

**Schools HR**

Cofely GDF Suez & NTC in Partnership, (1<sup>st</sup> Floor),  
Quadrant, The Silverlink North, Cobalt Business  
Park, North Tyneside, NE27 0BY



**Westmoor Primary School  
Appraisal Policy  
For Teaching Staff  
In Schools**

## TABLE OF CONTENTS

<b>APPLICATION OF THE POLICY .....</b>	<b>3</b>
<b>PURPOSE.....</b>	<b>3</b>
<b>LINKS TO SCHOOL IMPROVEMENT.....</b>	<b>3</b>
<b>TRAINING AND DEVELOPMENT.....</b>	<b>4</b>
<b>CONSISTENCY OF TREATMENT AND FAIRNESS.....</b>	<b>4</b>
Quality Assurance (Head Teachers) .....	4
Quality Assurance (Teaching Staff) .....	5
Objective Setting .....	5
<b>REVIEWING PROGRESS .....</b>	<b>6</b>
Classroom Observation .....	7
Suspension of Appraisal Policy .....	7
<b>Determining Outcomes.....</b>	<b>8</b>
<b>CONFIDENTIALITY .....</b>	<b>8</b>
<b>APPOINTMENT OF APPRAISERS.....</b>	<b>9</b>
The Head Teacher.....	9
Teaching Staff .....	9
<b>THE APPRAISAL CYCLE .....</b>	<b>10</b>
<b>RETENTION OF STATEMENTS .....</b>	<b>11</b>
<b>MONITORING AND EVALUATION.....</b>	<b>11</b>
<b>REVIEW OF THE POLICY.....</b>	<b>12</b>
<b>ACCESS TO DOCUMENTATION.....</b>	<b>12</b>
<b>ANNEX1 – MANAGING PERFORMANCE THROUGH APPRAISAL .....</b>	<b>13</b>
<b>ANNEX 2 - FORMAL CLASSROOM OBSERVATION PROTOCOL.....</b>	<b>14</b>
<b>ANNEX 3: EXAMPLE PLANNING &amp; REVIEW STATEMENT .....</b>	<b>16</b>

# SCHOOL TEACHING STAFF APPRAISAL POLICY

The Governing Body<sup>1</sup> of Westmoor Primary School adopted this Teaching staff appraisal policy on (July 2018).

## APPLICATION OF THE POLICY

- 101 The policy applies to all teachers employed by the school except those on contracts of less than one term, or those undergoing an induction or probationary period of employment, or those who are the subject of capability procedures.
- 102 It should be read in conjunction with the Whole School Pay Policy, which provides details of the arrangements relating to the pay of teachers in accordance with their respective conditions of service as well as the procedure for appealing against pay decisions.
- 103 Any actions undertaken within this policy on appraisal will be consistent with the principles as outlined within the schools policy statement on “Managing Staff Performance - Policy Statement”.

## PURPOSE

- 201 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of the school’s improvement plan and their own professional needs.
- 202 Where teachers are eligible for performance related pay progression, the assessment of such performance throughout the appraisal cycle will relate to relevant workforce standards<sup>2</sup> and objective criteria specified in their planning and review statement. This will be the basis on which the Appraiser makes the recommendation<sup>3</sup>.

## LINKS TO SCHOOL IMPROVEMENT

- 301 This Policy has been developed to ensure that the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning.
- 302 To minimise workload and bureaucracy involved in the process it is expected that the appraisal process will be the main source of information, as appropriate, for school self-evaluation and the wider school improvement process. Appraisers will therefore be expected to explore the alignment of

---

<sup>1</sup> For centrally employed teachers “Governing Body” within this document also refers to relevant management boards or the LA.

<sup>2</sup>Currently this relates for all teachers to the new Teachers’ Standards published by the Secretary of State for Education, effective from 1 September 2012. Schools may also adopt additional criteria for assessing particular groups of staff as outlined in their pay policy.

<sup>3</sup> Final discretion on pay recommendations rests with the staffing committee based upon the professional judgement of the appraiser or moderator where one is in place

appraisee objectives with the school's priorities and plans.  
The objectives set within the appraisal cycle will also reflect the professional aspirations of teachers.

