expected to:	Secure	Support required
1.1 Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> a. establish a safe and stimulating environment for all pupils, rooted in mutual respect b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
1.2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> a. be accountable for pupils' attainment, progress and outcomes b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these c. guide pupils to reflect on the progress they have made and their emerging needs d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching e. encourage pupils to take a responsible and conscientious attitude to their own work and study 		
1.3 Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
1.4 Plan and teach well-structured lessons <ul style="list-style-type: none"> a. impart knowledge and develop understanding through effective use of lesson time b. promote a love of learning and children's intellectual curiosity 		

<ul style="list-style-type: none"> c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired d. reflect systematically on the effectiveness of lessons and approaches to teaching e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
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PART ONE – TEACHING		
Standard A teacher must:	Secure	Support required
1.5 Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		
1.6 Make accurate and productive use of assessment <ul style="list-style-type: none"> a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements b. make use of formative and summative assessment to secure pupils' progress c. use relevant data to monitor progress, set targets, and plan subsequent lessons d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
1.7 Manage behaviour effectively to ensure a good and safe learning environment <ul style="list-style-type: none"> a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		
1.8 Fulfil wider professional responsibilities <ul style="list-style-type: none"> a. make a positive contribution to the wider life and ethos of the school b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 		

<ul style="list-style-type: none"> c. deploy support staff effectively d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues e. communicate effectively with parents with regard to pupils' achievements and well-being 		
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PART TWO – PERSONAL AND PROFESSIONAL CONDUCT

Preamble: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Standard	Secure	Support required
2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions c. showing tolerance of and respect for the rights of others d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 		
2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.		
2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		

Appendix B:

Teachers' Standards & Career Stage Expectations- CONFIDENTIAL- ADAPT

Preamble

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

CAREER STAGE EXPECTATIONS

PROFESSIONAL PRACTICE					
Teacher Standards	M1 & M2	M3 & M4	M5 & M6	UPS1 & UPS2	UPS3
Preamble 1.1 (all) 1.2 (2,3,4,5) 1.3 (1,3,4,5) 1.4 (1,3,4) 1.5 (1,3,4) 1.6 (all) 1.7 (all) 1.8 (3)	All aspects of teaching and learning are satisfactory; much are good or better	The majority of aspects of teaching and learning are good or better	Almost all aspects of teaching and learning are good; some are outstanding	All aspects of teaching and learning are good; some are outstanding	All aspects of teaching and learning are good; much are outstanding

PROFESSIONAL OUTCOMES					
Teacher Standards	M1 & M2	M3 & M4	M5 & M6	UPS1 & UPS2	UPS3
Preamble 1.2 (1) 1.5 (2) 1.6 (2,3)	Most pupils, in all groups achieve in line with school expectations.	Almost all pupils, in all groups, achieve in line with school expectations.	Almost all pupils, in all groups, achieve in line with school expectations; some exceed them.	Almost all pupils, in all groups, achieve in line with school expectations; some exceed them.	Almost all pupils, in all groups, achieve in line with school expectations; many exceed them.

PROFESSIONAL DEVELOPMENT					
Teacher Standards	M1 & M2	M3 & M4	M5 & M6	UPS1 & UPS2	UPS3
Preamble 1.3 (1,2,4,5) 1.4 (5) 1.5 (3) 1.6 (1) 1.8 (4) 2.1 (2) 2.3	Staff are able, with support, to identify key professional development needs and respond to advice and feedback. It is good practice for staff to conduct self-assessment of their own performance against the standards.	Staff take a proactive role in accessing relevant support and professional development from colleagues. It is good practice for staff to conduct self-assessment of their own performance against the standards.	Staff keep up to date with latest developments in teaching and learning and the curriculum. They adapt practice accordingly. It is good practice for staff to conduct self-assessment of their own performance against the standards.	Staff play a proactive role in leading the professional development of others, including coaching and mentoring colleagues. It is good practice for staff to conduct self-assessment of their own performance against the standards.	Staff play a proactive role in leading the professional development of others across the school & beyond including coaching & mentoring colleagues. It is good practice for staff to conduct self-assessment of their own performance against the standards.

