



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. With the exception of NQT's who are subject to separate induction arrangements, all new appointments at Churchill school will be subject to a 26 week probationary procedure as set out in the school's Probationary Procedure. The 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. In this school, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the governing body, supported by a suitably skilled and experienced external adviser who has been appointed by the governing body for that purpose]. The Headteacher will be responsible for the appraisal of the Assistant Headteacher and other teaching staff and class teachers will be responsible for the appraisal of support staff working within their class under the direction and guidance of the Deputy Head.

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 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 minimum of three and a maximum of six objectives will be set in any appraisal period.

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 development, in the context of the school's current school improvement priorities.

Additional objectives may be set, for example, relating to intervention strategies or the percentage of pupils making expected progress.

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 School 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.

Reflective practice is an essential part 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 the improvement in the quality of teaching and 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 normally exceed three hours. In addition, 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 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.

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.

When assessing overall performance (in particular, against the requirements of the job description/role, objectives, progress in relation to agreed CPD, all relevant professional standards/expectations and, where relevant, teaching practice), evidence may include:

- Feedback from formal lesson observations, learning walks or "drop in" observations
- Reviews of assessment results
- Reviews of schemes of work and/or lesson planning records
- Reviews of children's work
- School reviews or reviews of extra-curriculum provision
- Internal tracking of pupil progress or other progress and outcome data
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Continuous Professional Development (CPD) records.

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.

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. 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.

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 practical after any observation has taken place or any other evidence has come to light. 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 appraiser or Headteacher will meet with the individual 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 the appraiser will review progress. (It may be appropriate to revise objectives and it will be necessary to allow reasonable period for improvement.)
- Make clear the school will expect significant improvement at the end of the review period and explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the appraiser/Headteacher is satisfied that the member of staff 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.

13. Transition to Capability

If the appraiser/Headteacher is not satisfied with progress within the time specified, the individual will be notified in writing that the appraisal system will no longer apply and 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.

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.

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

Academy staff and recognised unions were consulted on this document and it was accepted by the Samuel Ward Academy Trust HR Committee on:	7 November 2014
It was ratified by the Churchill Local Governing Body on: Reviewed	17 December 2014 Summer Term 2015 Summer Term 2017

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 will depend on the individual circumstances of the member of staff and the overall needs of the school. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified not less than two 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 classroom observations in addition to or that vary those recorded at the beginning of the appraisal period. In these circumstances, the appraisal plan will be updated.

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 judgment 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 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 – Teacher’s 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

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				