

# Swift Academies

## Appraisal Policy

**Accepted by:** Board of Directors July 2018

**Approving Body :** Board of Directors

**Committee :** Standards

**Review Cycle:** 1 year

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**In formulating its policy, the Board of Directors has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main body of the model policy itself.**

## **1 Purpose**

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Chief Executive Officer, Head Teacher and Heads of School, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **2 Application of the policy**

- 2.1 The policy covers appraisal and links to the capability policy and applies to the Chief Executive Officer, Head Teacher and Heads of School, and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Chief Executive Officer, Head Teacher and Heads of School.

## **3.0 Teacher Appraisal**

Appraisal in this Trust 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.

### **3.1 The appraisal period**

The appraisal period will run for twelve months from November to November of the following year.

- 3.1.1 The annual audit against national standards will be completed no later than the October half term in each appraisal period
- 3.1.2 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.

### **3.2 Appointing appraisers**

- 3.2.1 The Chief Executive Officer will be appraised by the Directors supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Directors for that purpose.
- 3.2.2 The task of appraising the Chief Executive Officer, including the setting of objectives, will be delegated to a sub-group consisting of a minimum of three members of the Board of Directors.
- 3.2.3 The Chief Executive Officer, Head Teacher and Heads of School will decide who will appraise other teachers. This will normally be:

- The Chief Executive Officer
- Head Teacher
- Head of School
- A member of the senior leadership team
- The teacher with a clear line management overview of a teacher's work
- A teacher(s) specifically identified to undertake appraisal of other teachers in the Academy (normally this will be a teacher with management responsibility)

### **3.3 Objecting to an appraiser**

#### **Chief Executive Officer**

3.3.1 Where the Chief Executive Officer is of the opinion that any of the Directors appointed by the Board of Directors is unsuitable for professional reasons to act as his/her appraiser, s/he may submit a written request to the Chair of the Board of Directors for that Director to be replaced, stating those reasons.

### **3.4 Teachers**

3.4.1 The choice of appraiser is for the Chief Executive Officer, Head Teacher or Head of School. Where a teacher is of the opinion that the person delegated the appraiser's duties is unsuitable for professional reason s/he may submit a written request to the Chief Executive Officer, Head Teacher or Head of School for that appraiser to be replaced, stating those reasons.

3.4.2 Where it becomes apparent that the appraiser appointed will be absent for the majority of the appraisal cycle, the Chief Executive Officer, Head Teacher or Head of School may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

3.4.3 If the appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

3.4.4 Where a teacher is experiencing difficulties the Chief Executive Officer, Head Teacher or Head of School may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

3.4.5 An appraisal cycle will not begin again in the event of the reviewer being changed

### **3.5 Setting objectives**

3.5.1 The Chief Executive's objectives will be set by the Board of Directors after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant standards.

3.5.2 Objectives for each teacher, including the Chief Executive Officer, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives should be reviewed and may be revised if circumstances change.

- 3.5.3 The objectives set for each teacher, including the Chief Executive Officer, will, if achieved, contribute to the Trust's plans for improving the educational provision and performance and improving the education of pupils at that school. This link will be made by adherence to the following objectives:- pupil progress, departmental/whole school role and identification of appropriate CPD as a result of each teacher's personal audit.
- 3.5.4 Under normal circumstances teachers will have three objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix A) by the annual standards audit (Appendices A and B) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 3.5.5 Before, or as soon as practicable after, the start of each appraisal 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 set of standards contained in the document called "Teachers' Standards". Assessments will also be conducted (if appropriate) against
- National Head Teacher Standards 2015
  - Upper Pay Spine
  - SENCO standards
  - School Leadership Standards
- 3.5.6 The Chief Executive Officer, Head Teacher and Heads of School will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on Trust and Academy priorities and that they take account of the standards audit. All objectives will be referred to a nominated member of the Leadership Team prior to the commencement of the cycle of monitoring. Where the aforementioned member of the Leadership Team has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

### 3.5.7 Reviewing performance

## **3.6 Observation**

3.6.1 The Trust believes that observation of classroom and leadership practice 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 by those with QTS.

3.6.2 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D

## **3.7 Other Evidence**

3.7.1 Throughout the year there will be regular analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and records of participation in whole school events and activities.

## **3.8 Feedback**

3.8.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after a lesson observation has taken place or other evidence is gathered. Feedback will

include discussion with the teacher and will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.8.2 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via Appendix E of this policy.

