



SOLIHULL METROPOLITAN BOROUGH COUNCIL

MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE

This Model Policy sets out the terms of agreement reached by those participating in the Council's Consultation and Negotiating Framework. (For those Schools/Academies participating in this framework)

Or

This Model Policy was provided by the Solihull School's HR Service. The school must undertake negotiation and consultation with the relevant Trade Union/Staff Association representatives before this policy is adopted by the School Governing Body. Advice is available from your HR provider on how to undertake this, if required. (For those schools/Academies not participating in the Council's Consultation and Negotiating Framework)

Version	Date	Summary of changes
7	May 2018	GDPR compliant (additional paragraph added to page 10)

MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body of Coppice Junior School School/Academy adopted this policy on May 2018 following consultation with the recognised teaching unions.

1. PURPOSE

This policy sets out how Coppice School/Academy will improve outcomes for children/students, and raise the morale of teachers by motivating them to maximise their performance and maintain up to date skills.

The appraisal policy will also be used also to address any concerns that are raised about a teacher's performance and provide appropriate support. If concerns are not resolved through the appraisal process, consideration will be given as to whether the matter will be referred to the capability procedure.

2. APPLICATION OF THE APPRAISAL POLICY

This policy applies to the Headteacher and all qualified teachers employed at the school/academy, with the exception of the following:

- those on contracts of less than one term;
- those undergoing induction (*i.e.*, *ECTs*)
- or teachers undergoing capability procedures.

Appraisal in this school/academy 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. THE APPRAISAL PERIOD

The appraisal period will run **for 12 months**, normally from October to October.

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.

Where a teacher starts their employment at the school/academy part-way through an appraisal cycle, the Headteacher (or, in the case where the employee is the Headteacher), the Governing Body shall determine and record the length of the first appraisal cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school/academy part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the

Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser taking into account of the circumstances and the timing of the transfer of the post.

4. APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising Headteachers, will be qualified teachers and will be suitably trained to conduct appraisals.

Due regard should be given to the number of appraisals any one person may be required to undertake so as not to compromise on the time and quality of the appraisal process and the workload of the appraiser.

4.1 Headteacher

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body.

Where a Headteacher is of the opinion that any of the governors appointed by the Governing Body are unsuitable to act as his/her appraiser, a written request should be submitted requesting that the governor(s) be replaced. This request must state the reasons.

4.2 Other Teachers

The choice of appraiser is for the Headteacher to determine. Where teachers have an objection to the Headteacher's choice, their concerns will be set out in writing and carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience. Any refusal to change appraiser will be documented within the appraisal report with reasons set out.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another qualified teacher for the duration of that absence.

If the Headteacher appoints an 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.

Where a teacher is experiencing difficulties with their performance and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. Refer to Section 10 - Teachers Experiencing Difficulties.

5. SETTING OBJECTIVES

5.1 The Headteacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the Headteacher.

5.2 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the appraisee's role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised by agreement if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives (and supporting rationale) rests with the Headteacher.

The agreed objectives will contain a description of what success may look like. Where use of data related or pupil progress targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

As a basic principle of performance management the appraisee and appraiser must ensure that agreed objectives focus on issues over which the teacher has direct influence control and responsibility. Appraisees must not be unnecessarily penalized for issues which impact on their performance which are outside of their control.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. *Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.*

The objectives set for each teacher should take account of some or all of the following:

- Links to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school
- the professional aspirations of the teacher and any relevant pay progression criteria
- Any specific needs (e.g. for improvement) for the individual teacher
- School self-evaluation
- School development planning
- The scope and context of the particular role (e.g. UPR standards, TLR requirements – NB it is important not to confuse and conflate these two responsibilities within the context of objective setting.)

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to re-adjust to their working environment. Any reasonable adjustments must be based on objective medical evidence, obtained via a professional source (e.g. Occupational Health). Any such evidence must be considered as advice and duly considered in line with the requirements of the Equality Act 2010.

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. Teachers will be assessed against the relevant standards contained in the document *Teachers' Standards*, published in May 2012). The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

6. RELEVANT TEACHERS' STANDARDS

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. Teachers will be assessed against the relevant standards contained in the document *Teachers' Standards*, published in May 2012). The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

Objectives should address any areas of the standard with which the reviewee requires support or any standards the reviewee is aspiring to (See Appendix 6).

