



STAFF DEVELOPMENT AND PERFORMANCE MANAGEMENT POLICY

Procedure/Guidance
Policy Issued: Sept 2017
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Reviewed by: B Gandhi-Johnson
Date Reviewed: Dec 2018

Policies to be read in conjunction with this policy:

- Teaching & Learning
- Safeguarding
- All polices

SECTION 2 – PERFORMANCE MANAGEMENT POLICY

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PERFORMANCE MANAGEMENT POLICY FOR TEACHERS

The Governing Body of Woodlands School adopted this Performance Management Policy on 17.11.14.

1) **LEGAL FRAMEWORK**

The Teaching Standards require that the Governing Body shall ensure that the performance of teachers and the Headteacher is managed and reviewed in accordance with the regulations and the school's Performance Management Policy.

2) **APPLICATION OF THE POLICY**

The Policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

3) **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's Improvement Plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendations are made by the reviewer.

4) **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the Performance Management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the School Improvement Plan and the school's self-evaluation form are key documents for the Performance Management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

5) **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

The PM policy is designed to:-

- improve teacher morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- be seen by staff as enabling;
- encourage the development of professional judgements;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving work/life balance for all teachers

The Governing Body believes that the Policy will create:-

- an atmosphere of trust between teachers, Reviewers and the Headteacher; and
- an opportunity for teachers to engage in professional discussion with their Reviewers about their work and their professional development.

6) **THE ROLE OF THE HEADTEACHER IN QUALITY ASSURANCE**

The Headteacher has determined that he/she will delegate the Reviewer role for some or all teachers for whom he/she is not the line manager. In these circumstances the Headteacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's Performance Management Policy, the regulations and the requirements of equality legislation

7) **PERFORMANCE MANAGEMENT OF THE HEADTEACHER**

The Directors will nominate governors/consultant who will not be involved in the Headteacher's performance management or any appeal regarding the Headteacher's performance management to ensure that the Headteacher's planning statement is consistent with

the school's improvement priorities and complies with the school's Performance Management Policy and the Regulations.

The Governing Body will review the quality assurance process when the Performance Management Policy is reviewed.

8) **OBJECTIVE SETTING**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional

duties and the time required to pursue his/her personal interests outside work, consistent with the school's strategy for achieving a work/life balance for all staff.

They shall also take account of the teacher's job description, professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

The Reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the Reviewer will make the determination.

In this school all teachers, including the Headteacher, will **NORMALLY** have three, and no more than four objectives. All teachers, including the Headteacher, will have a whole school objective, thus making a direct and shared link with school improvement planning.

Though Performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provision of the regulations have been carried out satisfactorily.

9) **REVIEWING PROGRESS**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

10) **APPEALS**

At specified points in the Performance Management process teachers and Headteachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

The Appeals process with regard to objectives and timescales is as set out in Appendix 1 of this document.

The Appeals process with regard to pay progression is as set out in the school's Whole School Pay Policy. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body will meet to consider pay recommendations.

11) **CONFIDENTIALITY**

The whole Performance Management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. In addition to the Headteacher, only the reviewee's line manager or, where he/she has more than one, each of his/her line managers will be provided with access to the reviewee's plan recorded in his/her statement, upon request, where this is necessary to enable the line manager to discharge his/her management responsibilities. Reviewees will be told who has requested and has been granted access.

The process of gathering evidence for a 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.

12) **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs identified in the training annexe of the reviewees' planning and review statements.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees that is consistent with the SIP and SEF.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the Performance Management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision will be made by the Headteacher on relative priority with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the relevant support recorded in the planning statement has not been provided.

13) **APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER**
(i) Appointment of Governors

The Governing Body is the Reviewer for the Headteacher and to discharge this responsibility on its behalf it will appoint Governors/Consultant.

Where a Headteacher is of the opinion that any of the Governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Governing Body for that Governor to be replaced, stating his/her reasons.

14) **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the Reviewers in their entirety (this includes pay recommendations for teachers eligible for progression during the PM cycle), to the teacher's line manager.

In this school the Headteacher has decided that the Headteacher will be the Reviewer for those teachers he/she directly line manages and will delegate the role of Reviewer, in its entirety, to the relevant line managers for some or all other teachers. The maximum number of reviews that any line manager will be expected to undertake per cycle will normally be five.

Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, he/she may submit a written request to the Headteacher for that Reviewer to be replaced, stating those reasons.

Where it becomes apparent that the Reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the Staffing Structure as the teacher's line manager.

A Performance Management cycle will not begin again in the event of the Reviewer being changed.

All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role and wherever possible will first have attended a Reviewer training session organised by the Local Authority.

15) **THE PERFORMANCE MANAGEMENT CYCLE**

The performance of teachers must be reviewed on an annual basis. Professional Development portfolios to be handed in by Autumn Half Term or by February Half Term decided by the Head Teacher.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the Reviewer.

16) **THE TIMING AND PREPARATION FOR PLANNING AND REVIEW MEETINGS**

Planning and Review meetings will be scheduled as far in advance as possible. Relevant paperwork must be completed prior the meeting.

17) **RETENTION OF STATEMENTS**

Performance management planning and review statements will be retained for a minimum period of 6 years. This takes account of the fact that the Performance Planning and Review Statements will be part of the evidence for pay progression.

18) **MONITORING AND EVALUATION**

The Governing Body will monitor the operation and outcomes of Performance Management arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's Performance Management Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:-

- the operation of the Performance Management Policy;
- the effectiveness of the school's Performance management procedures; and
- teachers' training and development needs.

