Performance Management Policy for Teachers

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County Borough Council

South East Wales



ORGANISATIONAL DEVELOPMENT DIVISION

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Cwm Primary School

PERFORMANCE MANAGEMENT POLICY FOR TEACHERS

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Drafting note

This model policy refers to the statutory arrangements for the performance management of teachers and Headteachers. When using this model policy schools are encouraged to also consider the performance management arrangements of all their staff. There is currently no statutory provision for the performance management of support staff but it is considered to be best practice for a school to have appropriate arrangements in place for all members of staff. Schools may adapt this model policy accordingly while still having regard to statutory provisions. Any variation to this policy must be subject to consultation with all staff and county-level Trade Unions.

1. About this policy

This policy sets out the performance management arrangements for the Headteacher and teachers of Cwm Primary School (including directly employed supply teachers who have completed a period of employment of more than one school term). It has been agreed by the governing body, Headteacher and local authority and follows consultation with all teaching staff and recognised teaching trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The Headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the School Teacher Appraisal (Wales) Regulations 2011 and accompanying guidance published by the Welsh Government. These can be found at:

Regulations
www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance

http://learning.gov.wales/resources/collections/performance-management?lang=en#collection-3

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements.
- teachers employed for a fixed period of less than one school term.

This policy will be reviewed regionally on an annual basis.

2. Principles underpinning performance management

The Governing Body is committed to ensuring consistency of treatment, that the performance management process is fair and non-discriminatory, and will abide by all relevant equality legislation. Reasonable adjustments will be made to objectives and all areas of this policy with regards to employees on maternity leave or off on long-term sickness. See 6.2

The following principles will underpin our performance management arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.
- A shared commitment to the training and development of all staff.

The performance management/appraisal process is developmental and supportive and intended to foster professional dialogue between colleagues.

The Governing Body recognise the entitlement of a work/life balance for teachers and the headteacher as established within the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D). Consequently, the policy has been workload impact assessed (see Annex A) and the school will organise all performance management activities within directed time but not within planning, preparation and assessment (PPA) time.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

3. Professional standards

NQTs are required to evidence that they meet all of the lower descriptors (induction level) for teaching within the five standards in order to complete their induction.

Practising teachers and leaders must continue to meet each of the five professional standards as they fulfil their work. Beneath each of the five standards there are a number of elements supported by a range of descriptors. These are for practitioners to explore in a developmental way – not as a checklist – by showing what sustained highly-effective practice looks like and providing a focus for career-long professional learning.

The relevant professional standards can be found at:

https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf

4. Timing of the performance management cycle

The school's annual performance management cycle will start on **[insert date]** and be completed by **[insert date]**.

The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

The Headteacher will appoint an appraiser for every teacher in the school.

The head teacher should consider who has the best overview of the teacher's work and, where necessary, the ability to provide suitable support throughout the annual cycle. Appraisers should hold qualified teacher status, be familiar with performance management procedures, the school performance management policy and the school improvement plan. The teacher should be consulted on who will be appointed as their appraiser. The head teacher should also take into account the potential workload for the appraiser to carry out the appraisal and provide suitable support. The appraiser will conduct all aspects of the review, including pay recommendations for teachers, where applicable[1].

Teachers and the headteacher have the right to object to an appraiser on the grounds of consistency and fairness.

The Headteacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority.

In line with the STPC (Wales) Document section 3, paragraph 22, in which the Collaboration Regulations (51) refer to Headteachers with temporary responsibility for more than one school establishment, their appraisal will be carried out by a panel consisting of:

- at least two governors, one appointed by each governing body
- one or two representatives appointed by the local authority

This joint panel should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues.

[1] Pay recommendations are required for teachers who are eligible to progress from Main Pay Scale to the Upper Pay Scale, and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to the School Pay Policy for further information relating to pay progression.

Where this model policy is being used in a school where teaching forms a significant proportion of a Headteacher's role, consideration should be given to the inclusion of an appraiser with Qualified Teacher Status.

Note: Where this model policy is being used in a school of a religious character, the Diocesan Authority may appoint an appraiser.

6. The performance management plan

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance. The performance management objectives set for the year must be linked to the school improvement plan.

