

ST JAMES' RC PRIMARY SCHOOL
TEACHING STAFF APPRAISAL POLICY

This policy has the School's Motto at its heart.

**Faith in action,
Growing together,
Walking in the footsteps of Christ**

APPLICATION OF THE POLICY

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 development within the context of the School Development and Improvement Plan, and the standards expected of teachers at St. James' RC Primary School. This policy, which covers appraisal, applies to the Head Teacher and to all teachers employed by the school, except those on contracts of less than one term and those undergoing induction e.g. NQTs.

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 recommendation is made by the Head Teacher.

This policy should be read in conjunction with the school's Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with The School Teacher's Pay and Conditions document.

The Appraisal Policy is linked closely to the School Development and Improvement Plan (SDIP) and the school's self-evaluation procedures. The SDIP and the Self Evaluation Summary are key documents for the appraisal process.

All Appraisers are expected to explore the alignment of the appraisee's objectives with the school's priorities, performance targets and plans. The objectives should also reflect the appraisee's professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

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

The Governing Board will ensure that there is no discrimination in respect of:

- Race
- Gender
- Gender orientation
- Sexual orientation
- Disability
- Faith
- Part-time contracts
- Trade union membership

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality Assurance

The Head Teacher is an appraiser and delegates part of this role to the Deputy Head teacher. The Head Teacher moderates all the planning statements to check that the plans recorded in the statements of the teachers at school:

- are consistent with those who have similar experience and similar levels of responsibility
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

The Governing Board nominates governors who are not involved in the Head Teacher's appraisal or any appeal regarding the Head Teacher's performance to ensure that the Head Teacher's planning statement is consistent with the school's improvement priorities and complies with the school's appraisal policy and the regulations.

If an appraiser becomes unsuitable for any reason (i.e. prolonged absence) then the appraisee may request a new appraiser. The appraisal cycle will continue and not start again with the change of appraiser. All new teachers will be given a copy of the appraisal policy. The Governing Board reviews the appraisal processes as they review the appraisal policy.

REVIEW OF THE PREVIOUS YEAR

The appraiser will discuss the successes of the previous year and check the outcomes of the previous year's targets. Progress against these targets will be measured and progress will be graded Outstanding, Good or Limited Progress.

Outstanding pupil progress in Years 1 to Year 4 will be defined as a pupil making enough steps to take them comfortably into the 'secure' or better from 'beginning' or if, as a child with specific needs, they make the necessary progress to reach age-related or better standards. Outstanding progress will also be defined as a child who moves from beginning to secure or exceeding **relative** to their starting points on entry, at the end of Reception or KS1.

Increments of progress are demarcated as Beginning, Beg+, Developing, Developing +, Secure, Exceeding – 6 steps

Good progress in Year 1 to Year 6 will be defined as between 5 steps **relative** to a pupil's ability.

The appraiser will identify how successful the appraisee has been at accelerating learning between the emerging learners and those at secure, **relative** to their ability.

OBJECTIVE SETTING

The Head Teacher's objectives are set by the Governing Board after consultation with the External Adviser. Three governors are appointed to sit on the Head Teacher's appraisal committee.

Objectives for each Teacher are set before or as soon as practicable after, the start of each appraisal period. These are reasonable in number. The objectives set for each teacher, are specific, measurable,

achievable, realistic and time-bound. The appraiser and appraisee seek to agree the objectives but if that is not possible, the appraiser determines the objectives. Objectives may be revised if circumstances change that are beyond the control of the teacher/appraiser.

The objectives agreed with each appraisee, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improve the education of pupils at the school. This is ensured by, amongst other things, quality assuring all objectives against the School Development and Improvement Plan.

Before, or as soon as possible after, the start of each appraisal period, each teacher is informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers must be assessed against the Teachers' Standards. The Head teacher recommends to the Governing Board whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, e.g. Post threshold/Leadership, etc.

The Head teacher will be assessed against the National Standards for Head teachers.

Reviewing Performance

Observation

At St. James' we believe that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations are carried out in a supportive fashion. Teachers are informed, at least 5 days prior to an observation whether it is developmental, to provide support for professional development and/or if it is to form part of the appraisal process. Oral feedback is given as quickly as possible as and no later than one day after the observation if at all practicable.

Teachers are not awarded a grade following an observation but will be graded using a range of information such as:-

- Pupils' attitudes to learning
- Safety of pupils
- Classroom environment
- Work scrutiny/marking
- Giving effective feedback to pupils
- Pupils' achievement
- Equality of opportunity

At St. James' any teacher who is graded less than Good, will be put onto a teaching support plan and will be observed weekly. After one month, if the teacher is still observed to be in either of these categories then capability procedures will be put in place.

NQTs follow a training plan and their progress is reviewed with their mentor and appraiser during the year. The objectives are taken from the final teaching practice report. Support and training opportunities are in place. Should there be any concerns raised that are detrimental to the pupils, then a support plan will be actioned and progress against the teaching criteria will be measured. As soon as it is evident that the NQT may not pass their induction year, everything possible must be done to improve their practice to at least 'Good' and the school must safeguard the pupils' well-being and learning. If it is found necessary to intervene and replace the NQT then they will have failed their induction period.