The Governing Body is committed to ensuring that the Performance Management process is fair and non-discriminatory. Accordingly, the Governing Body will ensure the Headteacher conducts an audit of the outcomes of each Performance Management cycle after the ending of the first cycle in Autumn 2014 and after each further cycle.

It is committed to investigating any evidence which suggests inequalities in the application of Performance management or consequent decisions on the allocation of professional development provision or pay determination. The following monitoring data will be included in the Headteacher's annual report to Governors because they represent the possible grounds for unlawful discrimination:-

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Headteacher will also report on whether there have been any appeals or representation on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

19) **REVIEW OF THE POLICY**

The governing Body will review the Performance Management Policy every school year at its July meeting.

The Governing Body will take account of the Headteacher's report in its review of the Performance Management Policy. The Policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

20) **ACCESS TO DOCUMENTATION**

Copies of the School Improvement and SEF can be obtained from the Head teacher.

Copies of the Whole School Pay Policy, Performance Management Policy and School's Staffing Structure can also be obtained from the Head teacher.

21) **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the Classroom Observation Protocol that is appended to this policy in Appendix 2.

APPEALS PROCESS (REVIEWEE'S OBJECTIVES)

The following process only applies to appeals against a reviewee's objectives. Appeals against pay decisions will be as set out in the school's Whole School Pay Policy document. Appeals against the Planning and Review process should be through the school's Grievance Procedure.

The Governing Body strongly encourages the resolution of any issues through the informal procedure.

- 1) **SCOPE**
The following process covers all teachers including Headteachers.
- 2) **STATUTORY RIGHT OF APPEAL**
Teachers and Headteachers have a statutory right of appeal.

There may be more than one issue in the Planning and Review statement on which the reviewee wishes to appeal, but these will be dealt with in **one** appeal hearing.

If the Planning statement is amended during the cycle, in accordance with the provisions of the Regulations, the reviewee has a right of appeal at that stage on any entry made.

- 3) **THE PROCESS**
Informal Procedure

The reviewee must first of all endeavour to resolve the matter with his/her Reviewer. If appropriate the reviewee should involve his/her professional association representative.

Where the reviewee is dissatisfied with the outcome of his/her direct approach to the Reviewer, the matter should be referred in the first instance to the Headteacher (if the Headteacher is not the teacher's Reviewer). If the reviewee remains dissatisfied the matter should be referred to the **formal stage** of the process.

N.B.: No formal appeal can be made until after the reviewee has exhausted the Informal Procedure.

Formal Procedure

This should be to the Headteacher or the school's Appeal Committee. **(Schools need to determine the make-up of the Appeals Committee at the start of each academic year).** The teacher must stipulate which option he/she wishes to choose.

In respect of a Headteacher, this should be to the school's Appeal Committee.

(i) Initial Action in respect of an appeal to the Headteacher

- The reviewee must submit a formal **written** notice, clearly setting out the reasons for his/her appeal to the Headteacher.
- The Headteacher shall within ten working days of receipt of the written appeal (see Timings) arrange to meet with reviewee.
- The reviewee shall have the opportunity to make an oral representation to the Headteacher.
- Copies of documents which are submitted to the Headteacher by the reviewee or the Reviewer must be sent to the other party **not less than three working days before the Hearing.**
- Both the reviewee and the Reviewer are entitled to be represented by a teacher professional association representative or friend, if they so wish.

(ii) During the Hearing in respect of an appeal to the Headteacher

The following procedure should be followed at the Hearing:-

- The reviewee (or his/her representative) puts the case in the presence of the Reviewer.
- The Reviewer (or his/her representative) and the Headteacher may question the reviewee.
- The Reviewer (or his/her representative) puts his/her case in the presence of the reviewee.
- The reviewee (or his/her representative) and the Headteacher may question the Reviewer.
- The reviewee and the Reviewer (or their representative) have the opportunity to sum up their cases if they so wish.
- The reviewee and the Reviewer (and their representatives) withdraw.
- The Headteacher deliberates upon the case with only appropriate advisers in attendance.
- If there is a need to recall either party to clarify points of uncertainty, then both parties must return notwithstanding only one is concerned with the points giving rise to doubt.

(iii) Decision of the Headteacher

The decision of the Headteacher should be in writing and is final.

(i) **Initial Action in respect of an appeal to the School's Appeal Committee**

- The reviewee must submit a formal **written** notice, clearly setting out the reasons for his/her appeal to the Appeal Committee.
- The Chair of the Appeal Committee shall within ten working days of receipt of the written appeal (see Timings) arrange for a meeting of the Appeal Committee.
- The reviewee shall have the opportunity to make an oral representation to the Appeal Committee.
- Copies of documents which are submitted to the Appeal Committee by the reviewee or the Reviewer must be sent to the other party not less than **three working days** before the Hearing.
- Both the reviewee and the Reviewer are entitled to be represented by a teacher professional association representative or friend, if they so wish.

(ii) **During the Hearing in respect of an appeal to the Appeal Committee**

The following procedure should be followed at the Hearing:

- The reviewee (or his/her representative) puts the case in the presence of the Reviewer.
- The Reviewer (or his/her representative) and the members of the Appeal Committee may question the reviewee.
- The Reviewer (or his/her representative) puts his/her case in the presence of the reviewee.
- The reviewee (or his/her representative) and the members of the Appeal Committee may question the Reviewer.
- The reviewee and the Reviewer (or their representative) have the opportunity to sum up their cases if they so wish.
- The reviewee and the Reviewer (and their representatives) withdraw.
- The Appeal Committee deliberate upon the case with only appropriate advisers in attendance.
- If there is a need to recall either party to clarify points of uncertainty, then both parties must return notwithstanding only one is concerned with the points giving rise to doubt.