## **TRAINING AND DEVELOPMENT**

- 401 The school's Continuous Professional Development (CPD) programme will be informed by the training and development needs identified through the individual's planning and review statements.
- 402 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.
- 403 An account of the general training and development needs of teachers, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Head Teacher's<sup>4</sup> annual report to the Governing Body about the operation of the appraisal policy in the school.
- 404 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:
- (a) training and support will help the school to achieve its priorities. The school's priorities will have precedence
  - (b) the CPD identified is essential to meet an individual's objectives
- 405 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria or overall assessment against relevant workforce standards where support recorded has not been provided.

## **CONSISTENCY OF TREATMENT AND FAIRNESS**

- 501 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this is undertaken the following provisions are made in relation to moderation, quality assurance and objective setting<sup>5</sup>.

### Quality Assurance (Head Teachers)

- 502 In relation to the quality assurance of the appraisal arrangements for the Head Teacher, the Governing Body will (insert option a/b/c below):

---

<sup>4</sup> For centrally employed teachers Head Teacher in this document refers to an appropriate senior manager.

<sup>5</sup> It is considered best practice for schools to have moderation arrangements for planning and review statements in place to ensure that the procedures involved in appraisal are applied fairly and consistently across the school. Schools are free to determine their own specific arrangements for relevant teacher groups within school, as is already the case.

- a) nominate the Chair of the Governing Body, who will not be involved in the Head Teacher's appraisal or any pay appeal regarding the Head Teacher's appraisal, to ensure that the Head Teacher's planning statement is consistent with the school's improvement priorities, relevant workforce standards and complies with the school's appraisal policy and appropriate regulations. or;
- b) nominate (up to three Governors - Insert number) who will not be involved in the Head Teacher's appraisal or any pay appeal regarding the Head Teacher's appraisal, to ensure that the Head Teacher's planning statement is consistent with the school's improvement priorities, relevant workforce standards and complies with the school's appraisal policy and appropriate regulations. or;
- c) choose not to quality assure the planning statement.

#### Quality Assurance (Teaching Staff)

503 The Head Teacher has determined that she will

- delegate the role of appraiser for some or all teachers for whom s/he is not the line manager. In these circumstances the Head Teacher will:

choose not to moderate any planning and review statements.

#### Objective Setting

504 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 anyone in that position, given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work<sup>6</sup>. They should be such that, if they are achieved, they will contribute to improving the education of pupils at the school or any plan of the Governing Body designed to improve educational provision and performance.

- 505 • The Head Teacher's objectives will be set by the Governing Body after consultation with the appointed external adviser.
- Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period.

---

<sup>6</sup> They shall also take account of teachers professional aspirations, relevant workforce standards and any relevant pay progression criteria. Reference should also be made to required support and training necessary to meet objectives.

- 506 The Appraiser and appraisee will seek to agree and record the objectives, the method of assessment, and any reasonable support necessary to achieve these objectives but where a joint determination cannot be made the Appraiser will make the determination<sup>7</sup>. In such situations the appraisee may record their objections on the planning and review statement.
- 507 The Governing Body have determined that whilst not all teachers will have the same number of objectives, all teachers, including the Head Teachers, will be subject to a maximum of 3 objectives in any one cycle<sup>8</sup>.

## REVIEWING PROGRESS

- 601 Inherent in the role of managers is the responsibility to monitor the performance of teachers and to regularly discuss with them their standard of work<sup>9</sup>. It is particularly important that any failure, or potential failure, to achieve a required standard is discussed with them at the earliest opportunity (see Annex 1).
- 602 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<sup>10</sup>. Reasonable progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.
- 603 The teacher will receive a copy of the completed planning & review statement at the end of the cycle, irrespective of whether the cycle was successful or not, including any recommendations on pay.
- 604 The appraisal 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.
- 605 Though appraisal is an assessment of overall performance, specific objectives cannot cover the full range of an appriasee's roles/responsibilities and will therefore focus on the priorities for the cycle. However, any subsequent performance review at the end of the cycle will include an assessment of any relevant workforce standards<sup>11</sup> not directly covered by these objectives.
- 606 In order to ensure that any employee who has been absent is not treated less favourably than all other staff, any appraisal will be based upon the

---

<sup>7</sup> This will be subject to moderation by the Head Teacher where they are not the appraiser and choose to undertake this role

<sup>8</sup> Existing practice in majority of schools is to have up to 3 objectives and this is recommended. Where schools determine to move beyond this then they should consult with Teachers and recognised trade unions.