Each of the 8 Standards that relate to teaching are accompanied by a number of bulleted sub-headings. The Department for Education (DfE) makes it clear that these sub-headings do not constitute Standards in their own right and merely seek to provide contextual information to support the interpretation of the Standards. There is, therefore, no statutory or legal requirement for Teachers' performance to be evaluated with reference to aspects of professional practice described in the sub-headings. Protocols for the use of Teachers' Standards in schools must be based on the clear understanding that there are only 8 statutory Standards in relation to teaching that can be applied to the Appraisal of Teachers.

The Teachers' Standards are not to be used as a checklist for appraisal or performance management. In the context of appraisal undertaken as a positive and

supportive process of professional dialogue and evaluation of practice, the Standards can be used to support the identification of objectives in the appraisal cycle.

Please refer to the Pay Policy and Pay Policy Guidance Documents on the [Extranet](#) for the School's policy on pay progression.

7. REVIEWING PERFORMANCE

7.1 Observation

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

The following is extracted from the agreed Classroom Observation Protocol (full version attached at Appendix I):

"The governing body agrees that classroom observation for the purposes of performance management/appraisal will normally be limited to no more than a total of 3 hours of observation per performance management cycle, except in exceptional circumstances. Those exceptional circumstances are where the reviewee chooses to request additional observations, voluntarily participate in peer observations, or where concerns have been raised about a teacher's performance which requires further observations to take place. This limit does not apply in circumstances beyond the performance management cycle e.g. for reviews linked to school improvement and school self-evaluation purposes or during OFSTED inspections."

Headteachers or other leaders with responsibility for learning and teaching standards may 'drop in' or undertake other observations to evaluate the standards of teaching

and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observations should be developmental, and not confined to a judgement using Ofsted grades.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also have their performance of those responsibilities observed and assessed (as set out in the protocol referred to below).

7.2 Development and Support

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, through agreed peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's/academy's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the appraisal process 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) CPD identified is essential for a teacher 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.'

8. INTERIM REVIEW(S)

An interim review should be held at an appropriate point during the appraisal cycle i.e. at a point when there has been sufficient time for progress to have been made. The purpose of the interim review should be to provide an organised and structured opportunity to discuss the progress made, check that actions have been completed and, where appropriate, identify additional actions to ensure that objectives are met.

If an appraiser identifies through the appraisal process that the performance difficulties experienced by a teacher are such that, if not rectified, could lead to the need for additional support the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher at an interim review to identify additional support and ensure that appraisal targets are directed at the areas requiring improvement or leading to concern.

There may be some cases when a review of the updated appraisal plan is required part way through this process either at the request of the appraiser or the teacher.

When dealing with a teacher who is experiencing difficulties with their performance, 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.

The appraiser must ensure that the improvements required are made clear and appropriate and documented CPD is put in place. This may involve reviewing and revising the appraisal objectives). The teacher should be given time to access this support and prompt and constructive feedback should be given in a timely manner.

If, at the end of this period of support there are still concerns the appraiser will inform the teacher and invite them to a meeting under this policy entitled "Teachers Experiencing Difficulties" (see Section 10). Please refer to the Appraisal Guidance Document for a template for recording targets for improvement. The document can be located on the Schools extranet site, the link for which is inserted earlier in this document.

Where it is apparent that a teacher's personal circumstances are leading to performance difficulties, support will be offered as soon as possible (e.g. employee assistance programme, Occupational Health).

9. ANNUAL ASSESSMENT

9.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period. The teacher will have the opportunity to comment on this report which 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 against 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 October for teachers and by 31 December for Headteachers)**;
- a space for the teacher's own comments;

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In normal circumstances an interim review meeting is appropriate.

Where there are concerns about a teacher's performance this must be highlighted at the earliest opportunity in the cycle, to facilitate appropriate support and to avoid wherever possible, a situation where a teacher may not achieve their objectives within the appraisal cycle.

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

10. TEACHER EXPERIENCING DIFFICULTIES

10.1 Prior to conducting Meeting:

Before embarking on this part of the Appraisal Policy, the appraiser will have already had an interim review with the teacher when any concerns arising will have been discussed and remedial action and CPD opportunities given taken to rectify such concerns. Refer to the section above entitled "Interim Review". Reference to the appraisal objectives and relevant standards will feature in these discussions as appropriate. In no circumstances will a teacher learn about performance shortfalls for the first time in a meeting under this section of the Appraisal Policy.