(iii) **Decision of the Appeal Committee**

The decision of the Appeal Committee should be in writing and is final.

4) **TIMINGS**

- The appeal timescale for a Formal Appeal against a submitted signed statement is within 20 working days of the Planning meeting.
- The appeal timescale for a Formal Appeal against a Revised Statement is within 30 working days of the Planning Meeting.
- The appeal timescale for an amendment to a previously agreed PM objective is 10 working days from the date of amendment.

N.B.: No Formal Appeal can be made until after the reviewee has exhausted the Informal Procedure.



APPENDIX 2

Classroom observation – purpose and protocols

Classroom observation can be an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. While there is no upper limit placed on the number of occasions in which observation may take place it is essential that the emphasis is firmly placed on the quality of experience rather than quantity.

To ensure that observation is purposeful, supportive and developmental, all those involved in arranging, carrying out, or participating in observation should observe the following guidance which sets out the purpose and protocols that characterise effective practice.

What is meant by ‘classroom observation’?

‘Classroom observation’ refers to all occasions when learning and/or teaching activities are observed for a specific purpose by someone other than the class teacher and support staff normally attached to the class.

Principles and protocols

Classroom observation should observe the following principles.

- All those involved in each observation should have a shared understanding of its specific purpose. Disputes about observation procedures, etc., should be dealt with through the school’s established issue resolution processes and/or recognised collective issue resolution processes where applicable.
- Where practicable and appropriate efforts should be made to combine observations for different purposes so that the most efficient use is made of opportunities for classroom observation.
- Careful thought should be given to the choice of observer so it reflects the purpose of the observation.
- Observation should support and develop learning and teaching – there should be minimal disruption to normal classroom activity.
- Observation arrangements should be planned in advance so those involved have adequate notice.
- Observation should be objective, developmental and supportive and conducted with professionalism, integrity and courtesy.
- Successful observation requires preparation and appropriate consideration.

- As part of the school's overall arrangements for classroom observation those involved in the observation should seek to agree in advance the nature and timing of any feedback to be provided and with whom it is to be shared.
- Planning and feedback arrangements should take account of directed time and statutory terms and conditions of employment.

In addition, for observation involving judgements on the performance of individual practitioners, the following principles should also apply.

- Only a person holding QTS can carry out observation of teaching for the purpose of teachers' performance management (including NQT and GTP assessment) and as part of capability procedures.
- The nature, purpose and amount of observation, as well as the areas to be focussed on should be determined at a planning meeting.
- The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be excessive in total.
- It is important that total time of observation is limited to no more than that required to form sound and evidenced judgements as frequent observation sessions are disruptive and counter-productive.
- Careful consideration is required at the planning meeting of the timing and number of observation sessions to be carried out during the academic year. This consideration should also include the requirements of the appraiser to adequately prepare, carry out and report back on each session. In order to reduce bureaucracy in schools some appraisers, for example, find it helpful to link each session to natural breaks in the academic year such as terms.
- At least five working days notice should be given of observation for these purposes.
- It is important that the observed sessions should proceed in as normal an atmosphere as possible.
- Constructive oral feedback should always be provided as soon as possible after the observation and confirmed in writing within five working days. Teachers should be given the opportunity to add their own written comments to this feedback.
- All those with access to information gained from the process should respect its confidentiality and ensure that the provisions of the Data Protection Act 1998 must be followed at all times.

Purposes of classroom observation

The purposes of observation can be grouped under the following areas (these are not necessarily exhaustive or exclusive).

1. To **observe the learning** of individual learners and/or groups of learners, for example:
 - tracking progress of individuals and/or groups across the curriculum
 - learners' experiences in different settings