<sup>9</sup> Manager in this instance would hold QTS and in normal circumstances be their immediate line manager or the Head Teacher.

<sup>10</sup> Except where agreed changes are documented following a formal review meeting/mid year review requested by either the appraiser or appraisee.

<sup>11</sup> Teachers will be provided with documentation relating to any new/changes to relevant workforce standards applicable to the appraisal process at the beginning of each cycle

period the employee is at work; alternatively, where there is insufficient evidence to come to a conclusion as to the success of the appraisal cycle the appraiser/moderator will:

- A. Refer to the previous year's appraisal review outcomes to show what is representative of the employees performance and;
- B. Allow the employee the opportunity to submit a statement including any additional information they wish to be considered.

### Classroom Observation

- 607 This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development employees may have, as well as a way of gaining useful information which can inform school improvement more generally.
- 608 All such observations will be carried out in a supportive fashion, the amount and type of classroom observation dependent upon the individual circumstances of the appraisee and the overall needs of the school.<sup>12</sup> All classroom observation will be undertaken in line with the classroom observation protocol appended to this policy in Annex 2.

The amount of classroom observation for any teacher within school will be limited to a maximum of 3 hours within any one appraisal cycle.

### Suspension of Appraisal Policy

- 609 Teachers will receive constructive feedback on their performance throughout the year and as soon as possible after any observation (or where other evidence has come to light) and no later than end of the following working day.
- 610 However, where the appraiser has identified serious concerns in performance, that the appraisal process has been unable to address, they will refer the matter to the Head Teacher (or in the case of the Head Teacher to the Chair of Governors).

In referring the matter to the Head Teacher the appraiser will enclose all documentation relating to the current cycle. This should include a list of identified concerns as evidenced through appraisal documentation, together with an assessment of the impact and support provided to the appraisee to rectify them.

Based on the information received the Head Teacher will;

- (a) advise the appraiser of additional supportive actions that can be taken within the appraisal cycle (see Annex 1); OR

---

<sup>12</sup> Classroom observation for teachers will only be carried out by those with QTS as a statutory requirement. Normally this would be a member of the senior management team of the school or immediate line manager.

(b) determine there is a cause for concern requiring the appraisal policy to be suspended and the capability policy & procedure to be invoked.

- 611 The Head Teacher will liaise with their Link HR Business Partner where consideration is given to option (b) to ensure appropriate evidence is in place. Where such a determination is made by the Head Teacher the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school capability procedure<sup>13</sup>.

### **Determining Outcomes**

- 701 Where the appraisee disagrees with the recommended outcomes of their appraisal cycle then under this policy they will be given the opportunity to request a review. This review will allow the appraisee to submit additional information to the appraiser and/or moderator prior to a final determination, relating to the following:

- Relevant teacher standards
- Objectives
- Conclusion of cycle
- Pay recommendations

The outcome of this review will be final

- 702 Once a determination has been made as to the outcome of the appraisal cycle the Head Teacher will forward any recommendations on Pay to Governing Body Pay Committee for determination. The Pay Committee may request information made available to the appraiser/moderator prior to any final decision.

- 703 Where the appraisee disagrees with the outcome of the pay determination by the Governing Body they will have the right to make representations to this committee. Details of this procedure can be found within the Whole School Pay Policy

### **CONFIDENTIALITY**

- 801 The whole appraisal process and the statements generated under it will be treated with strict confidentiality at all times. Access will therefore be limited to the following<sup>14</sup>:

- the appriasee's line manager(s) to enable them to discharge her/his line management responsibilities.
- those responsible for undertaking a moderation/quality assurance or advisory role as determined by this policy
- those responsible for any pay determination or pay appeal in relation to this policy

---

<sup>13</sup> In such instances the appraisee will be reminded of their right to contact their trade union/professional association representative for support.