The appraiser(s) will meet with the teacher / Headteacher at the start of the cycle to plan and prepare for the annual appraisal. On the understanding that the planning meeting is a separate process this meeting may be combined with the review meeting held at the end of the previous cycle.

All performance management activities will take place within teachers' directed time, but not within a teacher's PPA time.

Teachers and head teachers will have no more than three objectives (see Annex C)

The meeting will seek to agree the following:

- objectives for the cycle and professional learning and development activities to support achievement of the objectives.
- Identify any need for additional support or professional learning and development and how this will be met.
- monitoring procedures, including arrangements for observation of teaching on at least one but no more than three occasions with at least one of the three undertaken by the appraiser. The other two lesson observations can, at the request of the teacher at the planning meeting, be undertaken by a member of the Senior Leadership team or external advisers;
- any sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources, e.g. School Development Plan, Post Inspection Action Plan, etc. Teachers are encouraged to use the Professional Learning Passport on the Education Workforce Council (EWC) website.

It is advised that, where the teacher wishes to be considered for progression on to the Upper Pay Scale in the following two years, they should inform the appraiser in advance of the meeting so that their objectives for the forthcoming appraisal cycle may reflect this.

Guidance on classroom observation is provided at Annex F and the Welsh Government protocol on classroom observation is provided at Annex H.

The PRD record should be a short, concise document. A template for the PRD Record is at Annex B. The PRD record is a personal record held by an appraisee but it will be required for use in the review meetings and should inform the planning meeting for the next cycle.

A template for recording the objectives is at Annex C.

In the case of the Headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the Headteacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The focus and timing must be agreed during the planning meeting and recorded in the performance management /appraisal planning statement.

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

6.1 Objectives

As appropriate, all teachers, including the Headteacher, may have a whole-school objective or a team objective.

Although performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of their roles/responsibilities. In addition, the professional standards should be looked at as a whole to provide a backdrop to the discussions to identify areas of strength and areas for further development.

Objectives should be discussed and jointly agreed between the appraiser and appraisee wherever possible. Where agreement cannot be reached the appraiser must set out in writing such objectives as the appraiser considers appropriate and the appraisee is able to submit a written statement to be kept on file.

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 an appraisee's roles/responsibilities not covered by the objectives, or any revisions to the objectives that may have been made during the cycle, have been carried out satisfactorily.

Where a teacher is intending to apply to be paid on the upper pay scale in the next two years the objectives should be geared towards meeting the upper pay scale criteria as stated in the school's pay policy.

An appraiser must not obtain information from any other person, whether written or oral, relevant to an appraisee's performance without the consent of the appraisee.

In the case of the Headteacher's performance plan only, the Chair of the Governing Body will provide, on request, a copy of the Headteacher's objectives to Estyn.

6.2 Monitoring Objectives

The arrangements for monitoring performance against the objectives, including the use of observation, will be agreed during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as any agreed formal arrangements specified in the planning meeting. Informal discussion to consider progress and support required is considered good practice and may be a feature of good professional relations between colleagues. Any informal meetings should be recorded at the planning meeting and will generally focus on providing feedback following lesson observations. The PRD Record will provide a focus for these discussions but does not form part of the Appraisal Statement.

Where an appraisee has been absent for a significant period of time due to sickness absence or maternity leave, their objectives should be reviewed on their return and altered if deemed appropriate. The appraisee may provide evidence from the 3 previous years to show achievement of objectives where absence due to maternity leave or long-term sickness absence has occurred.

6.3 Classroom Observation

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.

No more than 3 classroom observations will be conducted as part of the Performance Management process, with the total time not exceeding 3 hours. A minimum of one observation each year by the appraiser is required for all teachers for the purpose of performance management.

In addition, all formal lesson observations undertaken will take place under the provisions outlined in this Performance Management Policy. Information arising from these lesson observations can be used to support general school self-evaluation, helping to identify general whole school improvement priorities.

In some circumstances it will be appropriate for another person with QTS other than the appraiser to undertake observation. The person will report to the appraiser. Such occurrences will be agreed in advance with the teacher and included in the planning statement.