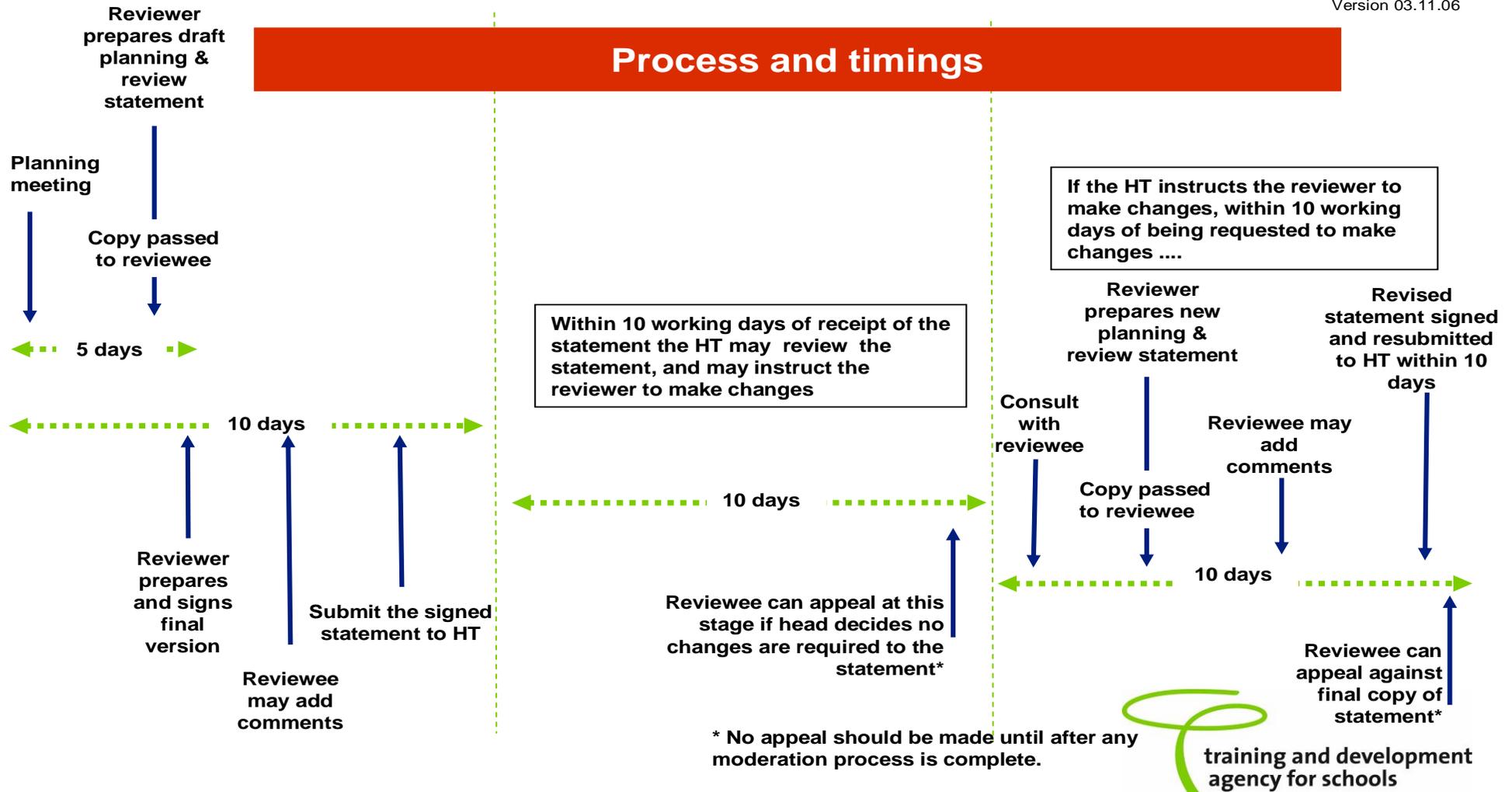
- awareness-raising for governors.
2. As part of **continuing professional development**, for example:
- sharing effective practice
 - shared learning and collaborative development
 - peer observation
 - as part of coaching and mentoring arrangements
 - specialist guidance or advice – such as on teaching techniques, curriculum areas, use of ICT equipment, etc.
3. To **monitor the quality of teaching**, including:
- as part of the annual performance management cycle as defined in the school's Performance Management Policy
 - as part of capability procedures as defined in the school's Capability Policy
 - as part of the statutory induction process for newly qualified teachers (NQTs) as defined in Welsh Government regulations and guidance
 - as part of the Graduate Teacher Programme (or other teacher entry programmes) as defined in Welsh Government regulations and guidance
 - for the purposes of making judgements about learning and teaching in the school as a whole
 - as part of inspection arrangements.



Process and Timings

- timeline for agreeing the planning meeting statement

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ANNUAL REVIEW STATEMENT 2018

Date of Review Meeting: _____

Reviewee: _____ Reviewer _____

Objectives for 2018

1 _____

2 _____

3 _____

Met	Further Development

What went well

Even better If

Planning and review statement

CONFIDENTIAL

OBJECTIVES set for January 2017- July 2018.

Objective 1: **SIP** To raise the Quality of Teaching and Learning.

To embed best practice, reflecting on the observations in the previous year and coaching focus. (The objective should be clearly personalised.)

Objective 2: **SIP** To raise Achievement Attainment and Standards in Subject(s).

Objective 3:

Role Specific / Personal Development objective;

Remember to use the language of the Teaching Professional Standards and ensure this contributes to the SDP

Focus of planned classroom observation:

Evidence for monitoring and evaluation		
Objective Number	Evidence (Classroom observation, assessment records and data, professional development records)	Monitoring date
1		
2		
3		

Summary of Support:
Reviewee comments:

The Objective Setting Proforma (1 needed for each objective)

Woodlands Objective 1			
To embed best practice, reflecting on the observations in the previous year and coaching focus. (The objective should be clearly personalised.)			
Objective:			
Impact on pupil progress			
Action Plan			
Tasks	Intended Completion date	Performance Criteria	Monitoring evidence
Associated target:			
Evidence of positive contribution:			

The Objective Setting Proforma (1 needed for each objective)

Woodlands Objective 2			
To raise Achievement Attainment and Standards in Subject(s).			
Objective:			
Impact on pupil progress			
Action Plan			
Tasks	Intended Completion date	Performance Criteria	Monitoring evidence
Associated target:			
Evidence of positive contribution:			

The Objective Setting Proforma (1 needed for each objective)

Woodlands Objective 3

Remember to use the language of the Teaching Professional Standards and ensure this contributes to the SIP

Role Specific / Personal Development objective

Objective:

Impact on pupil progress

Action Plan

Tasks	Intended Completion date	Performance Criteria	Monitoring evidence

Associated target:

Evidence of positive contribution:

Appendix 4 A: Practice, Review and Development Record

Practice, Review and Development Record		Name:	From:	To:
		Objective 1: Enter objective here	Objective 2: Enter objective here	Objective 3: Enter objective here
Planning	<ul style="list-style-type: none"> • What is the focus of my objectives – how do they relate to school priorities? • What is the intended impact on my practice? • What do I need to find out – what do other people already know about it? • What data and evidence will I make use of? • How will I use what I've found out to help me meet my objectives? • What actions and/or professional development activities am I planning? • What support will I need? • How will I work with others to achieve my objectives? 			
Monitoring	<ul style="list-style-type: none"> • What progress am I making in meeting my objectives? • What impact has there so far been on my practice? • How do I know – what data and evidence am I using? • How are others involved in monitoring? 			
Reviewing	<ul style="list-style-type: none"> • How well have I met my objectives? • Are there any factors which have affected progress in meeting my objectives? • What have I found out? • What has been the impact on my practice and/or learner outcomes? • How do I know – what data and evidence am I using? • What professional development activities have I undertaken? • What support has been provided to me? • Do I need any follow up development? 			