PROFESSIONAL RELATIONSHIPS					
Teacher Standards	M1 & M2	M3 & M4	M5 & M6	UPS1 & UPS2	UPS3
Preamble 1.7 (4) 1.8 (2,5) 2.1 (1,3,4)	Positive working relationships with pupils, colleagues and parents	Relationships are securely focused on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building departmental or other teams to improve provision and outcomes	Plays a proactive role in building school wide teams to improve provision and outcomes
	Staff seek advice from appropriate colleagues	Staff seek advice from colleagues for more complex and challenging issues	Staff collaborate with colleagues to share good practice and trial new approaches	Staff play a proactive role in building or sustaining teams to improve provision beyond their own class	Staff play a proactive role in building or sustaining teams to improve provision across the school and sometimes outside

PROFESSIONAL CONDUCT					
Teacher Standards	M1 & M2	M3 & M4	M5 & M6	UPS1 & UPS2	UPS3
Preamble 1.1 (3) 1.8 (1) 2.1 (all) 2.2 2.3	Staff act in a professional manner both within and outside school. They act with honesty and integrity in order to uphold public trust in the profession. They make a positive contribution to the wider life and ethos of the school.	Staff act in a professional manner both within and outside school. They act with honesty and integrity in order to uphold public trust in the profession. They make a positive contribution to the wider life and ethos of the school.	Staff act in a professional manner both within and outside school. They act with honesty and integrity in order to uphold public trust in the profession. They make a positive contribution to the wider life and ethos of the school.	Staff act in a professional manner both within and outside school. They act with honesty and integrity in order to uphold public trust in the profession. They make a positive contribution to the wider life and ethos of the school.	Staff act in a professional manner both within and outside school. They act with honesty and integrity in order to uphold public trust in the profession. They make a positive contribution to the wider life and ethos of the school.

Appendix C: *Oak Lodge School Teachers' & SMT Appraisal 2018-19- **Review***

Name:	Line Manager:	Date:
<input type="checkbox"/> Review Job Description- amendments <input type="checkbox"/> Performance issues from 2018-19 <input type="checkbox"/> Eligible for pay progression ? <input type="checkbox"/> Review last year's objectives, additional achievements and CPD record <input type="checkbox"/> Agree 2019-20 CPD objectives: Minimum of 3		

Objective 2018 - 19	Evidence	Please Comment		
1..		Achieved	<input type="checkbox"/> Partially	<input type="checkbox"/> Not Achieved
		Evidence agreed by Bunty Dames		
2.		Achieved	<input type="checkbox"/> Partially	<input type="checkbox"/> Not Achieved
3.		<input type="checkbox"/> Achieved	Partially	<input type="checkbox"/> Not Achieved
Additional Achievements 2018-19				

Personal CPD record for 2018-19 (Courses/INSETS)

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Learning walk Feedback for the past three years

2016-17	2017-18	2018-19
Feedback:	Feedback:	Feedback:
Date agreed for 2018-19 Observation:		

For SMT and SLT

Annual Evaluation (if applicable) of Impact of Additional Pay Awards e.g. TLR on Pupil Outcomes and/or Standards in the School

Comment:

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Oak Lodge School Teachers' & SMT Appraisal 2019-20

1. To enable pupils to make accelerated progress and achieve well through delivery of an exceptional quality of education. (Intent and Impact)				
I will ensure my curriculum intent (rationale) is ambitious, has a clear sequence of content in order for pupils to make progress, has transferable knowledge and skills needed for subsequent learning, has a clear purpose for assessment, is accessible, is personalised and has clear methods for evaluation and progress showing pupils making sustained progress over time. This progress will be evident through baselines, pupil progress data, accreditations and pupil books.				
Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate
<p>Lesson planning and lesson observations show that the teacher is creative in his/her approaches to teaching, reflected in high-quality resources. The teacher is also adept at designing learning sequences within and across lessons that are effective and consistently well matched to his/her pupils' learning objectives and individual needs</p> <p>Work scrutiny and lesson observations show that pupils' work shows a clear sequence of learning and progression of knowledge and that the teacher has implemented strategies to ensure peer and self-assessment are done by his/her pupils,</p> <p>The teacher is able to demonstrate that his/her teaching is informed by assessment, and that he/she uses knowledge of his/her pupils' prior attainment to personalise learning within the classroom.</p> <p>Pupils learning aims and pupil focus forms show clear and sustained progress</p>	<p>Sources of evidence: Teacher planning documents, pupil profiles, curriculum maps, subject action plans, curriculum intent, book scrutinies, learning walks and lesson observations, pupil progress measures including EHCP outcomes.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:	

Give details of your own success criteria	
Action Plan	Autumn 2019
Review your curriculum area using the departmental review – September 2018 to July 2019	
Write your curriculum action plan based on points below	Autumn 2019
Write your draft curriculum annual plan	Autumn 2019
Seek pupil voice and curriculum review feedback as needed – if there is no central resource for this then do your own – I can provide a template.	Autumn 2019
Gather evidence, including your: Curriculum plan (overview)/Long-term and medium-term planning documents/Schemes of work/Results of conversations with pupils, teachers and curriculum leaders/Outcomes from any other forms of monitoring you've done/Check you're meeting statutory requirements/Accreditation criteria	Oct/ Nov2019
Check the content of your curriculum annual plan (curriculum overview) aligns with: progression guidance /national curriculum content/accreditation content.	Nov 2019
Check plan fulfils criteria described by Daniel Muijs (see handout- 'Signifiers of a high quality curriculum')	Nov 2019
Make amendments to the content of your annual plan (curriculum overview) in light of the above	2019-2020
Devise and review your termly plans - ensure there are assessment points in your planning documents	2019-2020
Ensure learning aims and progression lines are integrated into your planning. Follow a Assess – plan – do –review, evaluate (SLCE) model for teaching new knowledge/skills.	2019-2020
Ensure consistent baselines lead to suitably differentiated lesson content/ resources and subsequently documented pupil progress as evidenced in assessment data and pupils books.	Spring 2020
To review, establish and implement a clear and effective pupil progress tracking systems in order to provide evidence of progress to all stakeholders. To ensure that this pupil progress is in line with curriculum intent and enables pupils to achieve relevant accreditations.	Summer 2020
Redraft your curriculum annual plan (curriculum overview), curriculum intent (rationale) based on the information above	Summer 2020