<sup>14</sup> This does not preclude release of such data where required under statutory regulations.



- those assessing performance as part of separate proceedings through the school's Capability Policy.

## **APPOINTMENT OF APPRAISERS**

- 901 The Governing Body believe that wherever possible the role of appraiser should be delegated to the relevant line manager within school, as they are best placed to undertake a review and assess the activities of the appraisee.

### The Head Teacher

- 902 The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. This will include advice and support in relation to the setting of objectives, ongoing management, as well as review of the Head Teacher's performance.
- 903 The Governing Body have delegated to a sub-committee of two/three (delete as appropriate) Governors the responsibility for the appraisal of the Head Teacher.
- 904 Where a Head Teacher is of the opinion that any of the Governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the Governing Body for that Governor to be replaced, stating those reasons.
- 905 The Head Teacher has responsibility for appraisal of all other Teaching staff within school and this will be undertaken in the following manner.

### Teaching Staff

- 906 In the case where the Head Teacher is not the Teacher's line manager, the Head Teacher may delegate the duties imposed upon the Appraiser, in their entirety, to the Teacher's line manager. In this school the Head Teacher has determined that

they will be the Appraiser for those Teachers they directly line manage and will delegate the role of Appraiser, in its entirety, to the relevant line managers for some or all other Teachers. In such circumstances these line managers will:

- be the Appraisers for all those Teachers they line manage, or;

- 907 Reference should always be made to the level of appropriate release time required when determining the specific number of appraisals any member of staff undertakes in a given cycle.
- 908 Where a Teacher has more than one line manager the Head Teacher will determine which line manager will be best placed to manage and review their performance. However, where a Teacher is of the opinion that the

person to whom the Head Teacher has delegated the Appraiser's duties is unsuitable for professional reasons, they may submit a written request to the Head Teacher for that Appraiser to be replaced, stating those reasons.

- 909 Where it becomes apparent that the Appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Head Teacher may perform the duties themselves or delegate them. Where delegated the Head Teacher will ensure the appraiser undertakes a role of higher status than the appraisee within the approved staffing structure of the school.
- 910 An appraisal cycle will not begin again in the event of the Appraiser being changed.
- 911 All line managers to whom the Head Teacher has delegated the role of Appraiser will receive appropriate time for preparation and training to carry out this role.

## **THE APPRAISAL CYCLE**

- 1001 The performance of teachers must be reviewed on an annual basis with performance planning and reviews being completed in line with this policy and the agreed cycle for performance, as determined by the Governing Body.
- 1002 To ensure that the performance planning and reviews are completed on time, the appraisal cycle in this school will therefore run as follows<sup>15</sup>:

- for the Head Teacher from October to October
- for Teachers from October to October

During the cycle the appraisee should:

- receive a copy of their planning & review statement identifying their objectives, method of assessment, provision of support or training
- provide written comment on their planning & review statement as to the proposals from their appraiser for the cycle
- receive written feedback on classroom observation;
- receive written evidence from any persons or any data as determined at the planning meeting at the beginning of the cycle;
- provide available evidence/data relating to the objectives undertaken during a review of their performance, as agreed within their planning and review statement
- receive feedback on their progress from the appraiser and the opportunity to discuss this via periodic reviews;
- be advised, at the time they arise, of any concerns and have the opportunity to discuss these with the appraiser to determine the improvement required to secure a positive assessment at the end of

---

<sup>15</sup> Note where appraisal cycle runs beyond 31<sup>st</sup> October there will be implications for employees application to move to upper pay range.

the appraisal cycle.; and

- advise the appraiser of any concerns they have, at the time they arise, about progress, the provision of support or training.

- 1003 All evidence gathered during the cycle must be shared with the appraisee as it is collected so that there are no surprises at the end of the cycle.
- 1004 In respect of teaching staff there will be a requirement before or as soon as practicable after the start of each appraisal period for them to be informed of the standards against which their performance in that appraisal period will be assessed.<sup>16</sup>
- 1005 All teachers 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.
- 1006 Where a teacher begins their employment at the school part-way through a cycle, the Head Teacher, or in the case where this is the Head Teacher the Governing Body, shall determine the length of the first cycle for that member of staff, with a view to bringing this cycle into line with the cycle for other teachers within school as soon as possible.
- 1007 Where a teacher transfers to a new post within the school part-way through a cycle, the Head Teacher or, in the case where it is the Head Teacher the Governing Body, shall review arrangements and consider whether the cycle shall be amended and/or to change the Appraiser.