Practice, Review and Development Record

Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
 - their own assessment of their performance against their performance management objectives
 - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
 - any factors which the practitioner considers are affecting performance against the objectives
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to three objectives. The template can be adapted where additional objectives have been identified.
- The template is arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating.
- Where objectives are linked it may be more appropriate to 'write across' columns to avoid making duplicate entries.

Training and Development 2018

CONFIDENTIAL **Name**

SUPPORT NEEDS	
Objective	Support agreed for achieving objective
1	
2	
3	

Reviewee signature

Reviewer signature

OBSERVATION PROFORMAS BASED ON INSPECTION FRAMEWORK



WOODLANDS LESSON PLAN

Teacher Name	Annie Edwards	Subject	Literacy
Students in lesson	JP		
Date/Period of Lesson	02/07/18	Range of levels	Functional Skills Level 1
Lesson Context			Scheme of Work
Jamie is creating pieces of writing based on his interests of fishing. Jamie is completing Functional Skills based worksheets in preparation for gaining his qualification.			Functional Skills (Fishing)
Learning Objective			
1) Write a formal letter to a celebrity fisherman explaining why they should employ you.			
1) Identify different questions in past exam papers			
Start			
Active literacy/ MAD Time			
Main			
Teaching Activity	Differentiation/ Barriers to Learning/ Speech Language Communication needs	Resources	Keywords
Lesson 1 & 2 Learner is to use the template given to help and write a letter to a celebrity fisherman explaining why they should employ them. Learner is to use paragraphs, descriptive language and ensure that the date is in the top right-hand corner. <i>This will probably take 2 lessons</i> Lesson 3 Learner is to revisit old exam papers from previous years and look at the questions asked and the texts given. They are also to look over any past papers they have completed to have a look at both the questions they have answered correctly, and what they could have done better.	All work better if the work is read out to them. All have varying degrees of SLCN needs but no diagnoses as yet. Interventions used: <ul style="list-style-type: none"> • Single step instructions • Minimum 6 second information processing time • Ensure understanding of task before commencing • Write task list on portable whiteboard as well as explaining tasks for the session JP is to use the exam reader in preparation for his exams. Boxall- Class interventions Clear boundaries set in classrooms Tactical ignoring Model appropriate behaviour Display classroom rules and refer to them in lessons. Build opportunities for appropriate attention and recognition. Incremental engagement in tasks through short, chunked tasks. Reward completion of tasks. Respond to needs in a prompt and supportive manner. Use time – limited language- ‘I’m helping others now and will help you later’. Suggestions Promote engagement with tasks and others. Reward and praise when engagement with others is achieved. Separate person from behaviours when explaining or modelling behaviour. Model and explore how mistakes build learning. Be explicit about when attention can be given and when it must be put on hold. Individual positive attention. Consider unconventional activities- live music, physical activities, pets/ animals and gardening. Introduce jobs with responsibility. Reassurance, explanation, patience, good humour and the modelling of unconditional positive regard.	English books Big Write Card 3 Laptop Tablet for research if needed. Letter scaffolding.pdf formal letter.docx	Functional Skills qualification Letter Formal Celebrity Address Employ Description Paragraphs Exam papers
Homework			
Spellings/ Dockside			
Success criteria			
Differentiation strategies should ensure learners will have progressed in the following ways:			
All learners will have:	In addition, most learners will have:	Some learners will have:	
Jamie will be able to use full stops and			

capital letters when concentrating writing a long piece of text. He will be able to use descriptive language to describe why someone should employ him.		
Cross-curricular strategies should ensure learners will have progressed in:		
Literacy	Numeracy	ICT, Social, Moral, Cultural aspects
<p>Dictionaries to support spelling and spelling strategies flashcards displayed in classroom.</p> <p>Subject specific spelling tests.</p> <p>Keywords.</p> <p>List of repeated spelling mistakes or scientific words needed, given to English department for testing or exploring further to support learning in this subject.</p> <p>Reminder of IEP's related to literacy during the lesson, such as writing on the lines, ascenders/descenders.</p> <p>Literacy rolling reminders.</p> <p>Marking – activities to practise correctly spelling previously incorrect ones.</p>	<p>Graph and data work.</p> <p>Highlight important information from a question, separate this information from the rest of the text to encourage interpretation of the question as a numeric or algebraic problem.</p> <p>Students and staff to include a red star on LP's/work which include mathematics/graph work across the curriculum.</p> <p>Numeracy challenge of the week displayed in the common room.</p> <p>Using time – reminding pupils of time allowance and using times activities to support specific IEP's.</p> <p>Measuring – encourage pupils to use a ruler to underline work/draw tables.</p>	<p>PSHE – the pupils will complete partner work and have to communicate with each other/peer assessment.</p> <p>Expect and encourage students to meet any behavioural IEP's during the lesson, for example, staying in the classroom and use of facial expressions.</p> <p>ICT – will be used when needed and pupils will build their skills using computers to create power points or work documents/posters.</p> <p>Social skills – current affairs topics discussed and peoples' opinions given, students will listen and share.</p> <p>Communication – Frequent discussion and debates. Peer teaching/peer assessment.</p>
Safeguarding		
<p>Generic safeguarding includes:</p> <ol style="list-style-type: none"> 1. Staff/Boy seating arrangements 2. Not being able to touch each other's feet under the table 3. No more than 3 lads 1 staff at any time. 4. All laptop and Internet usage to be supervised 5. No touch policy in school <p>Specific safeguarding: JP Must have 1:1 support at all times due to his license, he is opportunistic.</p>		
AFL – how is learning assessed?		
<p>Learning will be assessed through the learners use of spellings and punctuation as well as their ability to answer oracy questions and identify facts and opinions.</p>		
Information about particular students eg cross-curricular targets in their IEPs		
<p>JP- Expect maximum effort and focus every lesson</p> <ul style="list-style-type: none"> • To use capital letters, full stops and commas consistently • To be confident in all times tables • To work independently. 		
Evaluation		