3.8.3 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

### **3.9 Development and support**

3.9 Appraisal is a supportive process, which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching 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 as detailed in the section on "Setting Objectives" above.

### **4.0 Teachers experiencing difficulties**

4.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

4.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

4.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures; the appraiser, the Chief Executive Officer / Head Teacher / Head of School or a member of the Leadership Team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

4.4 The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will usually be for a period of 6 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period

the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

4.5 If sufficient progress is made such that the teacher is performing at a level that indicates that capability procedures are no longer appropriate, then the teacher should be informed of this at a formal meeting with the appraiser or Chief Executive Officer / Head Teacher / Head of School. Following this meeting the appraisal process will continue as normal.

## **5.0 Transition to capability**

5.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust's capability procedure. This will immediately trigger the commencement of the Trust's formal capability procedure.

## **6.0 Annual assessment**

6.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Chief Executive Officer, the Board of Directors will consult the external adviser.

6.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of

- Lesson observations
- Planning and work scrutiny
- Mid-cycle review meeting with appraiser
- Observation/scrutiny of leadership and management activities where appropriate □ Other feedback obtained during the cycle relevant to the teacher's overall performance.

6.3 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.

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;
- 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 where that is relevant. (N.B –pay recommendations need to be made by 31<sup>st</sup> December for the Chief Executive Officer and Head Teacher and by 31<sup>st</sup> October for other teachers)

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

6.5 Other than for the Chief Executive Officer, any recommendations on pay will be referred to the Chief Executive Officer before being referred on to the Directors.

## **7.0 Appeals**

7.1 Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are included within the Trust's Pay Policy. Where the Chief Executive Officer has not been recommended for pay progression he/she will be informed by the appropriate Director. The Chief Executive Officer / Head Teacher / Head of School will notify any teacher who has not been recommended for pay progression of the date when the Pay Review Committee meets to consider pay recommendations, following which the teacher (and Chief Executive Officer if not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **8.0 Confidentiality**

8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Chief Executive Officer / Head Teacher / Head of School and / or nominated member of the Leadership Team.

## **9.0 Equality and consistency**

9.1 As outlined in paragraph 3.5.6 above, the Chief Executive Officer / Head Teacher / Head of School will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the Trust. The Chief Executive Officer / Head Teacher / Head of School may delegate responsibility for monitoring consistency and equality of application to a teacher member/s of the Leadership Team.

9.2 The Chief Executive Officer will be responsible for reporting annually to the Board of Directors on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Directors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

9.3 The Board of Directors is committed to ensuring that all HR policies are compliant with and promote the equalities agenda. The Trust will operate this policy consistently and in a non-discriminatory way by taking account of any relevant individual circumstances that may impact on the situation, and the "protected characteristics" identified in the Equality Act of;

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual Orientation

## **10.0 Retention of statements**

- 10.1 The Board of Directors and Chief Executive Officer will ensure that all written appraisal records are stored in accordance the General Data Protection Regulations 2018 (GDPR) for six years and then destroyed.

### Teachers' Standards audit review sheet

<b>Appraiser:</b>		<b>Appraisee:</b>	
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Teachers will be assessed against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Key:	E	Competence in this standard is emerging	D	Competence in this standards is developing	S	Competence in this standard is secure and fully evidenced		
<b>PART ONE: TEACHING</b>								
					<b>E</b>	<b>D</b>	<b>S</b>	<b>Evidence</b>
<b>1 Set high expectations which inspire, motivate and challenge pupils</b>								
a. establish a safe and stimulating environment for pupils, rooted in mutual respect								
b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions								
c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.								
<b>2 Promote good progress and outcomes by pupils</b>								
a. be accountable for pupils' attainment, progress and outcomes								
b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these								
c. guide pupils to reflect on the progress they have made and their emerging needs								
d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching								
e. encourage pupils to take a responsible and conscientious attitude to their own work and study.								
<b>3 Demonstrate good subject and curriculum knowledge</b>								
a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings								
b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship								
c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject								
<b>4 Plan and teach well structured lessons</b>								
a. impart knowledge and develop understanding through effective use of lesson time								
b. promote a love of learning and children's intellectual curiosity								
c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired								
d. reflect systematically on the effectiveness of lessons and approaches to teaching								