Action Plan	Date

2. To enable pupils to make accelerated progress and achieve well through delivery of an exceptional quality of education. (Intent and Impact)					3.
I will ensure our curriculum implementation is exceptional through developing expert knowledge, clearly presented learning tasks, consistent addressing of misunderstandings, use of methods to effectively embed knowledge and skills, provide a programme that clearly sequences knowledge and skills and incorporates effective use of assessment for learning.					
Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate	
Lesson planning and lesson observations show that the teacher is creative in his/her approaches to teaching, reflected in high-quality resources. The teacher is also adept at designing learning sequences within and across lessons that are effective and consistently well matched to his/her pupils' learning objectives and individual needs Work scrutiny and lesson observations/ learning walks show that pupils' work shows a clear sequence of learning and progression of knowledge and that the teacher has implemented strategies to ensure peer and self-assessment are done by his/her pupils, The teacher is able to demonstrate that his/her teaching is informed by assessment, and that he/she uses knowledge of his/her pupils' prior attainment to personalise learning within the classroom. Pupils learning aims and pupil focus forms show clear and sustained progress	Sources of evidence: Teacher planning documents, curriculum maps, subject action plans, curriculum intent, book scrutinies, learning walks and lesson observations	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:		

This target is to develop, evidence exceptional practice. In using this as a team together there is potential to support each other to learn and develop. Following your own reviews the above plan is to be generated between you and your line manager. It is a suggested menu of areas to develop. If your practice is effective in all areas then identify areas in which you would like to develop more expertise, identify external means of achieving this, perhaps in order to support colleagues. If there are areas you are struggling in then prioritise these.

Give details of your own success criteria

Action Plan	Date
Review your previous teacher standards audit	Sep 19
Self-evaluate of effective pedagogical practice (See page 2 of effective lesson sheet)	04.10.19
Line manager evaluation of pedagogical practice	4-11.10.19
Review of previous feedback, observations / learning walks and identification of targets for areas to develop	4-11.10.19

Below develop your own plan to develop and evidence effective or exceptional pedagogy.	Date

3. Professional Development Objective

XXX

Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate
		<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:	

Action Plan	Date

Appendix D: Oak Lodge SLT Appraisal 2018-19- **Review**

Name:	Line Manager:	Date:
<input type="checkbox"/> Review Job Description- amendments <input type="checkbox"/> Performance issues from 2018-19 <input type="checkbox"/> Eligible for pay progression ? <input type="checkbox"/> Review last year's objectives, additional achievements and CPD record <input type="checkbox"/> Agree 2019-20 CPD objectives: Minimum of 3		

Objective 2018 - 19	Evidence	Please Comment		
1..		Achieved	<input type="checkbox"/> Partially	<input type="checkbox"/> Not Achieved
		Evidence agreed by Bunty Dames		
2.		Achieved	<input type="checkbox"/> Partially	<input type="checkbox"/> Not Achieved
3.		<input type="checkbox"/> Achieved	Partially	<input type="checkbox"/> Not Achieved
Additional Achievements 2018-19				

Personal CPD record for 2018-19 (Courses/INSETS)

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Learning walk Feedback for the past three years

2016-17	2017-18	2018-19
Feedback:	Feedback:	Feedback:
Date agreed for 2018-19 Observation:		

Annual Evaluation (if applicable) of Impact Pupil Outcomes and/or Standards in the School

Comment:

Oak Lodge School SLT Appraisal 2019-20

Leadership & Management Objective:				
Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate
	Sources of evidence	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:	

Action Plan	Date
Add your action plan below :	

Pupil Progress Objective:				
Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate
	Sources of evidence:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:	

Action Plan	Date

3. Professional Development Objective				
Success criteria (How will you know the objective has been achieved?)	Evidence (What and where is the evidence that will show that you have achieved the objective?)	Mid-Year Review (Are you on target to achieve the objective?)	End of Year Review (Did you achieve the objective?)	Cost/Time Please * if they are approximate
		<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Action Required:	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No Comment:	

Action Plan	Date