## **RETENTION OF STATEMENTS**

- 1101 Planning and review statements will be retained for a minimum period of 6 years. Access to these statements is limited to those groups identified in section 8 of this policy.

## **MONITORING AND EVALUATION**

- 1201 The Governing Body will monitor the operation and outcomes of appraisal arrangements.
- 1202 The Head Teacher will provide the Governing Body with a written report on the operation of the school's appraisal 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 appraisal policy;
  - the effectiveness of the school's appraisal procedures;
  - teachers' training and development needs.

---

<sup>16</sup> All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" effective from September 2012.

1203 This Policy will be applied fairly and consistently regardless of a person's gender, gender identity, marital status, employment status, sexual orientation, race, spoken language, ethnic or national origins, faith, religion, beliefs, disability, age, trade union/professional association membership or activity together with any political view or affiliation.

1204 The Head Teacher will, therefore, also report annually to the Governing Body, in a confidential section, appropriate details of:

1. any individual or collective grievances based on the grounds of alleged discrimination under any of the categories above in relation to the appraisal process.
2. cases, including the circumstances, where teachers have not made satisfactory progress towards objectives
3. any instances where the training and development set out in the training and development annex of a planning and review statement has not been provided

1205 Where the relevant personal data is available the Head Teacher will include an analysis of the cases specified in 1 to 3, above. However, the report will not enable any individual to be identified.

## **REVIEW OF THE POLICY**

1301 The Governing Body will review the appraisal policy within its normal cycle of policy reviews, no later than 3 years following its adoption.

1302 The Governing Body will take account of the Head Teacher's report in its review of the appraisal 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.

1303 The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

1304 To ensure teachers are fully conversant with the appraisal arrangements, all new staff that join the school will be briefed on them as part of their introduction programme.

## **ACCESS TO DOCUMENTATION**

1401 Copies of the school improvement plan; school self-evaluation and development planning, as well as relevant workforce standards are published on the school's intranet and/or can be obtained from the school office.

## **ANNEX1 – MANAGING PERFORMANCE THROUGH APPRAISAL**

The first steps at supporting teachers where concerns have been identified in their performance should be through open and constructive dialogue with their line manager as part of the normal working routine, with the specific aim of identifying ways in which the teacher can be encouraged and helped to improve performance. This will allow, in most cases, early identification of the cause of any minor concerns relating to performance and ensure supportive measures can be put in place.

Where it becomes necessary as part of the existing appraisal cycle, to consider reviewing objectives, method of assessment, any additional training and other supportive measures, then a formal review meeting may be requested by the appraiser or appraisee. Such revisions will be recorded on the planning and review statement, inclusive of appraisee comments.

It is likely that the vast majority of cases will be resolved through this process and contained within the appraisal system. However, where it has not been possible to eliminate concerns about an employee's performance or improvement has not been sustained then in such circumstances the appraiser will inform the teachers of their intention to refer the matter to the Head Teacher (where the Head Teacher is not already the line manager).

In referring the matter to the Head Teacher the appraiser will enclose all documentation relating to the current cycle. This should include a list of identified concerns as evidenced through review statements, together with the support provided relating to these concerns and comments from the appraisee on how these concerns could be addressed through the appraisal process.

The Head Teacher in conjunction with their Link HR Business Partner will review the supportive measures that have already been put in place to determine the most appropriate route to achieve the required levels of performance. In doing so they will come to the following conclusions:

- a. advise the appraiser of additional supportive actions that can be taken within the appraisal cycle; OR
- b. determine there is a cause for concern requiring the appraisal policy to be suspended and the capability procedure to be invoked.

