

Holy Trinity CE Junior School



Policy for:	Appraisal Policy for Teachers
Written by:	SDBE master with updates
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Policy

Holy Trinity Church of England Junior School, Wallington

Policy for appraising teacher performance

Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	By the end of July 2027: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children will know how to be healthy, safe and enjoy life to the full!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence: "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Principles

Appraisal at Holy Trinity Church of England Junior School is a supportive and developmental process designed to ensure that all teachers have the skills and support that they need to carry out their role effectively and that outcomes meet the needs of the pupils. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. This in turn will support the children's learning to best effect.

The policy covers the appraisal process and applies to the Head Teacher and to all teachers employed by the school, except those on contracts of less than one term (SDBE), those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.

Appraisal is a supportive and rigorous process which will be used to inform continuing professional development. Holy Trinity Church of England Junior School wishes to encourage a culture in which all teachers take responsibility for improving their teaching and responsibilities inside and outside the classroom through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers. The policy will be applied fairly in accordance with the school's equal opportunities policy.

Aims

This policy aims to:

- Set out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head Teacher.
- Ensure that teachers meet the teachers' standards of performance required
- Ensure teachers take responsibility for their professional development
- Support teachers' development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

Practice

The appraisal period

The appraisal period will run for twelve months from 1st November to 31st October each year for teachers and from 1st January to 31st December from one year to the next for the Head Teacher.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Appointing appraisers

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.

The task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the governing body.

The Head Teacher will decide who will appraise other teachers. It is likely that the appraisers will be from the leadership team.

Setting objectives (Appendix A)

The Head Teacher's objectives will be set by the governing body after consultation with the external adviser.

All teachers will be assessed against targets set in the areas of:

- Pupil progress, teaching and learning, leadership of their subject area and the set of standards contained in the document called "Teachers' Standards", effective 1st September 2012¹ (introduction updated June 2013).
- Specific objectives for each teacher will be set, by the Headteacher, before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. (See additional guidance re. main and upper pay scales in appendix B). Appraisal objectives will become more challenging as the teacher progresses up the main pay range.
- The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. At Holy Trinity, objectives will be evaluated in light of the pupils' attainment and each pupil's progress.

Reviewing performance

At the annual review **teachers will provide the following evidence.**

- Pupil progress and attainment data including contextual analysis
- Evidence from pupil progress meetings held during the year

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

- Lesson observation feedback or drop-ins (see below)
- Feedback from work scrutinies or book scans
- Feedback from planning scans
- Evidence of retention of learning, assessment of their subject and feedback given to staff
- Any further evidence which might relate specifically to the teacher's targets according to their experience or experience point

The teacher is welcome to provide any other evidence which exemplifies his or her performance against the Teachers' Standards. **Teachers should take ownership of providing evidence.**

Observation, sharing good practice and continuing professional development.

Holy Trinity Church of England Junior School believes 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 observation will be carried out in a supportive fashion. Strengths in observations are routinely used as components of continuing professional development for all staff and important in developing less experienced members of staff. Areas for development will be followed up in subsequent observations. Summaries of feedback in observations for core subjects are shared amongst the leadership team and there is shared ownership amongst all staff for the development of high quality teaching, learning and pupil progress.

At Holy Trinity Church of England Junior School teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the overall needs of the school, the school development plan and individual circumstances of the teacher. Classroom observation will be undertaken by the leadership team or subject leaders. In addition to formal observation, the Head Teacher or leadership team members with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

At the meeting to discuss an observation, the length of any observation will be included in the discussion.

NB – it is expected that when teachers receive feedback on an observation they share their learning points across their year group. This is especially important when there is only one observation per subject taking place in that year group.

From time to time governors may be involved in looking at aspects of lessons for their own monitoring purposes but these are not formal lesson observations and governors are not permitted to judge teaching.

Feedback

Teachers will be involved in a constructive developmental discussion about their performance, throughout the year, and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the governing body will consult the external adviser.

This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term. Objectives are set in the autumn term, there will be a mid-year review in the spring term which will review performance in the same format as the end of the year and a final meeting at the end of the year.