e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).				
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<b>5 Adapt teaching to respond to the strengths and needs of all pupils</b>				
a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development				
d. have a clear understanding of the needs of all pupils, including those with SEN; G&T; EAL; and disabilities; and use and evaluate distinctive teaching approaches to engage and support them.				
<b>6 Make accurate and productive use of assessment</b>				
a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
b. make use of formative and summative assessment to secure pupils' progress				
c. use relevant data to monitor progress, set targets, and plan subsequent lessons				
d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b>				
a. have clear rules and routines for behaviour, take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's policy				
b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly				
c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them				
d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.				
<b>8 Fulfil wider professional responsibilities</b>				
a. make a positive contribution to the wider life and ethos of the school				
b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
c. deploy support staff effectively				
d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
e. communicate effectively with parents with regard to pupils' achievements and well-being.				
<b>Band 3 expectations</b>				
1. achieve ALL of the above AND demonstrate significant leadership and management in developing and implementing policy and practice within your area				
2. maintain ALL of the above				
3. achieve ALL of the above AND demonstrate significant leadership and management role in developing and implementing policy and practice across the whole school.				

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career and must **ALL** be adhered to at every stage in a teacher's career.

<b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b>			
	<b>+ve</b>	<b>- ve</b>	<b>Evidence</b>
<b>1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by</b>			
a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
c. showing tolerance of and respect for the rights of others			
d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs			
e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.			
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.			
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			

<b>Total standards secure</b>									
<i>Career stage expectation:</i>									
<b>Towards</b>	<b>Band 1</b>			<b>Band 2</b>			<b>Band 3</b>		
<b>QTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
8-9	10-13	14-17	18-21	22-25	26-29	30-33	34	35	36

## TEACHING STANDARDS AUDIT CRITERIA

1. Set high expectations which inspire, motivate and challenge pupils	
<b>1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect</b>	
<input type="checkbox"/> Fully comply with the school and national policies on Safeguarding and follow safeguarding procedures for responding, reporting and recording e.g. have attended school Safeguarding training	
<input type="checkbox"/> Fire fighting equipment present, labelled and accessible. Escape routes clear, unobstructed and fire safety notices clearly displayed signposted.	
<input type="checkbox"/> Risk Assessment completed for classroom, any obvious safety issues reported e.g. tripping hazards, electrical leads trailing etc.	
<input type="checkbox"/> Classroom tidy, well organised; resources accessible, stored effectively.	
<input type="checkbox"/> Pupils' good work positively displayed in line with school expectations e.g. attractive/ informative/interactive and labelled.	
<input type="checkbox"/> School policy on the Management of Pupil Behaviour is adhered to.	
<b>1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b>	
<input type="checkbox"/> Subject Scheme of Work is followed and lesson plans differentiated, with appropriate resources to meet the needs of students.	
<input type="checkbox"/> School Target Setting procedures adhered to.	
<input type="checkbox"/> SEN, Pupil premium, Service, LAC, G and T, EAL etc.. pupils identified in planning and lessons differentiated accordingly e.g. Pen Portraits/SEN support plans are utilised	
<input type="checkbox"/> High expectations for attainment, achievement and attitude are apparent in lessons, relationships, class response, and quality of work	
<input type="checkbox"/> Classroom support well planned and clearly appointed with specific objectives to different groups and individuals	
<input type="checkbox"/> Pupils know their targets, are proud of their progress, report that their work is interesting and varied and that they receive necessary support.	
<input type="checkbox"/> Evidence of evaluation of progress for all students informs future planning	
<b>1c .Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b>	
<input type="checkbox"/> Provide a role model for positive attitudes: ( <i>positive, friendly, caring, cooperative, supportive etc.</i> ).	
<input type="checkbox"/> Provide a role model for positive values: ( <i>fairness, patience, tolerance, empathy, honesty, reliability, trustworthy, respectful etc.</i> ).	
<input type="checkbox"/> Provide a role model for positive behaviour: ( <i>good attendance and punctuality, appropriate dress code, hardworking, perseverance, adherence to the staff code of conduct etc.</i> ).	

<input type="checkbox"/> Always challenge unacceptable behaviour and attitude effectively. Log and report these as appropriate and in line with school policy	
<input type="checkbox"/> Use praise much more frequently than sanctions. Whole school reward system is utilised.	