The focus of the observations for performance management purposes must relate to the appraisee's objectives as agreed and set out in the planning statement.

A template for lesson observation feedback is provided at Annex G, and the guidance on classroom observation is included at Annex F. The Welsh Government classroom observation protocol is provided at Annex H.

6.4 Teachers' Responsibilities

Throughout the course of the appraisal cycle the teacher must keep an up-to-date record of:

- the teacher's own assessment of performance against the objectives recorded in the statement of objectives;
- particulars of any professional learning and development activities undertaken or other support provided and how this is contributing to achievement of the objectives;
- particulars of any factors which the teacher considers are affecting performance against the recorded objectives.
- Standards that are relevant to the post - holder and evidence of how they met the standard.

Teachers are encouraged to use the Professional Learning Passport on the EWC website.

7. The review meeting

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional learning and development activities. On the understanding that the planning meeting is a separate process, this meeting may be combined with the planning meeting for the next annual cycle.

The PRD record will provide a focus for the review meeting.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives, taking into account any factors which the appraisee considers are affecting performance against the objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- if necessary, identify the need for additional support or professional learning and development and how this will be met.

- Where applicable, make a pay recommendation in relation to the objectives[2]

Good progress towards the achievement of a challenging objective will be assessed favourably. The appraisee can provide evidence from the previous 3 years to show achievement of objectives.

The five Professional Standards for Teaching and Leadership should be used by the appraiser as a backdrop to help make a professional judgement about the overall effectiveness of the teacher's performance in demonstrating that they continue to meet the standards.

No information may be sourced from another person either written or verbal without the consent of the appraisee.

8. The appraisal review statement

Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional learning and development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

9. Use of appraisal statements

The whole performance management process, the statement of objectives, the appendix on training needs and the appraisal statement are personal and confidential documents and will be kept in a secure place. The Performance Management Review Statements are confidential to the head teacher, appraiser and the appraisee. The provisions of the Data Protection Act will be followed at all times. A template for the 'Appraisal review statement' is at Annex D.

Teachers

The appraiser must give a copy of the appraisal statement to the appraisee and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser
- an appeals officer
- where applicable[3], any governors responsible for making decisions or giving advice on matters in relation to pay.

Where the appraisee is eligible to progress from the main pay scale to the upper pay scale, or it has been determined an additional progression point should be awarded due to a determination that the individual's performance in the previous school year was excellent, the appraiser will provide a recommendation on pay progression to the head teacher in line with the provisions of the STPC(W)D (see ANNEX E).

[2] Pay recommendations are required for teachers who are eligible to progress from Main Pay Scale to the Upper Pay Scale and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to the School Pay Policy for further information relating to pay progression.

[3] Governors responsible for making decisions relating to pay are entitled to view a copy of an appraisal statement where the information contained within that statement is related to the pay decision, they are required to consider e.g. when considering recommendations for a teacher to progress on to the Upper Pay Scale and in circumstances where a recommendation to progress an additional point due to excellent service is being made,

The headteacher will provide a copy of the annex to the appraisal statement detailing professional learning and development needs to the person with whole-school responsibility for planning provision for professional learning.

The appraisal statement will be kept by the headteacher in a safe and secure place until at least three years after the next appraisal statement has been finalised.

Headteacher

In the case of the headteacher's performance management the appraisers will give copies of the appraisal statement to the headteacher, the chair of the governing body and the chief education officer. Where applicable, appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of headteachers
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional learning and development needs to the person with whole-school responsibility for planning provision for professional learning.

The appraisal statement will be kept by the governing body in a safe and secure place until at least three years after the next appraisal statement has been finalised. The headteacher will also keep a copy of the appraisal statement for the same period of time.

10. Pay progression recommendations

For detailed information on pay progression, please refer to the school's Pay Policy. For the purposes of the link to performance management, following amendments to the School Teachers Pay and Conditions (Wales) Document, with effect from 1 September 2020, and for teachers on the Upper Pay Scale from 1 September 2021, performance-based pay progression has been removed for all teachers, including the Headteacher, with the exception of those who are eligible to progress from Main Pay Scale to the Upper Pay Scale and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to School Pay Policy for further information relating to pay progression.