Where (a) is the conclusion the appraiser will continue with the appraisal policy and amend the planning and review statement to reflect changes to objectives and additional supportive actions to meet them. This may be in the form of informal support to ensure clarity where objectives have been amended or changed. Where acceptable performance is achieved then the appraisal cycle, as contained within this policy will continue. Where performance remains a concern following completion of the additional supportive actions the matter will be referred back to the Head Teacher for further review.

Where (b) is the conclusion the appraisee will be notified in writing that the appraisal system will be suspended and that their performance will now be managed under the school capability procedure<sup>17</sup>.

## **ANNEX 2 - FORMAL CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any applicable teacher will have regard to the individual circumstances of the employee. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual and under this appraisal policy will be no more than 3 hours unless by my mutual agreement<sup>18</sup>.

The arrangements for classroom observation will be confirmed at the beginning of each cycle and will include the amount of observation, specify its primary purpose, any particular aspects of performance and the relevant teacher standards which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the appriasee's performance which gives rise to concern during the cycle, a review meeting will be undertaken as outlined in annex 1. Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing on school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising

---

<sup>17</sup> In such instances the appraisee will be reminded of their right to contact their trade union/professional association representative for support.

<sup>18</sup> Advisory note: It is the position of Teacher Trade Unions/professional Associations during consultation on this policy that it would be considered reasonable to have no more than 3 classroom observations per cycle without good reason, such reason to be clearly laid out within the Appriasee's planning & review statement.

bureaucracy and workload burdens on teachers. The school will ensure the anonymity of staff concerned in the use of such data.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will be undertaken by either a member of the SMT, immediate line manager or other qualified teacher. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Written feedback will be provided within five standard working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the activities and actions observed and the length of the observation. The member of staff will have the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

### ANNEX 3: EXAMPLE PLANNING & REVIEW STATEMENT

#### PART A - Teachers: Objective Setting and Planning Record for cycle 20\_\_/\_\_\_\_ Objective 1

Name:

Outcome of Planning Meeting – (DATE)	Monitoring of Progress			
<u>Objective 1</u>	Mid Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Develop (review and support identified)	Met Yes/No	Further Develop (review and support identified)
<u>Performance Criteria</u>				
<u>Evidence including discussion of teaching and/UPS standards</u>				
<u>Support including training / development</u>				
<u>Appraisee Comments</u>				
<u>Timescale</u>				
<b><i>Planning/objective setting meeting (Date)</i></b>	<b><i>Mid-cycle review (Date)</i></b>		<b><i>End of cycle review (Date)</i></b>	



**PART A - Teachers: Objective Setting and Planning Record for cycle 20\_\_/\_\_**  
**Objective 2**

Name:

Outcome of Planning Meeting – (DATE)	Monitoring of Progress			
	Mid Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Develop (review and support identified)	Met Yes/No	Further Develop (review and support identified)
<u>Objective 2</u>				
<u>Performance Criteria</u>				
<u>Evidence including discussion of teaching and/UPS standards</u>				
<u>Support including training / development</u>				
<u>Appraisee Comments</u>				
<u>Timescale</u> <i>Planning/objective setting meeting (Date)</i>	<i>Mid-cycle review (Date)</i>		<i>End of cycle review (Date)</i>	

**PART A - Teachers: Objective Setting and Planning Record for cycle 20\_\_/\_\_**  
**Objective 3**

Name:

Outcome of Planning Meeting –(DATE)	Monitoring of Progress			
	Mid Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Develop (review and support identified)	Met Yes/No	Further Develop (review and support identified)
<u>Objective 3</u>				
<u>Performance Criteria</u>				
<u>Evidence including discussion of teaching and/UPS standards</u>				
<u>Support including training / development</u>				
<u>Appraisee Comments</u>				
<u>Timescale</u> <i>Planning/objective setting meeting (Date)</i>	<i>Mid-cycle review (Date)</i>		<i>End of cycle review (Date)</i>	

**PART A - Classroom Observation Arrangements 20\_\_ / \_\_ Appraisal Cycle**

	Date of observation/lesson to be observed	Objective and standards to be assessed	Areas of Teaching/Learning to be assessed	Key Outcomes/Findings
Observation 1				
Observation 2				
Observation 3				



### Additional Support & Review Meetings

Date	Review meeting requested by (NAME)	Support Requested	Support Proposed	Key Outcomes (record evidence on separate sheets as necessary)

## PART B - End of Cycle Performance Review 20\_\_/\_\_

Annual review of performance for the \_\_/\_\_ cycle, inclusive of assessment of objectives, relevant teacher standards and recommendation for pay progression, subject to final review by the moderator where required by this policy.