10.2 Structured Meeting

The teacher will be given at least 5 working days' notice that a meeting will be held to further review the objectives requiring improvement alongside a programme of support.

The Teacher will be informed of their right to be accompanied by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;

The meeting will include all of the following:

- clear written feedback about the nature and seriousness of the concerns;
- the opportunity to comment on and discuss the concerns in consultation with the teacher
- the consultation on and formulation of a written action plan utilising the format in the Appraisal Policy Guidance Document ([link](#))

Support methods will be discussed during the meeting and may include coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers, that might help address those specific concerns;

Where there are a number of different areas of performance requiring improvement, the action plan will focus on the areas of priority. It will be made clear how progress will be monitored; when it will be reviewed and who will be providing support.

Support will be appropriately focused and manageable

It will be made clear what the implications are (the potential outcomes of the review period), and the process to be adopted if no – or insufficient – improvement is made within the specified timescale. The ultimate aim of the process is to see an improvement in the individual's effectiveness by adopting a supportive approach.

A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an additional person arranged by the school to take notes. The school processes any personal data collected during the Teachers Experiencing Difficulties procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the process. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Council/school's data protection policy. It may also constitute a disciplinary offence, which will be dealt with under the Council/school's disciplinary procedure.

10.3 After the structured Meeting:

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 sufficiently against the action plan. This will depend upon the circumstances but will be for a period of 8 to 12 weeks (as determined by the Headteacher), with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. If it becomes appropriate to modify the support arrangements during a review period, this will be done via agreement.

The potential outcomes of this process (which should be discussed within a structured meeting) are:

- If sufficient progress is made against the concerns outlined in the action plan, such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting the appraisal process will continue as normal.

In these situations, where good progress is made and the teacher reverts to the Appraisal Policy, any with-held pay increase should be reinstated, and backdated to the start of the current cycle. (Pay Policy section 20.2.6)

- 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
- In some circumstances it may be appropriate for the appraisal process to remain in place with the Appraisal Support Plan continuing for a further period of time (maximum of four weeks). Examples of circumstances in which this may be appropriate are that illness (on the part of the appraiser, appraisee or other individual providing support) has prevented development, or some good progress has been made but minor concerns remain

11. TRANSITION MEETING

The employee, appraiser/line manager and Headteacher (or Chair of Governors where the capability of the Headteacher is in question) will be present at the meeting. As the outcome of the meeting may have serious consequences, the employee should be encouraged to be accompanied by a recognised trade union representative (or person approved by the trade union) or a nominated work colleague. A written record of the meeting will be made, either by the person holding the meeting or by an additional person arranged by the school to take notes.

The meeting will consider:

- The evidence which has given rise to specific concerns about the employee's performance
- The seriousness of the concerns and their impact on the performance of the school

- The support that has been provided to date
- The time for which the concerns have persisted and over which the support has been provided
- The degree of improvement that has been achieved and whether or not this has been sustained
- The extent to which the employee has shown insight and engaged with the support provided through the appraisal process
- Any mitigating factors and response from the teacher concerned.

Once these matters have been considered, the Headteacher will adjourn the meeting for a period, to allow sufficient reflection, before reaching a decision. The decision will be communicated to the employee, in writing, normally within 5 days.

The decision will be either to continue with appraisal procedures or to initiate the Capability Process through the convening of a Formal Interview.

The transition to the capability procedure will not normally be made unless there is robust evidence (provided through the application of the Appraisal Support Plan and Teachers Experiencing Difficulties in this Policy) that:

- Specific underperformance, against identified standards, has existed for a significant period of time
- The underperformance is either serious or has persisted despite the provision of appropriate support

The Transition Meeting will, if capability procedures are instigated, inform the formal interview in the capability procedure where the employee and their representative should be provided with the evidence from the appraisal or monitoring procedures which has prompted its implementation.

A flowchart showing the stages in managing performance concerns is attached at Appendix Two.

12. APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. The Headteacher should ensure teachers are aware of their right of appeal. Details of the appeals process are contained in the School Pay Policy Guidance Document which are available from the Headteacher/Governing Body or School Office. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the head has not been recommended for pay progression) may exercise the right of appeal. The right to be represented through this process is explained in the appeals procedure which is appended to the Pay Policy Guidance Document.