11. Appeals

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the headteacher, an appeals panel, will be appointed to conduct a review.

The appeals officer in relation to such an appeal must be the head teacher, except where the appraiser is the head teacher, when the appeals officer must be the chair of the governing body.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the governing body.
- Appeals officer/panel appointed.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.

- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals officer/panel must take into account any representations made by the appraisee. The appraisee is entitled to representation by a work colleague or trade union representative at a meeting or hearing to make representations.
- The appeals officer/panel may then decide that:
  – the appraisal has been carried out satisfactorily
  – with the agreement of the appraiser(s), amend the appraisal statement
  – order that a new appraisal be carried out.
- If there is a determination for a new appraisal, the process should take no more than fifteen school days.
- The appeals officer/panel can not determine that:
  – new objectives can be set
  – existing objectives be revised.

12. Preventing underperformance

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures but any relevant information from appraisal statements may be taken into account by those responsible for taking decisions about performance, pay, promotion, dismissal or disciplinary matter, triggered by other procedures.

13. Professional learning, development and support

The school's professional learning programme will be informed by the professional learning and development needs identified in the professional learning and development annex of the appraisee's planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any professional learning, development and support agreed for appraisees.

An account of the professional learning and development needs of teachers, including the instances where it did not prove possible to provide any agreed professional learning and development will form part of the headteacher's annual report to the governing body about the operation of the performance management process within the school.

Appraisees will not be held accountable for failing to make good progress towards meeting their performance management objectives where the support recorded in their planning statement was not provided.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

14. Monitoring and evaluation

The governing body and the head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of this policy on: race, sex, sexual orientation, disability, religion and beliefs, age, part-time status and maternity and pregnancy

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis, including those on the grounds of alleged discrimination.

Annex A: Workload Impact Assessment Checklist

This policy has been assessed against the agreed system to monitor the workload and working hours of teachers and the headteacher.	□
This policy complies with and is consistent with the teachers' contractual entitlements.	□
This policy and any related procedures were introduced following full consultation with the teacher trade unions.	□
This policy and any related procedures include a specific statement regarding workload impact.	□
This policy and related procedures will not add additional hours of working.	□
This policy does not duplicate any other existing policy.	□
The resources necessary to support this policy, including staff time, any additional staffing and appropriate equipment, have been identified.	□
The implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar, published and revised in consultation with teacher trade unions.	□
All staff (including the headteacher) will be trained to ensure that this policy and any related procedures are carried out without increasing workload burdens.	□
This policy and related procedures will be reviewed annually to ensure that additional workload burdens have not been added over time.	□

Annex B: 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	● 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 learning and development activities am I planning? ● What support will I need? ● How will I work with others to achieve my objectives?			
Monitoring	● 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	• 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 learning and 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 learning and 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 learning and 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. Practitioners are therefore encouraged to use the Professional Learning Passport on the EWC website.

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 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 learning and 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.

Annex C: Template – performance management objectives

Appraisee: ……

Job title: ……

Period covered by objectives:……to……..

Objectives	**Objective 1:** [Enter objective here]	**Objective 2:** [Enter objective here]	**Objective 3:** [Enter objective here]
Professional learning and development and/or support required to meet objectives			
Monitoring procedures to be used			
Relevant data and/or information to be used			

Date of planning meeting: ……...

Appraisee comments (where required):

Appraiser: …….. Date: …….....

Appraisee: …… Date: …….

Annex D: Template – appraisal review statement

Appraisee: ……

Job title: ……

1. The extent to which the objectives have been met:

2. Overall performance
Determination of successful overall performance considered against the relevant professional standards as a whole:

3. Professional learning and development needs
Details of any identified need for additional support, professional learning or development and how this may be met (if applicable):

4. Pay progression[4]
Recommendation on pay progression (where applicable):

See separate Annex E

5. Appraisee comments (where applicable):

Appraiser: …….. Date: …….....

Appraisee: ……. Date: …….

[4] Pay progression recommendations are required for teachers who are eligible to progress from Main Pay Scale to the Upper Pay Scale and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to School Pay Policy for further information relating to pay progression.