To be completed by the Appraiser:

(a) Objectives

	Has objective been met?
Objective 1	Yes/Part/No
Objective 2	Yes/Part/No
Objective 3	Yes/Part/No

(d) Recommendation on Performance Related Pay

Please add recommendation for pay progression and rationale for decision

(b) Relevant Teacher Standards & Assessment Criteria

	Have the standards been met?
Teacher Standards	Yes/Part/No
Upper Pay Range Assessment Criteria	N.A./Yes/Part/No
Leadership Assessment Criteria	N.A./Yes/Part/No

(e) Appraisee comments on outcome of annual review

Comment

(c) Conclusion of Appraisal Cycle

In your judgement has this been a successful appraisal cycle for the appraisee?	Yes/No
---	--------

Signature Appraiser \_\_\_\_\_ Date \_\_\_\_\_ Signature Appraisee \_\_\_\_\_ Date \_\_\_\_\_

**PART B - End of Cycle Performance Review – 20\_\_/\_\_**

Annual review of performance for the \_\_/\_\_/\_\_ cycle, inclusive of assessment of objectives, relevant teacher standards and recommendation for pay progression, subject to final review by the moderator where required by this policy.

To be completed by the Moderator (where one has been appointed):

(d) Objectives

	Has objective been met?
Objective 1	Yes/Part/No
Objective 2	Yes/Part/No
Objective 3	Yes/Part/No

(d) Recommendation on Performance Related Pay

Please add recommendation for pay progression and rationale for decision
--

(e) Relevant Teacher Standards & Assessment Criteria

	Have the standards been met?
Teacher Standards	Yes/Part/No
Upper Pay Range Assessment Criteria	N.A /Yes/Part/No
Leadership Assessment Criteria	N.A./Yes/Part/No

(d) Rationale where moderator amends appraiser recommendations

Comment
---------

(f) Conclusion of Appraisal Cycle

In your judgement has this been a successful appraisal cycle for the appraisee?	Yes/No
---	--------

**Signature (Moderator)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Notes:**

Completion of Part A

- Determination of objectives, assessment criteria and support should form part of a discussion between the appraiser and appraisee. Where there is disagreement the decision of the appraiser will be final. A copy of Part A should be provided to the appraisee at the completion of the planning stage of the appraisal cycle.
- The Appraiser should compile a statement identifying the planned support/training needs identified in part A and forwarded to the CPD co-ordinator for implementation.
- The appraisee should be encouraged to comment upon Part A relating to the objectives set, the method of assessment and support provided.

#### Completion of Part B

- Failure to meet objectives should not automatically result in an unsuccessful appraisal outcome or recommendation on pay from the appraiser – these should be based upon the professional judgement.
- 
- All teachers must be assessed under the teacher standards.
- Teachers on Upper Pay Range or Leadership Range will, in addition to the statutory teacher standards, be assessed against additional relevant standards applicable to their career stage
- The appraisee should be provided with a copy of the relevant standards for which they are to be assessed at the start of the appraisal cycle.
- At the mid and end of cycle review meetings the appraiser should identify whether objectives have been reached and, where this is not the case determine if they are progressing on target. Where they are not on target to identify additional support/guidance as deemed necessary.
- Both the appraiser and appraisee can request an early appraisal review where they feel this is necessary rather than await the mid-cycle formal review meeting.
- The appraisee will be encouraged to comment at the end of the cycle as to the professional judgement made by the appraiser.
- The appraisee will be provided with a copy of the completed appraisal documentation (inclusive of Part B) at the end of the cycle
- The appraisee has the right to make representations to the appraiser and/or moderator as identified in this policy prior to any determination on the success of the appraisal cycle.
- Final discretion on pay recommendations at the conclusion of the cycle rests with the staffing committee based upon the professional judgement of the appraiser and/or moderator.