## 2 Promote good progress and outcomes by pupils

### 2a. Be accountable for pupils' attainment, progress and outcomes

<input type="checkbox"/> The majority (over 90%) of pupils are on track to achieve or exceed their school determined end of year targets	
<input type="checkbox"/> Attainment and pupil progress continually tracked and accurately identify where each pupil is in relation to their targets	
<input type="checkbox"/> Teacher's predictions for pupil performance are based on sound evidence and prove to be broadly accurate	
<input type="checkbox"/> Teacher makes an active and useful contribution to the department/school and whole school systems for critically evaluating the performance of own students' compared to national and school norms	

### 2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

<input type="checkbox"/> Detailed knowledge of age related expectations, trends in performance, school improvement priorities etc. ensuring challenging targets.	
<input type="checkbox"/> When teaching teacher is aware of any prior national assessments and is working towards end of year or key stage target consistent with school progress expectations.	
<input type="checkbox"/> Teacher's in year assessments identify gaps in pupils' knowledge and understanding and is used to inform planning	
<input type="checkbox"/> There is clear evidence of teaching being adjusted where teacher in class tracking of pupil progress shows that it was not what was expected	

### 2c. Guide pupils to reflect on the progress they have made and their emerging needs

<input type="checkbox"/> Teacher continually checks, with pupils, on progress providing regular opportunities for pupil self and peer group assessment	
<input type="checkbox"/> Pupils are encouraged and supported to set themselves appropriate short, medium and long term targets once they identify what they need to do next to improve	
<input type="checkbox"/> Teaching allows and actively encourages pupils to assess their own progress against their targets adjusting them upwards as necessary	

### 2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

<input type="checkbox"/> Lesson planning demonstrates that a broad range of teaching techniques is being used reflecting the different learning styles and needs of the pupils, and groups of pupils, within the class (eg VAK) in order to maximise learning	
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<input type="checkbox"/> Vary teaching styles to meet lesson demands and maximise learning	
<input type="checkbox"/> Be aware of and take account of factors that can impact on children's learning: ( <i>bereavement, illness, bullying etc.</i> )	
<input type="checkbox"/> Learning is engaging with high levels of pupil involvement	

**2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.**

<input type="checkbox"/> Define and communicate to pupils high standards in relation to attitude to work e.g. around attendance, punctuality, behaviour, classwork, homework etc. explaining what criteria will be used to assess these	
<input type="checkbox"/> Encourage ownership of the attitudinal standards by involving pupils in assessing their own performance against the agreed criteria and set targets for improvement	
<input type="checkbox"/> Use rewards and sanctions consistently and to good effect to encourage good pupil attitude to work	
<input type="checkbox"/> Attitude to school is assessed, tracked, fed back and targets set where necessary: ( <i>attendance/punctuality/effort/classwork/behaviour/homework/meeting deadlines</i> )	
<input type="checkbox"/> Use the school systems and approaches for keeping parents fully informed re pupils' attitude to their study	

### 3 Demonstrate good subject and curriculum knowledge

#### 3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- |  |  |
|--|--|
| <input type="checkbox"/> Know and understand the professional duties of teachers and the statutory framework within which they work  |  |
| <input type="checkbox"/> Appropriately qualified to teach subject/s to the required level and know how to apply subject/curriculum area knowledge to motivate pupils   |  |
| <input type="checkbox"/> Demonstrate a critical understanding of developments in the subject/curriculum area and related pedagogy  |  |
| <input type="checkbox"/> Involved in cross curricular activities/clubs that promotes interest in the subject/curriculum area   |  |
| <input type="checkbox"/> Know and understand a range of teach/learn/behaviour management strategies and how to use/adapt them to help personalise learning   |  |
| <input type="checkbox"/> Relates subject/curriculum area to the wider environment in which pupils live so that they see its relevance beyond school e.g. invite outside groups/individuals into school to work with pupils |  |

#### 3b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- |   |  |
|---|--|
| <input type="checkbox"/> Up to date knowledge and understanding of the ever changing statutory and nonstatutory curricula and frameworks for relevant subjects/curriculum areas across the age and ability range taught |  |
| <input type="checkbox"/> Evidence of regular, relevant professional development activity and training   |  |
| <input type="checkbox"/> Make subject/curriculum area links to further and higher education opportunities   |  |