The teacher will receive, as soon as practicable, following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. At Holy Trinity Church of England Junior School teachers will receive their written appraisal reports by 31 October (31 December for the Head Teacher).

The appraisal report will include:

- 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 under the headings of the relevant standards; narratives will be used where needed
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- *a recommendation on pay* (pay recommendations will be made by 31 December for the Head Teacher and by 31 October for other teachers)

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

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of his or her expectations and they wish to seek a further review of the information that affects their pay, he/ she may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (ie Part 4

of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head Teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The Head Teacher reviews all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Head Teacher might also wish to be aware of any pay recommendations that have been made. Appraisees will be made aware of who has been granted access to such information. Appraisal documents are stored centrally where only the Head Teacher, Deputy Head, School Business Manager and HR office administrator have access. Documents will be kept for six years.

Dealing with concerns about performance

Where there are concerns about any aspects of the teacher's performance the appraiser will consult with the Head Teacher and will arrange a structured meeting to:

- give clear 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 those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and in such cases sufficient time will be allowed for improvement. The amount of time will reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or Head Teacher. Following this meeting the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

If the appraiser is not satisfied with progress within the time specified, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

Formal capability procedures will be conducted in accordance with the SDBE Capability Procedures.

Monitoring and Evaluation

The Pay Panel may request sight of a selection of objective setting documents to review consistency and fairness of the process.

Without identifying individuals, the Head Teacher also provides a summary report for the governing body to the Staffing Committee and for the Head Teacher's report to the full governing body. The reports summarises the overall focus of the objective setting and how it links to the school development plan. Interim reports will focus on any impact of the objective setting and to report about the measure of being on track with objectives. The end of year report focuses on the quality of teaching and learning observations and pupil progress outcomes as well as the overall aims of the school and outcomes achieved. Anonymised appraisal reviews will be shared with the Pay Panel for the accountability of the Head Teacher's actions.

General Principles Underlying This policy

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the Head Teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, Head Teachers and local authorities.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

Sickness absence during the appraisal period or following the instigation of monitoring or formal capability procedures, will be dealt with in accordance with the school's sickness absence policy and will as necessary be referred to the occupational health service for advice and/or to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring and/or formal procedures in the absence of the member of staff.

Monitoring and Evaluation

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

Retention

The governing body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix A

Setting targets

I) Pupil Progress

Children in each year group are assessed against Age Related Expectations (A.R.E); a child must demonstrate a secure understanding each year in the expectations that have been set for their age group.

Our target setting process:

Year 3- Cohort 2024 This cohort do have KSI data, but it was not reported to the DfE. This cohort have a reception baseline assessment that will be used to measure progress against in 2028. We will use NFER tests (year 2) in September to help to track progress and to identify children who may be at risk of not retaining their KSI outcomes and those who can move through attainment 'bands'.

Year 4 – Cohort 2023 This cohort have KSI data. It is envisaged that a child should at least retain their attainment band from KSI. We will use NFER tests to compare standardised scores against KSI scores to identify those children who may be at risk of not retaining their KSI outcomes and those who can move through attainment 'bands'.

Year 5 – Cohort 2022- This cohort have KSI data. It is envisaged that a child should at least retain their attainment band from KSI. We will use NFER tests to compare standardised scores against KSI scores to identify those children who may be at risk of not retaining their KSI outcomes and those who can move through attainment 'bands'.

Year 6 - Cohort 2021- This cohort do not have key stage one validated data as no SATs were taken due to COVID. We collected a standardised score for reading and maths using NFER tests on entry which will allowed us to track progress and enabled us to project attainment for each child. A writing moderation was undertaken for the cohort to establish a baseline and to allow us to project attainment and to track progress towards A.R.E. During summer term PPM we looked at the data for the year group and increased the targets in reading and maths. We also moderated the writing and increased the targets. Combined projected attainment is also considered.

