

---

# PERFORMANCE MANAGEMENT POLICY FOR APPRAISING TEACHER PERFORMANCE

---

<p><b>Note:</b></p> <p><i>The Trust has adopted this policy Trust wide.</i></p> <p><i>Factual amendments for staff at the RSA Academy Tipton to relevant Sandwell references and Partners is assumed.</i></p>	<b>Recommended by:</b>	Educational Improvement Team
	<b>Recommendation Date:</b>	January 2021
	<b>Ratified by:</b>	Central RSA Academies Trust Board
	<b>Signed:</b>	
	<b>Position on the Board:</b>	Chair of the Trust Board
	<b>Ratification Date</b>	21 January 2021
	<b>Next Review:</b>	January 2022
	<b>Policy Tier (Central/Hub/School):</b>	Central

# **CENTRAL RSA ACADEMIES TRUST POLICY FOR PERFORMANCE MANAGEMENT (INC. APPRAISAL) OF TEACHER PERFORMANCE**

## **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Principals and for supporting their development needs within the context of each school's improvement plan and their own professional needs.

The performance management & appraisal (PM & A) procedure will also be used to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the PM & A process, there will be consideration of whether to commence the capability procedure.

This policy should be read in conjunction with the trust pay policy which provides details of the arrangements relating to teacher's pay in accordance with the Teachers' Pay and Conditions Document.

## **APPLICATION OF THE POLICY**

The policy applies to the Principals and to all teachers employed by the Trust except teachers on contracts of less than one term or teachers on capability procedures.

Performance management & appraisal in the school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

## **THE APPRAISAL CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for Principals by 31 December.

The appraisal cycle in the school, therefore, will run from October to October for teachers, and from December to December for the Principals.

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

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

Where a teacher transfers to a new post within the school part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the Trust, shall determine whether the cycle shall begin again and whether to change the performance management reviewer (appraiser).

## **APPOINTING APPRAISERS**

All performance management reviewers (appraisers) of teachers, other than those appraising the Principal, will be teachers and suitably trained in the performance management and appraisal process.

### **Appointment of performance management reviewers (appraisers) for the Principal**

In each school the Trust Board is the appraiser for the Principal and delegates this through the Trust Scheme of Delegation to the Executive Principal (CEO), who may appoint an Executive within the trust as appraiser for Principals as agreed by the Trust HR Committee annually. The PPAR is carried out by the Executive Principal (CEO) or their agreed representative. The trust will appoint an advising panel, which usually includes an appointed member of a governance committee, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trust for that purpose. This is usually the school's School Improvement Partner as laid out in the trust's School Improvement Handbook. Where the Principal is of the opinion that any of the Trust appraisers appointed by the Trust under this regulation is unsuitable for professional reasons, she/he may submit a written request to the Trust Board for that appraiser to be replaced, stating those reasons.

### **Appointment of performance management reviewers (appraisers) for teachers**

In the case where the Principal is not the teacher's line manager, the Principal may delegate the duties imposed upon the reviewer (appraiser), in their entirety, to the teacher's line manager. In each school in the Trust the Principal has decided that the Principal will be the appraiser for those teachers s/he directly line manages and will delegate the role of appraiser to the relevant line managers for all other teachers.

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

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

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

An appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Principal has delegated the role of appraiser will receive appropriate preparation for that role.

## **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL IMPROVEMENT PLANNING**

To comply with the requirement to show how the arrangements for performance management and appraisal link with those for school improvement, the school improvement plan and the school's self evaluation form are key documents for the PM & A process.

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

### **OBJECTIVE SETTING**

Objectives will be set before, or as soon as practicable after, the start of each performance management & appraisal period. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the education of pupils at the school. (See appendix A)

The reviewer (appraiser) and reviewee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. Objectives may be revised if circumstances change.

The agreed objectives will contain a description of what success may look like. This will be determined school by school within the Trust by the Principal. (as defined in each school's Performance Management Operational Handbook).

The PM & A 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.

Before, or as soon as practicable after, the start of each PM & A period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the *Teachers' Standards* published in May 2012 (v4). Assessments may also be conducted, where appropriate, against:

- Headteacher Standards (2020)
- Career Stage Expectations Guidance (**Appendix B**)

and/or as otherwise appropriate to their role and responsibility.

## **REVIEWING PERFORMANCE**

### **Observation**

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 of development they may have and of gaining useful information which can contribute to school improvement.