#### 3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- |   |  |
|---|--|
| <input type="checkbox"/> Understand and deliver expectations in relation to supporting the school's policy on literacy across the curriculum and utilising the agreed formats |  |
| <input type="checkbox"/> Subject marking and feedback includes regular reference to pupils' standards of literacy development   |  |
| <input type="checkbox"/> Use and encourage clear, articulate speech with good pronunciation. Exploit opportunities for speaking/listening and extending vocabulary            |  |
| <input type="checkbox"/> Demonstrate high standards of handwriting, grammar, punctuation and spelling in modelled writing, labelling, marking and report writing              |  |
| <input type="checkbox"/> Pupils' are given the opportunity within the subject to engage in a breadth of reading.  |  |

## 4. Plan and teach well-structured lessons.

### 4a. Impart knowledge and develop understanding through effective use of lesson time.

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across a series of lessons
- Build on the prior knowledge and attainment in order that learners meet learning objectives and make sustained progress
- Learning objectives, success criteria and personalised targets appropriate, shared and understood
- Lesson planning and structure in evidence with clear and appropriate timings to ensure pace
- Activities/resources/learning styles are appropriate for intended learning outcomes/objectives, age/ability etc.
- Lessons punctuated with regular testing of pupils knowledge and understanding of lesson content

### 4b. Promote a love of learning and children's intellectual curiosity.

- Teach lessons which are consistently good or better. Lessons are engaging, stimulating, inclusive and pacy
- High level of pupil motivation, participation and response. Pupil progress is evident across the lesson
- Risk taking encouraged, incorrect answers used to develop understanding and extend thinking through open ended questioning
- Quality of work commensurate with ability/age related expectations
- Children on task at all time. High level of task completion reflecting intended learning outcome
- Follow up learning is provided by teacher and pupils encouraged to study at home
- Classroom environment and resources stimulate pupils

### 4c. Set homework and out-of-class activities to consolidate and extend knowledge and understanding acquired.

- The school's policy on homework is strictly adhered to
- Homework consolidates essential subject skills, knowledge and understanding and is also focussed on literacy and numeracy
- Homework extends knowledge and opportunities for independent work
- Out-of-class activities and off-site visits are clearly linked to lesson objectives and schemes of work.

### 4d. Reflect systematically on the effectiveness of lessons and approaches.

- Planning evaluated and used to inform/improve future short term planning, and learning activities

<input type="checkbox"/> Lessons are evaluated and used to inform/improve future teaching strategies and learning activities	
<input type="checkbox"/> Children who are exceeding or not achieving learning outcomes are recorded to inform/improve pitch, groupings, differentiation and support	
<input type="checkbox"/> Proactively shares successful approaches with colleagues and seeks advice on how to improve those pupils who are not initially achieving their learning outcomes	
<b>4e. Contribute to the design of an engaging curriculum.</b>	
<input type="checkbox"/> Constructively contribute to curriculum planning meetings and school improvement activities	
<input type="checkbox"/> Support the strategic development of curricular area; contribute to the design of schemes of work, assessment arrangements etc.	
<input type="checkbox"/> Constructively engage in the monitoring of subject/curricular provision/standards, contribute to the production of action plans for improvement and support staff where necessary	
<input type="checkbox"/> Help ensure the effective deployment, storage, maintenance and purchase of resources	
<input type="checkbox"/> Help to extend curricular and enrichment opportunities	

**5. Adapt teaching to respond to the strengths and needs of all pupils.**

**5a. Know when and how to differentiate appropriately, uses approaches which enable pupils to be taught effectively.**

<input type="checkbox"/> Planning, teaching and activities differentiated by task, support or outcome ( <i>broadly three levels</i> )	
<input type="checkbox"/> Planning, grouping, teaching, differentiation and support is focussed on current assessments/capabilities/targets to ensure good progress	
<input type="checkbox"/> Differentiated questioning techniques employed: ( <i>opener, funnel, probe; use of open-ended questioning techniques etc.</i> ).	
<input type="checkbox"/> Teaching is well pitched to the age and ability of the children in order to ensure participation and progress	
<input type="checkbox"/> Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons	
<input type="checkbox"/> Overwhelming majority (90%) of pupils on track to achieve school expected progress	
<input type="checkbox"/> Teach lessons which are consistently good or better. Lessons are engaging, stimulating, inclusive and pacy.	