Woodlands School – Lesson Observation proforma

Lesson Objectives: 1. 2.				
Teacher:	Observer's role: JH DM BG Other <i>Please circle</i>			
Observer:	Period: Group: Length of Observation: 60 mins / 30 mins / Other			
Purpose of observation:	Time period:			
Seating Plan provided?	Lesson plan provided?			
Focus Areas	Target from last observation?			
INADEQUATE (4) <i>likely to be inadequate where any of the following apply:</i>	REQUIRES IMPROVEMENT (3)			
GOOD (2)	OUTSTANDING (1)			
Teacher Standard 3 Subject Knowledge, Teacher Standard 6 Use of Assessment.	<ul style="list-style-type: none"> Weak knowledge of the curriculum. Assessment of learners' work is poor and oral feedback is not effective. Assessment is not used effectively to help pupils improve. Assessment takes too little account of pupils learning or understanding. <input type="checkbox"/>	<ul style="list-style-type: none"> Is not yet good. <p><i>This can include:</i></p> <ul style="list-style-type: none"> The teacher knows the subject and most learners understand course requirements but lacks accuracy. Assessment is present, but may lack rigour and a lack of challenge. <input type="checkbox"/>	<ul style="list-style-type: none"> Teachers have well-developed subject knowledge. Assessment of prior skills knowledge and understanding is careful and accurate. Assessment is challenging: matches most pupils needs; enthuse & motivate: changes to tasks are timely and appropriate. Detailed oral/written feedback is provided so learners know how well they have done and how to improve. Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant. <input type="checkbox"/>	<ul style="list-style-type: none"> Excellent subject knowledge with cross-curricular references. Prior learning is assessed systematically & accurately Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. Systems are in place to involve all students in reading/responding to feedback and acting on them. Learners are confident and critical in assessing their own and others' work, and to set meaningful targets for improvement. <input type="checkbox"/>
What Evidence?				
Teacher Standard 4, 5 & 8 Teaching (Use of support, differentiation, AfL, literacy and numeracy development)	<ul style="list-style-type: none"> Learning activities are not sufficiently well matched to the needs of pupils. Teacher expectations are not high enough. Pupils cannot communicate, read, write or use maths as well as they should. TAs not involved in the lesson & given little or no direction. <input type="checkbox"/>	<ul style="list-style-type: none"> Is not yet good. <p><i>This can include:</i></p> <ul style="list-style-type: none"> Teaching strategies do not usually meet individual pupil needs and do not provide challenge. Teaching literacy, numeracy and other skills may be inconsistent. TAs are not well deployed in all aspects of the lesson. <input type="checkbox"/>	<ul style="list-style-type: none"> Tasks are challenging: match most pupils needs: enthuse & motivate them; effective strategies used. Work is monitored during lessons, misconceptions are generally picked up. Astute planning is effective and interventions and support are appropriate. Expectations are high. Literacy and numeracy skills and other skills are promoted. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills. Teacher listens astutely, observes carefully and questions skillfully to reshape tasks and improve learning. TAs are well deployed to support learning. <input type="checkbox"/>	<ul style="list-style-type: none"> Tasks are challenging/match pupils needs accurately. Lessons are well judged and often imaginative teaching strategies are used. Expectations are consistently high. Intervention and support are appropriate and have notable impact. Expert use of questioning probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on. Teaching of literacy, numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects. TAs involved in planning. Good communication between teacher and TA is evident. <input type="checkbox"/>
What Evidence?				