Data to track the national against Holy Trinity

ATTAINMENT HOLY TRINITY					
	Reading	Writing	Maths	SPAg	Combined
2016	61%	85%	75%	68%	53%
2017	76%	87%	81%	82%	69%
2018	83%	95%	88%	91%	78%
2019	76%	88%	80%	84%	66%
2022	73%	76%	69%	72%	59%
2023	73%	72%	79%	69%	64%
2024	85%	81%	83%	82%	72%
GREATER DEPTH attainment at Holy Trinity SATs					
2016	14%	17%	16%	22%	5%
2017	23%	18%	27%	35%	6%
2018	33%	26%	27%	53%	10%
2019	31%	24%	21%	32%	14%
2022	22%	21%	20%	30%	9%
2023	32%	5%	32%	32%	16%
2024	43%	27%	36%	38%	19%

ATTAINMENT NATIONAL (expected standard)					
	Reading	Writing	Maths	SPAg	Combined
2016	66%	74%	70%	72%	53%
2017	71%	76%	75%	77%	61%
2018	75%	78%	76%	78%	64%
2019	73%	78%	79%	78%	65%
2022	74%	69%	71%		59%
2023	73%	71%	73%	72%	59%
2024	74%	72%	73%	72%	61%
GREATER DEPTH attainment NATIONAL					
2016	19%	15%	17%	23%	5%
2017	25%	18%	23%	31%	9%
2018	28%	20%	24%	34%	10%
2019	27%	20%	27%	36%	11%

NB Attainment and progress data will be a major evidence base for evaluating the quality of teaching. However, the final judgement of a teacher's performance will be made against all of the objectives. The aim is to improve further the quality of teaching and learning so that both are outstanding over time.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by the Head Teacher quality assuring all objectives against the school development plan.

The target will be from the relevant part of **sections 1 and 2** of the standards on the agreed framework for judging overall performance.

2) Teaching and learning target

All teachers are at least good at Holy Trinity. Staff have had intensive CPD regarding assessment for learning and formative assessment based on the work of Shirley Clarke. They also know that the four strands of Rosenshine's principals- *sequencing concepts and modelling; questioning; reviewing material and practice*- are the foundation for outstanding teaching and are expected to apply them in their practice. In addition to this, we have used Kate Jones ideas about retrieval. (When there are drop-ins and formal observations there is discussion with staff afterward about strengths that have been seen and areas for development.) These are triangulated with evidence of learning in

children's books, discussions with pupils about their learning and alongside data for those who have made progress and are on track. There is expected to be useful feedback for children in lessons to enable children to meet the learning objective.

When we do teaching and learning observations, we expect to see carefully planned and regular retrieval of learning, questioning that enables the teacher to understand the individual, or class' understanding, as relevant, and that this knowledge is used to inform the rest of the lesson, to either carry on or address misconceptions. We expect to see mixed ability pairing, the effective use of talking partners and language praising learning.

Teachers must also ensure that support staff in the classroom during core lessons are purposefully deployed to support the disadvantaged and SEND children's progress, including those with neurodiversity needs. Teachers must understand EHCP outcomes and facilitate progress towards these through liaison with LSA, SENDCo and outside agencies.

Teachers to identify an element of Rosenshine's principles that they would like to develop further in their practice, e.g sequencing, questioning,

Teachers to identify their starting point in best practice for feedback and how they aim to improve feedback during lessons in order to help children achieve the learning objective.

Teachers (supported by SLT) then facilitate observations with peers to watch the principle in action. Teachers to complete learning observation feedback forms which identify strengths and agreed next steps.

The target will be from the relevant parts of **sections 4 and 5** of the standards on the agreed framework for judging overall performance.

3) Subject leadership

Overarching curriculum intent for every subject: children know more, remember more and can apply this knowledge in their learning.

By the end of key stage 2, each subject leader is aiming for:

- the majority of children to be secure in the knowledge and skills that year groups identified as being important to learn, make links with their learning within that subject from previous years in key stage 2 and make links with other subjects, ie build their cultural capital.

All subject leaders should:

- have an action plan for 2024- 2025 with clear intended outcomes that link to the review from 23-24 plan. Subject leaders should identify when within the year any appropriate learning walks/ observations would be best to happen. Action plans should be updated termly and shared with SLT.
- have a strong understanding of the intended key learning in their subject and how there is progression across the sequences of learning.