**5b. Have a secure understanding of how a range of factors can inhibit ability to learn and how best to overcome these.**

<input type="checkbox"/> Potential barriers to learning identified and strategies implemented to remove or reduce them	
<input type="checkbox"/> Be aware of and vigilant in identifying factors that can impact on children’s learning: ( <i>bereavement, illness, bullying etc.</i> adherence to school Safeguarding Policy	
<input type="checkbox"/> Employ a range of strategies to raise awareness of pupil’s social and emotional well-being	
<input type="checkbox"/> Foster positive and trusting relationships with children	
<input type="checkbox"/> Support deployed effectively to activities, groups and individuals to improve access, participation and progress.	
<input type="checkbox"/> Pupils say they feel safe, respected, able to contribute and are listened to	

**5c. Demonstrate an awareness of the physical, social and intellectual development of children and how to adapt teaching.**

<input type="checkbox"/> Cater for children’s learning styles ( <i>VAK</i> ) in order to maximise learning ( <i>tell me, show me, let me</i> )	
<input type="checkbox"/> Vary teaching styles to meet lesson demands and maximise learning	
<input type="checkbox"/> Teaching styles, approaches, activities and resources are appropriate for the age and ability of the children	

**5d. Understand the needs of all children, including SEN, GandT, EAL, Pupil Premium, LAC, services children, disabilities etc., and evaluate approaches to engage and support.**

<input type="checkbox"/> Staff are able to identify significant children	
<input type="checkbox"/> Lessons are evaluated, children not reaching and exceeding objectives are identified with suggested improvements to differentiation/extension	
<input type="checkbox"/> Pen portraits/SEN support plans are regularly updated where applicable; contain relevant targets and appropriate support and information is utilised to inform planning/support	
<input type="checkbox"/> Intervention records and tracking demonstrate good progress towards personal targets	
<input type="checkbox"/> All reasonable adjustments made to accommodate individual needs	
<input type="checkbox"/> Effective use of Teaching Assistants to support different learners is evident in lesson planning & Teaching Assistants are effectively deployed in the classroom	

## 6. Make accurate and productive use of assessment.

### 6a. Know and understand how to assess the relevant subject areas, including statutory assessment requirements.

- |   |  |
|---|--|
| <input type="checkbox"/> Detailed knowledge of subject/s statutory assessment requirements  |  |
| <input type="checkbox"/> Detailed knowledge of age related expectations, trends in performance, national/local comparative data and school improvement priorities etc.. |  |
| <input type="checkbox"/> Detailed knowledge of the core assessment criteria which constitutes the range of levels they teach  |  |
| <input type="checkbox"/> Demonstrate the ability to assess work accurately and consistently using agreed criteria; moderate with, seek assistance and assist colleagues |  |
| <input type="checkbox"/> Detailed knowledge of the school assessment systems  |  |

### 6b. Make use of formative and summative assessment to secure pupils' progress.

- |   |  |
|---|--|
| <input type="checkbox"/> Pupil tracking data contains challenging targets and progress expectations for all pupils in line with school expectations         |  |
| <input type="checkbox"/> Numerical targets based on prior trends in pupil attainment/progress   |  |
| <input type="checkbox"/> Attainment/progress regularly tracked and demonstrates good progress   |  |
| <input type="checkbox"/> Pupils know what they have achieved in lessons and what to do next to improve, understanding and responding well to marking        |  |
| <input type="checkbox"/> Evidence of pupils involved in setting own targets, self and peer assessment   |  |
| <input type="checkbox"/> Intervention and Pen portrait/SEN support plan targets (where applicable) continually tracked and demonstrates good pupil progress |  |
| <input type="checkbox"/> Majority (90%) of pupils achieve or exceed their targets   |  |

### 6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons.

- |   |  |
|---|--|
| <input type="checkbox"/> Pupil tracking data used to set challenging long-term numerical targets, communicated to all individually                                  |  |
| <input type="checkbox"/> Consistent and regular assessments used to set appropriate medium-term targets which ensure pace and progress towards long term targets    |  |
| <input type="checkbox"/> Medium term target statements based on level/grade criteria and communicated to all  |  |
| <input type="checkbox"/> Assessment informs planning: ( <i>close adherence between current assessment overviews and subsequent half term planning</i> )             |  |
| <input type="checkbox"/> Lesson/weekly plans evaluated to inform and improve subsequent lessons: ( <i>teaching style, pupil performance, differentiation etc.</i> ) |  |

### 6d. Give pupils regular feedback, both orally and through marking, and encourage pupils to respond to the feedback.

- |   |  |
|---|--|
| <input type="checkbox"/> Performance data shared with and understood by the pupil. Pupils know their current levels/grades and progress |  |
| <input type="checkbox"/> Regular feedback to pupils regarding target setting, progress and attitude                                     |  |