Teacher's performance is regularly observed. The amount and type of classroom observation depends on the individual circumstances of the teacher and the overall needs of the school. Classroom observations are only carried out by those with QTS. In addition to formal observation, Head teachers or other leaders may 'drop in' in order to evaluate the standards of teaching and learning. The length and frequency of 'drop in' observations varies depending on specific circumstances and provides an opportunity to see good and outstanding practice that may be missed during more formal observations as well as possible developmental areas.

Teachers (including the Head teacher) who have responsibilities outside the classroom also expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process that is used to inform continuing professional development. At St. James' we wish to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development is linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers 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 highlights strengths as well as areas for development. Should there be concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching; mentoring, structured observations) that will be provided to help address the specific concerns;
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made which may result in the capability process.

Annual Assessment

Each teacher's performance is formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the Governing Board must consult an external adviser. 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.

The Teacher receives as soon as practicable following the end of each appraisal period, and have the opportunity to comment on, a written appraisal report. At St. James' teachers receive their written appraisal reports by 31st October (31st December for the Head teacher). The appraisal report includes:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;

- an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;
- a determination of the teacher’s training and development needs and the actions that will be taken to address them

The Head Teacher will endorse the recommendation to award the appropriate pay award and this will appear on a separate report.

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

Confidentiality

The appraisal process is treated with confidentiality. However, the desire for confidentiality does not override the need for the Head Teacher and Governing Board to quality-assure the operation and effectiveness of the appraisal system. Where the Head Teacher has delegated the responsibility for appraisal to other teachers – the Head Teacher/Senior Leadership Team members’ role is one of moderation/quality assurance, i.e. the Head Teacher or appropriate colleague/s review all teachers objectives and written appraisal records in order to check consistency of approach and expectation between different appraisers. The Head Teacher makes the recommendations in respect of pay awards to the Governing Board.

Definitions

Unless otherwise indicated, all references to ‘teacher’ include the Head teacher.

Delegation

Normal Rules Apply in respect of the delegation of functions by Governing Boards of Trustees, Head teachers and local authorities.

Retention of Records

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

Appeals

Teachers and Head Teachers may choose to exercise an individual right of appeal against the implementation/operation of the school’s Appraisal Policy and this is via the School’s Grievance Procedure.

Links to other Policies:

- Staff Code of Conduct
- Pay Policy
- Equality Policy
- Whistleblowing Policy
- Dispute Resolution Policy

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

This Policy will be renewed annually.

It was last reviewed in: September 2018

It will next be reviewed in: September 2019

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)

Appendix 1

Classroom observation prompts for Appraisal

Name of teacher: Name of observer:

Class: Date: Lesson:

Judgement overall:

Having considered :- (grade each area)

Achievement of the pupils, progress and attainment–
Pupils’ attitudes to learning and behaviour –
The safety and well being of the pupils –
Quality of the teacher feedback inc. marking –
Quality of the work in the children’s books -

Highlight the bullet points below as observed during the lesson observations.

Pupils are able to:-

- Behave appropriately in a positive and safe environment
- Co-operate with others when working in pairs or in a group
- Contribute ideas and listen to others
- Be highly considerate and cause no disruption
- Support others and treat them with respect and be consistently thoughtful

Comment or example:

Pupils:-

- Are challenged appropriately so that the learning matches pupils’ ability with high aspirations
- Understand the learning objective and the success criteria for the lesson
- Respond well to effective questioning
- Can plan, manage and monitor their work
- Have exceptional/good opportunities to grasp and extend learning
- Know what to do when they finish their work or become stuck
- Are critical of their work, can evaluate and improve it
- Know what next steps they need to take in order to improve and feel able to ask if they do not understand
- Give positive feedback to peers when assessing the work of others.

Comments or examples:-

Pupils:

- Monitor and self-correct as they work
- Are resilient in tackling challenging activities across the curriculum
- Use strategies for problem- solving such as sharing ideas, using actions, drawings, maps, notes, diagrams
- Analyse their actions, ideas, processes and texts explaining how they work

- Use ICT in order to deepen and enrich their learning
- Feel confident using a wide range of tools and materials in order to work independently.

Comment or examples:

Pupils:-

- Access resources independently as required
- Initiate and extend learning activities
- Give information and opinions confidently knowing their views will be valued
- Link learning strands across the curriculum and understand the context of their learning
- Make connections, generalise, construct rules, generate and test hypotheses
- Imagine and empathise

Comment or examples:-

Pupils have:-

- A feeling of self-worth
- The ability to acquire knowledge, develop understanding and learn and practise skills exceptionally well
- The desire to build upon what they know and improve their skills, knowledge and understanding
- The ability to give and receive positive and critical feedback that approves and reinforces their success through oral feedback and consistent marking
- The desire to rise to challenges
- The tenacity to persevere with tasks
- The ability to learn from their mistakes and accept constructive criticism.

Comments or examples:-

Tick below if you have observed:-

Being Healthy Staying safe Enjoying and achieving

Making a positive contribution

Achieving economic well-being

Spiritual development

Moral development