- be able to identify links within their subject and, where applicable, across other subjects and should be able to discuss how the cognitive science behind the intended links support retention.
- be expected to know data outcomes for each cohort and support teachers in any identified areas for development.
- be able to identify how their subject develops a child's cultural capital and is reflective of the diversity of the school community and the wider world.
- be able to discuss how end tasks and vocabulary are used to both support retention and assess the children's learning.
- Articulate what learning at greater depth in the subject looks like...

Subject leaders will be expected to explain (within the deep dive) how they:

- check their knowledge organisers to ensure consistency and coverage; ensure that KOs are accessible to all
- know how the knowledge is linked and revisited throughout the school; track the vocabulary that is being taught;
- ensure that the MCQ (multi choice questions) include distractors based on misconceptions or that are unambiguously wrong but still plausible; scan the data from the MCQ so they know how much of their subject the children are retaining (where Kahoots exist);
- advise staff where knowledge may need to be re-taught if there is clearly insecure knowledge; monitor end tasks and can advise other staff about how to improve retention.

The target will be from the relevant part of **section 3 and 8** of the standards on the agreed framework for judging overall performance.

NB The children use chrome books to practice retrieval of subject knowledge in each subject as part of homework.

Subject leaders are expected to use 3 hours per year of their directed time. In addition, they can request release if they have a specific focus in line with the school development plan. One after school INSET per term is dedicated to subject development.

4.) Safeguarding: SDP: Children are safe, healthy and know how to behave towards one another for everyone's best interests.

KCSIE: Staff support children so that their physical and mental wellbeing is protected from harm or neglect. They are proactive in supporting physical and mental wellbeing by:

- Understanding and adhering to the safeguarding policy and keeping up to date by reading all the safeguarding briefings delivered via Myconcern
- Understanding and adhering to the online safety policy
- Understanding and adhering to the behaviour and anti-bullying policy
- Understanding and adhering to the staff code of conduct
- Providing a safe and caring environment, nurturing relationships within the class

- Implementing the SEN handbook with resources needed to support those with special educational needs and those who need support with emotional regulation- ensure all staff who work with the class know the needs
- Working with parents in a positive partnership

Other:

- Follow the EVC policy and risk assessment practice ensuring all deadlines are met and taking accountability for own class.
- Implement and co-ordinate the agreed playtimes routines and plans including: check that there are at least three staff to cover the playground for each play; be there on time if cover is needed; be proactive about areas to cover; direct others; do not allow staff to stand and chat.
- Know medical needs of children- ensure all staff who work with the class know the needs
- Playground safety. – check that there are three staff to cover the playground for each play; be there on time if cover is needed; be proactive about areas to cover; direct others; do not allow staff to stand and chat.

The target will be from the relevant part of **section 7** of the standards on the agreed framework for judging overall performance.

5) Teachers' standards

Staff are asked to self- assess their own strengths, competence and performance against the teachers' standards for 2012 at their current pay range band and suggest an area for development relative to their teaching experience and expertise.

No more than five objectives will be set for anyone.

All staff must adhere to the professional standards of the teaching profession.

This target is taken from Part Two of the Professional Standards for teachers.

Cover R and R as needed.

Lead / support in CAOW as needed-

Gate duty as needed.

Ensure transitions around the school follow expectations (CAOW, going into lunch)

Mentoring

Leading moderation

Appendix B

As a teacher moves up the main pay range, the evidence should show:

- an increasing positive impact on pupil progress including impacting pupil progress across the school as per performance framework
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school as per performance framework
- an increasing impact on the effectiveness of staff and colleagues as per performance framework

A teacher on the Upper Pay range is expected to be highly competent in all elements of the relevant standards and to show that their achievements and contribution to the school are substantial and sustained. More detailed definitions of these terms are contained within the Pay and Conditions Policy and the performance framework

At HT we track the contributions of the UPS staff each year to ensure that staff are contributing fairly and equally according to the stage of the career progression. The document is shared with all teaching staff.

As of September 2023 we no longer have TLR holders but may have them in the future.