<input type="checkbox"/> AfL techniques used throughout lessons to ensure participation, timely support, success and progress	
<input type="checkbox"/> Marking and feedback up to date and focussed on learning objectives/personalised targets	
<input type="checkbox"/> Performance against learning objectives/targets is made very clear to pupils. Comments indicate how to improve with high levels of pupil responses and motivation to improve	
<input type="checkbox"/> Evidence of follow up, self-correction, implementing comments/targets	
<input type="checkbox"/> Use of praise and reward for attainment, achievement and attitude	

## 7. Manage behaviour effectively to ensure a good and safe learning environment.

### 7a. Have clear rules and routines; promote good and courteous behaviour both in class and around the school.

<input type="checkbox"/> Behaviour codes communicated and enforced: (Staff adherence to <i>Code of Conduct and School Rewards and Sanctions protocols etc.</i> )	
<input type="checkbox"/> Clear routines for gaining class attention without raising voice	
<input type="checkbox"/> Class management techniques evident: ( <i>no calling out, responses valued and listened to, thinking extended</i> )	
<input type="checkbox"/> Courteous language customary by teacher and pupils: ( <i>please, thank you, good morning etc.</i> )	
<input type="checkbox"/> Courteous behaviour customary: ( <i>sharing resources, taking turns, listening to others, no interrupting etc.</i> )	
<input type="checkbox"/> Movement routine followed around school: ( <i>no running, keep left etc.</i> ).	

### 7b. Have high expectations, a range of strategies, use praise, sanctions and rewards consistently.

<input type="checkbox"/> Positive reinforcement used throughout: ( <i>well done, good answer, smiles, nods etc.</i> ).	
<input type="checkbox"/> Immediate rewards in regular use evidenced in marking/feedback	
<input type="checkbox"/> Rewards valued and accessible	
<input type="checkbox"/> Consistent response to misdemeanours	
<input type="checkbox"/> Consistent application of sanctions	
<input type="checkbox"/> There is a sense of fairness amongst pupils in terms of the use of rewards and sanctions, which motivates them to behave well	

### 7c. Manage classes effectively, use approaches appropriate to pupils' needs in order to involve and motivate them.

<input type="checkbox"/> Learning objectives, success criteria and personalised targets appropriate, shared and understood	
<input type="checkbox"/> Teaching and learning styles fit the demands of the intended learning outcome and the age and ability of the children.	
<input type="checkbox"/> Strategies employed to encourage participation: e.g. peer, self-assessment, speaking and listening opportunities etc.	
<input type="checkbox"/> Differentiated questioning techniques: ( <i>opener, funnel, probe</i> ). Differentiated and extension activities: ( <i>broadly 3 levels</i> )	
<input type="checkbox"/> Effective deployment of support to improve access, behaviour, confidence, task completion etc..	
<input type="checkbox"/> Clear lesson timings and expectations to ensure pace. AfL techniques used to check progress and correct misconceptions throughout lesson	

### 7d. Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

--	--

<input type="checkbox"/> A clear sense that the teacher is 'in charge' but due to the positive respect earned from pupils rather than a negative sense of threat	
<input type="checkbox"/> A calm, positive and productive atmosphere prevails. Children on task and good task completion	
<input type="checkbox"/> Positive participation, high motivation, risk taking, wrong answers used to develop understanding. A sense of fun. Humour used to good effect	
<input type="checkbox"/> No group or individual is allowed to dominate or intimidate others or to derail the lesson	
<input type="checkbox"/> Serious incidents of poor behaviour are extremely rare	
<input type="checkbox"/> Pupils say they like their teacher and that behaviour is good. They know the rewards and sanctions system well and feel treated fairly	

## 8. Fulfil wider professional responsibilities.

### 8a. Make a positive contribution to the wider life and ethos of the school.

- |  |  |
|--|--|
| <input type="checkbox"/> Attend and constructively contribute to staff, team and planning meetings and school improvement activity           |  |
| <input type="checkbox"/> Attend relevant assemblies, helping to maintain good conduct and contribute to or lead assemblies where appropriate |  |
| <input type="checkbox"/> Contribute to school extra-curricular provision by leading or supporting activities                                 |  |

### 8b. Develop effective professional relationships, drawing on advice and specialist support when necessary.

- |  |  |
|--|--|
| <input type="checkbox"/> With colleagues, governors and parents to engender respect, promote the school and improve collaborative practice                   |  |
| <input type="checkbox"/> With outside agencies, specialists and external providers to improve provision, practice and pupil support and extend opportunities |  |
| <input type="checkbox"/> Proactively seek advice from colleagues and offer support and guidance to other staff   |  |