<p>Teacher Standard 2 Learning and Progress <i>(Engagement, interest, motivation, resilience)</i></p>	<ul style="list-style-type: none"> Students are passive. Learners are not involved and frequently off task. Teaching fails to excite, enthuse, engage or motivate particular groups (inc SEN/D) of pupils. Pupils or groups of pupils are making inadequate progress. <input type="checkbox"/> 	<ul style="list-style-type: none"> Is not yet good. <p><i>This can include:</i></p> <ul style="list-style-type: none"> Students lack engagement and motivation to complete work well. Progress is not in line with that made by similar students nationally from similar starting points. <input type="checkbox"/>	<ul style="list-style-type: none"> Most students are enthused and motivated to participate. Pupils' are resilient, confident and independent Pupils learn well across the curriculum. Most pupils, including groups and pupils with SEN/D, achieve well across the curriculum. <input type="checkbox"/>	<ul style="list-style-type: none"> Pupils show high levels of enthusiasm, interest, resilience, confidence and engagement Pupils learn exceptionally well. All pupils make rapid and sustained progress. <input type="checkbox"/>
<p>What Evidence?</p>				
<p>Teacher Standard 4 Homework</p>	<ul style="list-style-type: none"> No homework is set to extend the learners' opportunity to develop. <input type="checkbox"/> 	<ul style="list-style-type: none"> Is not yet good. <p><i>This can include:</i></p> <ul style="list-style-type: none"> Inappropriate homework is set. It does not contribute reasonably well to learning, including SEN/D pupils. <input type="checkbox"/>	<ul style="list-style-type: none"> Appropriate and regular homework contributes well to pupils' learning, including SEN/D pupils. <input type="checkbox"/> 	<ul style="list-style-type: none"> Appropriate and regular homework contributes very well to pupils' learning. <input type="checkbox"/>
<p>What Evidence?</p>				
<p>Teacher Standard 1 & 7 Attitudes to Learning. Behaviour <i>(strategies for managing pupils behaviour)</i></p>	<ul style="list-style-type: none"> Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. <input type="checkbox"/> 	<ul style="list-style-type: none"> Is not yet good <p><i>This can include:</i></p> <ul style="list-style-type: none"> Pupils do not always respond promptly to teachers' direction. Major disruption to learning is uncommon, but occasional low-level disruption may occur. <input type="checkbox"/>	<ul style="list-style-type: none"> Pupils respond very well to the teacher's behaviour systems and work cooperatively with each other. Low level disruption is uncommon Pupils are typically considerate, respectful and courteous; they consistently meet teacher's expectations. Behaviour management strategies are applied consistently well. <input type="checkbox"/> 	<ul style="list-style-type: none"> Pupils' attitudes to learning are exemplary. Pupils 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. Very high level of engagement, courtesy, collaboration and cooperation. Lesson proceeds without interruption. There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning. <input type="checkbox"/>
<p>What Evidence?</p>				

Teacher's Name:		Observer's name:		Date:	
Strengths:					
1					
2					
Areas for Development:					
1					
2					
Suggest a Professional Development Need:					
1					
2					
1. Using the grade descriptors (pages 1-2), give a grade for the following categories and state where the evidence is located on the lesson observation form.					
Teaching grade Teacher Standards 5 & 8		Progress grade Teacher Standard 2		Attitudes to learning / Behaviour grade Teacher Standards 1 & 7	
2. Looking at the learning and progress grade descriptors, establish a grade for learning and progress (O=Outstanding, G=Good, Req= Requires Improvement, In=Inadequate)					
Quality of teaching (overall grade) Standards 1 & 2					
<p><i>The overall grade awarded for the lesson should consider grades for each of the Teacher Standards, especially behaviour, teaching and assessment to support learning (refer to grade descriptor sheet) and any overwhelming evidence that an area is inadequate will mean that your overall lesson grade should be inadequate. Judgements should not be a snapshot and 'teaching over time' must be taking into context (class data/seating plans are imperative). Please refer to grade descriptor criteria for arriving at your overall grade for learning and progress. The grade you award should be justified and consistent with the evaluation and summary text you have written.</i></p>					

Possible scoring logic:
5 points = Outstanding (can be best fit)
5 – 10 points = Good with Outstanding (can be best fit)
10 – 15 points = Requires Improvement (cannot be best fit)
15 – 20 points = Inadequate (cannot be best fit)

OBSERVER HELP SHEET

During the lesson, the observer will ask a range of students the following questions;

This form can be used to provide the basis of feedback and is recommended as evidence.

It is recommended that these questions form part of teacher-planning and for establishing routines in the classroom.

1. *What are the lesson objectives?*
2. *Why are you doing this?*
3. *What does success look like?*
4. *How do you know?*
5. *What is your teacher looking for?*
6. *Can you tell me any keywords for this lesson?*
7. *What is your current level?*
8. *How do you progress onto the next level?*
9. *How often is your own book marked?*
10. *Do you receive feedback? Give me an example...*
11. *Are you allowed time to improve (re-draft) your work?*
12. *Do you enjoy the lesson? Why?*
13. *Describe a typical lesson to me...*

<i>Student name (plus indicate level)</i>	<i>Q1 – 5 Lesson Objectives?</i>	<i>Q6 Keywords?</i>	<i>Q7 – 11 Progress?</i>	<i>Q12 – 13 Enjoyment?</i>
<i>1. Top</i>				
<i>2. Middle</i>				
<i>3. Bottom</i>				
<i>4. SEN</i>				
<i>Total responses:</i>				

Lesson Evaluation Help:

Observers should avoid describing what the teacher is doing. Feedback should:

- evaluate learning and progress, both overall and for different groups.
- provide telling examples of learning of different groups
- identify the impact of teaching on learning (cause and effect)
- make reference to student books/conversations/routines
- identify a CPD target.