All lesson observations are carried out by qualified teachers, in a supportive manner, according to the Classroom Observation Protocol (**Appendix C**)

Teachers (including the Principal) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **Development and support**

Performance management & appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. All professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## **FEEDBACK AND ASSESSMENT**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. As a minimum, this assessment will take place formally at a mid-cycle review meeting and end of cycle review meeting. Each of these meetings will be documented by the reviewer (appraiser), and the teacher will be able to comment on the report. The end of cycle review statement will include:

- details of the teacher's objectives for the PM & A period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs;
- a recommendation on pay where that is relevant;
- space for the teacher's own comments

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

## **TEACHERS EXPERIENCING DIFFICULTIES**

Where there are concerns about any aspects of the teacher's performance, the

Reviewer (appraiser) will meet the teacher formally in a revision 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 a support plan (e.g. coaching, mentoring, structured observations, visits to other classes or schools) that will be provided to help address these specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no, or insufficient, improvement is made.

If sufficient progress is made, the teacher should be informed of this at a formal meeting with the reviewer (appraiser) or Principal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the performance management and appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting. The capability process is outlined in the guidance document “Capability Procedure for Teachers (Professional Performance)”

## **CONSISTENCY OF TREATMENT AND FAIRNESS**

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

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

### **Quality assurance**

The Principal will delegate the reviewer (appraiser) role for some or all teachers for whom they are not the line manager. The Principal will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

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

Quality assurance of the Principal’s planning statement will be carried out by the Trust HR Committee

The Trust will review the quality assurance processes via the Trust HR Committee by sampling process and quality of implementation for very senior leaders, the Principals and employees in the central team. Quality Assurance is delegated to the Local Academy Governing Board for school processes by sampling process and quality of implementation. This quality assurance may be sampled by the Trust HR Committee.

## **APPEALS**

At specified points in the performance management and appraisal process teachers and Principals have a right of appeal against any of the entries in their planning and review statements. Where a teacher wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the pay policy.

## **CONFIDENTIALITY**

The whole performance management and appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Access to PM objectives via Bluesky will be restricted to the reviewee, the reviewer (appraiser) and the Principal. Members of the Trust's Educational Improvement Team will also have access to objectives.

## **TRAINING AND SUPPORT**

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

The Trust will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees. However a reviewer (appraiser) must not commit the School to CPD expenditure without first liaising with the SLT member responsible for CPD. It will usually be more appropriate to identify the nature of support required rather than specifying how that support will be provided. The Trust's CPD menu in the Let's Talk People guidance is a source of reference for planning CPD. Each member of staff in the trust should have an annual personal development plan (PDP).

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Principal's annual report to the Local Academy Governing Board about the operation of performance management and appraisal in the school.

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) the CPD identified is essential for a reviewee to meet their objectives; and
- (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **RETENTION OF STATEMENTS**

Performance management and appraisal planning and review statements will be retained for a minimum period of 6 years.

## **MONITORING AND EVALUATION**

The Local Academy Governing Body (LAGB) and the Trust HR Committee will monitor the operation and outcomes of appraisal arrangements.

The Principal will provide the LAGB with a written report on the operation of the performance management and 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 performance management and appraisal policy;
- the effectiveness of the school's performance management and appraisal procedures;
- teachers' training and development needs.

The Trust HR Committee is committed to ensuring that the performance management and appraisal process is fair and non-discriminatory and will monitor the implementation of this policy. The Principal will report on whether there have been any appeals or representations on an individual or collective basis.

### **REVIEW OF THE POLICY**

The Trust HR Committee will review the performance management (& appraisal) policy every school year.

The Trust will take account of the Executive Principal (CEO)'s report in its review of the 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.

The Trust will seek to agree any substantive revisions to the policy with the appropriate trade unions having regard to the results of the consultation with all teachers.

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

### **ACCESS TO DOCUMENTATION**

Copies of the school improvement plan and SEF are published on the school's staff shared area.

### **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the performance management and appraisal regulations, the associated guidance published by the HR Committee and the classroom observation protocol (Appendix C).

# **APPENDICES**

**Appendix A Objective Setting**

**Appendix B Careers Stage Expectations**

**Appendix C Classroom Observation Protocol**

## OBJECTIVE SETTING

## Appendix A

- all teachers, including the Principal, will have no more than five objectives under normal circumstances;
- teachers, including the Principal, will not necessarily all have the same number of objectives;
- all Principals will have a trust-wide objective (this will be determined annually by the Executive Principal (CEO));
- all teachers, including the Principal, may have a whole school objective (this will be determined, annually, by the Principal);
- all teachers, including the Principal, may have a team objective (this will be determined, annually, by the Principal);
- all teachers in receipt of a TLR, or on the senior leadership team, may have a leadership objective (this will be determined, annually, by the Principal).