### 8c. Deploy support staff effectively.

- |   |  |
|---|--|
| <input type="checkbox"/> Teaching Assistant provides effective whole class support under your direction |  |
| <input type="checkbox"/> Teaching Assistant provides effective group support under your direction       |  |
| <input type="checkbox"/> Teaching Assistant provides effective individual support under your direction  |  |

### 8d. Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback.

- |   |  |
|---|--|
| <input type="checkbox"/> Evaluate own performance using National Teacher Standards and the school's Quality Assurance systems                                   |  |
| <input type="checkbox"/> Partake in the arrangements for Appraisal, demonstrating improved practice and progress towards personal targets                       |  |
| <input type="checkbox"/> Act upon advice and feedback and be open to coaching and mentoring   |  |
| <input type="checkbox"/> Update and extend professional knowledge and skills through relevant school-based or school-focussed professional development activity |  |
| <input type="checkbox"/> Maintain and update an individual CPD log  |  |

### 8e. Communicate effectively with parents with regard to pupils' achievements and well-being.

- |   |  |
|---|--|
| <input type="checkbox"/> Parents informed of pupil achievements   |  |
| <input type="checkbox"/> Parents informed of pupil sanctions  |  |
| <input type="checkbox"/> Parents informed of any pupil well-being issues – e.g. poor attentiveness in class; dishevelled look etc. by adherence to school's Safeguarding Procedures |  |
| <input type="checkbox"/> Parental consultations give an accurate, well balanced view of pupil progress and well-being   |  |

<input type="checkbox"/> Annual pupil reports are jargon free, well written, honest, sensitive and broadly positive. They detail attainment, achievements and targets	
<input type="checkbox"/> Parents of children 'On Report' receive accurate comments re personal targets and support	

### **Appendix C – Procedure for Conducting National Standards Audits**

- C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards, which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Autumn Term, so that the most helpful professional development appraisal objectives can be identified.
- C2 The 2012 Appraisal Regulations [Para 6 (a)] require Head Teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The Chief Executive Officer/Head Teacher/Head of School has a key role to play in ensuring that judgments are consistent across the school.
- C3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit (Appendix A) against the National Standards (Preamble, Part 1 and Part 2).
  - Teacher and HOD/nominated Leadership Team person will attend a 45 minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle.
  - If the HOD/nominated Leadership Team person indicates that performance may not be at the level required, teachers will have 1 week to assemble evidence in support of their case.
  - Where teacher and HOD/nominated Leadership Team person cannot reach agreement on whether or not a standard is met, the matter will be referred to the designated Leadership Team members who will meet with the teacher, consider all available evidence, and inform the teacher of their decision
    - A teacher dissatisfied with the Leadership Teams decision will have the right of appeal to the Head Teacher/Head of School in the first instance and then to the Chief Executive Officer.

### **Appendix D – Observation of Teaching and Leadership Practice – (This can be substituted for Academy’s own protocol on lesson observation)**

#### **D1 Formal Lesson Observations.**

- D1.1 Teachers (other than those who are part of the National Standards Support Programme (set out in Appendix E) will have a maximum of three formal lesson observations in the course of the school year.
- D1.2 An individual teacher is free to request that all general lesson observations be unannounced
- D1.3 Oral feedback will be given as soon as possible after the end of the lesson (but always on the day of the observation); written feedback will be provided within 5 working days

## **D2 Other Leadership Visits to Lessons**

- D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved
- D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.
- D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

## **D3 Formal Observation of Leadership Practice**

- D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix D) will have on-going leadership observations in the course of the appraisal period.

### **Appendix E: Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)**

- E1 Where national standards are found not to be met at the appropriate career stage, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of a nominated person from the Leadership Team
  - The setting of an appropriate number of additional appraisal objectives above the school norm
  - Additional formal lesson observations, many or all of which may be unannounced
- E2 Where information comes to light in the course of an appraisal cycle that leads the Chief Executive Officer/Head Teacher/Head of School to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements, including a change of reviewer, will come into force as soon as possible after the decision has been made

E3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the Chief Executive Officer/Head Teacher/Head of School decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements
- To continue to provide support within appraisal by setting further short-term objectives
- To suspend appraisal and move immediately into the formal capability procedure.