Performance Management

The Attributes of a Good Teacher

Key Attribute	Quality Indicators
Good teachers show a good knowledge and understanding of the curriculum and use a range of questions.	<ul style="list-style-type: none"> • Good teachers are competent in teaching the content of their subject as prescribed by the National Curriculum or RE Syllabus. • Good teachers' explanations make sense to students. • Good teachers have the ability to deepen the thinking of all students and stretch the more able students. • Good teachers' questions are challenging and consolidate, extend and verify students' knowledge.
Good teachers have knowledge of basic skills that they can use to address students' needs.	<ul style="list-style-type: none"> • Good teachers have knowledge of the National Literacy and National Numeracy Strategies. • Good teachers are secure in teaching literacy and numeracy skills. • Good teachers make good use of the National Curriculum guidance in their strategies for planning.
Good teachers plan effectively and set clear objectives.	<ul style="list-style-type: none"> • Good teachers plan learning objectives which are clearly understood by both teachers and students. • Good teachers' plans provide concise and clear information of what is to be done and how it is to be undertaken. • Good teachers' planning incorporates long, medium and short-term objectives. • Good teachers' plans describe content appropriate to objectives. • Good teachers' planning shows understanding of content, concepts and skills development. • Good teachers' planning content is relevant and differentiated to children's needs and abilities, especially SEN. • Good teachers' plans incorporate sufficient time to achieve objectives. • Good teachers' plans clearly describe student activities. • Good teachers' plans incorporate the 'creative/interest factor'. • Good teachers' plans make good use of support staff where they are available. • Good teachers plan homework activities to make the best use of students' and teachers' time. • Good teachers use agreed whole-school or Faculty formats, where they exist, for short-term planning.
Good teachers challenge and inspire students, have high expectations and make intellectual and creative demands.	<ul style="list-style-type: none"> • Good teachers encourage independent thought, reflective learning and the confidence to attempt higher levels of achievement. • Good teachers provide pointers to new connections and deeper understanding and engage students appropriately.
Good teachers use methods which enable all students to learn effectively.	<ul style="list-style-type: none"> • Good teachers use lively, well structured exposition. • Good teachers use appropriate student groupings related to task and promoting high standards. • Good teachers' organisation allows them to interact efficiently. • Good teachers provide opportunities for students to use and apply knowledge, skills and understanding. • Good teachers use subject specific questions which help students to understand and extend their thinking. • Good teachers use purposeful, practical activities which extends thinking. • Good teachers use tasks which vary in length and difficulty.
Good teachers manage students well and insist on high standards of behaviour.	<ul style="list-style-type: none"> • Good teachers exercise authority clearly and fairly. • Good teachers use praise and criticism appropriately and provide good feedback. • Good teachers pay attention to the needs of individual children. • Good teachers hold attention and encourage participation and concentration. • Good teachers support and control students through individual and group interaction. • Good teachers anticipate/avoid disorderly behaviour. • Good teachers stress self-discipline and good work habits and instil a

	<p>sense of value in their work.</p> <ul style="list-style-type: none"> • Good teachers demonstrate the ability to achieve rapport with the students, e.g. warmth and humour. • Good teachers encourage and use students' contributions during lessons.
Good teachers use time, support staff and other resources, especially Information and Communications Technology effectively.	<ul style="list-style-type: none"> • Good teachers manage time and resources well. • Good teachers encourage students to work productively. • Good teachers have a brisk pace, with opportunities for reflection. • Good teachers use equipment, artefacts and resources to extend interest and students' knowledge, skills and understanding. • Good teachers use ICT to reinforce and extend learning. • Good teachers are aware of the role and expertise of support staff and deploy them effectively, where available.
Good teachers assess students' work thoroughly and use assessments to help and encourage students to overcome difficulties.	<ul style="list-style-type: none"> • Good teachers look for gains in learning, gaps in knowledge and areas of misunderstanding. • Good teachers make effective use of marking, questioning and plenary sessions for assessment. • Good teachers use formative assessment to encourage students and enable them to recognise and handle misconceptions. • Good teachers develop students' understanding of self-assessment and target-setting. • Good teachers use an appropriate range of approaches to assessment. • Good teachers take full account of targets in IEPs for students with SEN. • Good teachers effectively monitor students' progress for successes and difficulties and keep students informed of their progress. • Good teachers use effective means for recording and summarising assessment information. • Good teachers are knowledgeable about their students' learning. • Good teachers involve students in the assessment of their work. • Good teachers clearly inform students and parents of progress.
Good teachers use homework effectively to reinforce and/or extend what is learned in school.	<p>Good teachers use homework which is:</p> <ul style="list-style-type: none"> • planned to integrate with classwork • responsive to individual learning needs • helpful to students' independent learning • regularly and constructively marked • clear to parents and encourages their assistance.

Teaching Staff

THE ATTRIBUTES OF A GOOD LEARNER

Key Attribute	Quality Indicators
Good learners gain knowledge and skills, develop ideas and increase their understanding.	<ul style="list-style-type: none"> • Good learners' work shows progress and achievement. • Good learners can clearly explain their work, recognise new knowledge and skills and show their increased understanding across the curriculum. • Good learners develop and use effective memory skills.
Good learners apply intellectual, physical or creative effort in their work.	<ul style="list-style-type: none"> • Good learners demand the best from themselves and encourage others to make an effort in their work. • Good learners are able to explain what they are doing, have done and have learnt. • Good learners can offer an opinion on what they are doing and recognise why it is important. • Good learners can sustain work on longer, more difficult tasks.
Good learners are productive and do their work at an appropriate pace	<ul style="list-style-type: none"> • Good learners concentrate and have positive attitudes to their work. • Good learners work to their capacity. • Good learners manage their own time and are able to complete what is required.
Good learners show interest in their work, can sustain concentration and think and learn for themselves.	<ul style="list-style-type: none"> • Good learners ask questions, persevere and are fully engaged • Good learners take pride in their work.
Good learners can adapt their learning to a variety of styles and situations.	<ul style="list-style-type: none"> • Good learners work collaboratively and independently. • Good learners demonstrate by their attitude and behaviour a positive approach to the school ethos. • Better learners encourage the learning of others.
Good learners understand what they are doing, how well they have done and how they can improve.	<ul style="list-style-type: none"> • Good learners recognise their own achievements and are able to suggest improvements to their work. • Good learners take full advantage of opportunities for self-evaluation. • Good learners are engaged in the process of setting and reviewing their targets.