## CAREER STAGE EXPECTATIONS GUIDANCE

	Teacher M1-M3	Accomplished M4-6 Makes a significant contribution to the school, phase or department	Expert UPS1-3 Makes a sustained and substantial contribution to the school and phase / department (schools may have supplemental UPS progression criteria)
Set high expectations which inspire, motivate and challenge pupils	<b>This would include:</b> <ul style="list-style-type: none"> <li>Creates a positive climate for learning</li> <li>Teaching over time is good or better</li> <li>Sets challenging learning objectives and outcomes</li> <li>Pupils enjoy the lessons</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Teaching over time is good with some outstanding practice</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>High recruitment and retention rates at KS4 and KS5</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Teaching over time is consistently good to outstanding and is shared as good practice</li> <li>Involvement in coaching or mentoring of others</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Supports colleagues with establishing learning climate</li> <li>Evaluates others' planning, homework, marking etc.</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Teaching/coaching helps to drive whole school improvement</li> </ul>
Promote good progress and outcomes by pupils	<b>This would include:</b> <ul style="list-style-type: none"> <li>Supports all pupils in achieving school targets or better</li> <li>Uses effective AfL strategies</li> <li>Maintains effective assessment records</li> <li>Intervenes to optimise progress where needed</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Pupils consistently make very good progress</li> <li>Goes the extra mile to ensure good progress of pupils taught</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Supports the progress of pupils within the phase / department by contributing to intervention programmes</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Pupils achieve excellent outcomes</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Identifies the need for intervention and plans appropriate programme of support within or beyond phase / department</li> <li>Manages the progress data system for the phase / department to optimise progress for all</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Target groups of pupils make excellent progress</li> </ul>
Demonstrate good subject and curriculum knowledge	<b>This would include:</b> <ul style="list-style-type: none"> <li>Has secure subject knowledge in relation to curriculum needs</li> <li>Plans units of work to match NC / exam specification needs</li> <li>Actively supports the school literacy and numeracy policies</li> <li>Makes real world links to learning</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Is expert on specification / course / primary subject within team</li> <li>Proactively develops own curriculum knowledge</li> <li>Contributes to phase / department resources</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Works as an exam / SATs marker</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Evaluates phase / departmental resources and contributes to their improvement</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Being able to deliver all courses / specifications delivered</li> <li>Coordinates standardisation / moderation activities with team</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Leads on aspects of curriculum / syllabi change</li> </ul>
Plan and teach well-structured lessons	<b>This would include:</b> <ul style="list-style-type: none"> <li>Teaching over time is good or better</li> <li>Plans well-paced, engaging lessons</li> <li>Sets homework in line with school expectations</li> <li>Uses school planning structures</li> <li>Shares units of work with team</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Teaching over time is good with some exemplary practice</li> <li>Pupil-led learning is increasingly evident</li> <li>Plans opportunities for learning beyond the classroom</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Role models self-reflective practice</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Lessons are often Outstanding, as is teaching over time</li> <li>Makes a significant contribution to the department's curriculum planning and resources</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Becomes phase / departmental expert on aspect of T&amp;L</li> <li>Contributes to whole school coaching programme</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Planning explicitly develops school improvement priorities</li> </ul>
Adapt teaching to respond to the strengths and needs of all pupils	<b>This would include:</b> <ul style="list-style-type: none"> <li>Most groups of pupils make at least good progress</li> <li>Differentiation is evident in all planning</li> <li>Thorough understanding of SEND needs of pupils taught</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>All groups of pupils make at least good progress</li> <li>Differentiation is used highly effectively with individuals and groups</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Supports others with differentiation strategies</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Excellent outcomes for all groups of pupils</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Teacher assigned to specific groups in order to address underperformance</li> <li>Supports differentiation / intervention for specific group within phase / department (e.g. SEN, Most Able)</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Teaching reflects skilful, subtle support for individual pupils</li> </ul>
Make accurate and productive use of assessment	<b>This would include:</b> <ul style="list-style-type: none"> <li>Marks in line with school policy</li> <li>Summative marking is accurate</li> <li>Verbal and written feedback helps pupils make good progress</li> <li>Maintains effective assessment records</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Excellent AfL practice is seen in quality assurance (drop-ins, book looks etc.)</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Supports others with effective assessment practices</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Shares assessment expertise with others via CPD or coaching</li> <li>Exemplary AfL practice is seen in quality assurance</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Works as a SATs / exam marker</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Supports innovation in AfL practice and development</li> </ul>
Manage behaviour effectively to ensure a good and safe learning environment	<b>This would include:</b> <ul style="list-style-type: none"> <li>Effective learning climate in class / Good learning norms are evident</li> <li>Positive relationships with pupils</li> <li>High pupil participation and engagement levels evident</li> <li>Disruption to learning is uncommon</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Highly effective relationships with pupils which lead to improved outcomes</li> <li>Disruption to learning is very rare</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Supports others in improving learning climate</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Supports development of the whole school learning climate</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Used to coach and support colleagues in improving learning climate</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Teaching / pastoral care is observed by others as good example of the link between relationships and outcomes/progress</li> </ul>
Fulfil wider professional responsibilities	<b>This would include:</b> <ul style="list-style-type: none"> <li>Work as an effective class teacher / form tutor</li> <li>Support learning outside the classroom</li> <li>Actively participates in CPD</li> <li>Engages in regular, appropriate contact with parents</li> <li>Deploy resources appropriately</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Keeps up to date with changes and adapts practice accordingly</li> <li>Professional relationships with colleagues lead to improved provision</li> <li>Positive relationships with parents lead to excellent outcomes for pupils</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Co-leads CPD</li> <li>Supports the development of colleagues (e.g. ITT / NQT / RQT)</li> </ul>	<b>This would include:</b> <ul style="list-style-type: none"> <li>Professional relationships, including governors and external agencies, improve provision and outcomes</li> <li>Makes significant contribution to the development and implementation of whole school policies</li> </ul> <b>Further evidence could be:</b> <ul style="list-style-type: none"> <li>Leads CPD sessions</li> <li>Has positive impact beyond phase / department via coaching</li> <li>Mentors ITT / NQT colleagues</li> </ul> <b>UPS3 expectation:</b> <ul style="list-style-type: none"> <li>Outstanding relationships contribute to excellence and innovation</li> </ul>
Personal and Professional conduct		<ul style="list-style-type: none"> <li>Follows all statutory frameworks, school policies and expected practice</li> <li>Role models conduct which is rooted in respect, dignity and tolerance</li> <li>Actively supports all school improvement priorities</li> <li>Contributes to the positive reputation of the school</li> <li>Promotes British values in all aspects of school life</li> </ul>	