13. GENERAL PRINCIPLES UNDERLYING THIS POLICY

13.1 ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS *Code of Practice*.

13.2 Consistency of Treatment and Fairness

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

13.3 Sickness

If a period of long term sickness absence coincides with the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's sickness absence management policy

13.4 Grievances

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

13.5 Confidentiality and Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee. Examples of this may be peer observations, team teaching. Any such activities would only involve those with qualified teacher status, and would be with agreement of those taking part.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

Teachers may need to divulge details of their appraisal discussions in the course of seeking advice from their Professional Association representatives.

13.6 Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's/academy's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

13.7 Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

CLASSROOM OBSERVATION PROTOCOL

The various purposes for which observations may be required should be complimentary, and supportive and developmental in normal circumstances. There will be occasions when they are judgemental when used for evaluating school progress or in circumstances where there are capability issues or **the school is causing concern**.

CLASSROOM OBSERVATION PROTOCOL

Introduction

1. This governing body is committed to ensuring that classroom observation is developmental and supportive in normal circumstances and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - seek to reach agreement in advance on classroom observation to be carried out;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
2. In accordance with these principles, the Headteacher will:
 - consult staff on the pattern of classroom observation which teachers can expect
 - ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
 - ensure that classroom observation will be undertaken solely by persons with qualified teacher status with the appropriate training and professional skills. Governors may visit a lesson to familiarise themselves with their link area or their wider governor responsibilities in relation to getting to know the school.
 - ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.
3. The governing body recognises that visits to classrooms by Headteachers or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.
4. The purpose of visits by Headteachers and senior staff to classrooms will be made clear before they occur.
5. The governing body agrees that drop-ins and learning walks will not be used as part of the appraisal process. Where they are used for purposes other than appraisal, this will be in accordance with the Learning Walks and Drop-ins section below.

Maximum periods and occasions of observation

6. The governing body agrees that classroom observation for the purposes of performance management/appraisal will normally be limited to no more than a total of 3 hours of observation per performance management cycle, except in exceptional circumstances. Those exceptional circumstances are where the reviewee chooses to request additional observations, voluntarily participate in peer observations, or where concerns have been raised about a teacher's performance which requires further observations to take place. This limit does not apply in circumstances beyond the performance management cycle e.g. for reviews linked to school improvement and school self-evaluation purposes or during OFSTED inspections.

Preparations for observations

7. In keeping with the school governing body's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management/appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed in advance with as much notice as is possible given. Every effort will be made for observation to be conducted at an agreed time.
8. Before any performance management/appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.
9. The arrangements for classroom observation for performance management will be included in the planning and review statement and will:
 - include the number of observations. **This may change subject to review.**
 - specify its purposes;
 - specify any particular aspects of the teacher's **overall** performance which will be assessed;
 - specify the duration of the observation;
 - specify when the observation will take place; and
 - specify who will conduct the observation **if not the reviewer**

Feedback and records

10. Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. **This time should be counted within the overall directed time budget for the year.**
11. Written feedback will be provided within five working days of the observation taking place.

12. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document.
13. Teachers will have access to all written accounts of the observation after their lessons.

LEARNING WALKS AND DROP-INS

School leaders can regularly drop in to classrooms, but what distinguishes a drop in from a learning walk is that notes during the drop in will not be made and no written record will be produced. Learning walks will be carried out in accordance with the following protocol. ‘Learning walks’ may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. **Learning walks and drop ins may reveal an issue of concern about overall performance; even capability, but this should be then be dealt with separately within teachers experiencing difficulties or capability, in extreme circumstances.**

1. A programme of ‘learning walks’ should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.
2. The purpose or focus of a ‘learning walk’ should be explained to all relevant staff prior to its commencement. **That purpose or focus will not relate to the performance of an individual.**
3. ‘Learning walks’ will be conducted with minimum disruption to teachers and pupils.
4. ‘Learning walks’ will be undertaken in a supportive and professional manner.
5. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the ‘learning walk’.
6. Pupils may be asked for their views about their learning, but this should not include comments about an individual teacher and if they are made they should be ignored in any specific feedback.

Flowchart – How to manage Performance Concerns