Appendix i: Professional learning and development needs

Appraisee: ……

Job title: ……

Needs	How needs may be met	Timescale
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

Appraiser: …….. Date: …….....

Appraisee: …….. Date: …….

Annex E: Pay Progression Recommendation Template

Please note: Pay progression recommendations are required for teachers who are eligible to progress from Main Pay Scale to the Upper Pay Scale and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to School Pay Policy for further information relating to pay progression.

Date of Pay Progression Recommendation _____

Appraiser: _____

Appraisee: _____

Recommendation for pay progression

To the upper pay scale UPS 1 ☐

An additional one point progression in recognition of excellent performance ☐

Performance Management/Appraisal Details*

Period covered by the Appraisal Statements (please note: for progression on to the UPS this should normally align to the previous two consecutive appraisal cycles[5]) ___

Schools covered by Appraisal Statements ____

Declaration

In accordance with the requirement of *The School Teacher Appraisal (Wales) Regulations 2011*, and having regard to the relevant appraisal statements, I recommend that _____ should progress in to _____.

Appraiser (signature): _____

Appraisee (signature): _____

[5] The appraisee may provide evidence from the 3 previous years to show achievement of objectives where absence due to maternity leave or long-term sickness absence has occurred.

Annex F: The Performance Management Plan – Guidance

The appraiser(s) will meet with the teacher /head teacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- The objectives for the cycle and professional learning and development activities to support achievement of the objectives.
- The objectives will be challenging, realistic, achievable, time-bound, fair and equitable in relation to teachers with similar roles, responsibilities and experiences and aspirations.
- The agreed objectives will have regard to what can reasonably be expected of any teacher or the head teacher
- Objectives may be revised by the appraiser in exceptional circumstances and the reasons must be recorded. Additionally, objections may be recorded by the appraisee.
- A record of the planning meeting will be kept by the appraiser and appraisee.

Teaching Observation and Classroom Protocols

As outlined by Welsh Government, “Classroom observation is a key element of school improvement strategies to raise standards and improve learner outcomes through the development of high quality teaching and learning. As such, observation needs to be considered as an entitlement for practitioners and form an integral part of their professional learning and development activities.”

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
- respect the confidentiality of the information gained

There will be no observations in addition to those agreed for performance management purposes in the planning meeting other than in the following circumstances:

- during an Estyn Inspection
- by Estyn in circumstances where an inspection report categorises a school as requiring significant improvement or special measures
- where staff voluntarily initiate developmental peer observations
- a teacher becoming subject to capability procedures

For teachers, a minimum of one full lesson observation will be carried out per year by the appraiser, possibly supplemented by any further observation of a whole or part lesson, which is agreed to be useful for developmental purposes.

Observations will generally be carried out by the appraiser, but it may include observation undertaken by others who have appropriate professional expertise, usually a member of the senior leadership team. Such occurrences, dates and times will already have been agreed in advance with the teacher and included in the planning statement.

Information arising from these lesson observations can be used to support general school self-evaluation, helping to identify general whole school improvement priorities.

Observations for performance management purposes can only be carried out by a person holding Qualified Teacher Status.

Observation should take place during lessons and activities that have been agreed in advance with notice of at least 5 school days. Verbal feedback should be given as soon as possible after the observation, and no later than by the end of the next school day. A short, written record of the observation should also be provided noting the focus of the observation, what was learnt from the observation, the feedback given and any subsequent action points.

The record of the observation should be given to the teacher within 5 school days of the observation and the teacher should record any comments that they may have on the record of observation. A copy should be retained by the appraiser, Head Teacher and teacher.

Neither pupils nor governors will undertake observations for performance management purposes.

Annex G: Lesson Observation Feedback Template

Date of feedback: _____

Date of observation: _____

Class observed: _____

STRENGTHS:

AREAS FOR DEVELOPMENT:

TEACHER'S COMMENTS:

Observer (signature): _____

Appraisee (signature): _____

Annex H: Welsh Government Guidance on classroom observation

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. Whilst 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 teaching and learning – 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 5 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 5 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 teaching and learning in the school as a whole
   - As part of inspection arrangements