### CLASSROOM OBSERVATION PROTOCOL - (COVID19 ADJUSTMENT)

The Central RSA Academies Trust values a range of quality assurance activity to support school improvement and the best possible learning for pupils. Learning walks, book looks and other monitoring activities are an important part of leaders' evaluation of progress against the school improvement priorities.

In this protocol, classroom observation is used to define those activities which support personalised, developmental feedback for teachers and which can be used as evidence to support the performance management cycle. Teachers are able to identify specific areas of focus, linked to pedagogy or pupils, to ensure the observation dialogue meets their professional development needs.

The Trust 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 formal classroom observation activity arranged for any teacher, for the purpose of performance management, will not, under normal circumstances, exceed three hours per cycle having regard to the individual circumstances of the teacher. However, the amount of observation for each teacher should reflect and be proportionate to the needs and role of the individual.

The constraints of Covid-19 risk assessments mean that the format of observation will be different during the 2020-21 academic year. The following structure, with suggested Covid safe timings, supports school risk assessments whilst enabling a high level of developmental dialogue:

- a. planning meeting to discuss the rationale behind the lesson, along with an explanation of how it fits into the curriculum sequence, and intended pupil outcomes (15 mins)
  - b. in-room observation, following school risk assessment protocols such as wearing a face covering, sitting 2m away from pupils etc. (15mins)
  - c. pupil voice outside of the classroom to evaluate learning, following school risk assessment protocols such as wearing a face covering, maintaining a 2m distance from the pupils (15 mins)
- OR
- d. an evaluation of the learning outcomes, as evidenced in the work produced by pupils – the organisation of this must follow the school's risk assessment so may involve photocopies of work or books being quarantined after the evaluation activity (15 mins)
  - e. formal feedback meeting which will ensure sufficient professional dialogue , with written summary provided

It may be appropriate to observe live remote learning instead of a face-to-face lesson. This should follow the above structure, but the in-room observation and learning evaluation could be completed at the same time by spending up to 30 minutes in the live lesson.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the performance management cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held in accordance with the Regulations. These will form part of a documented support plan which also includes other professional development resources.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies, in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

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

Classroom observations will only be undertaken by persons with QTS. In addition, classroom observation will be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive verbal and written feedback and support, in the context of professional dialogue between colleagues.

Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Principals have a right to drop in to inform their monitoring of the quality of learning. Clearly the appraisal arrangements are integral to fulfilling this duty. Drop-ins may be undertaken by the Principal, members of the Senior Leadership Team and Middle Leaders.

Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement, in accordance with the provisions of the regulations.