



# Our Lady of the Visitation Catholic Primary School

## APPRAISING TEACHER PERFORMANCE POLICY

This policy is carried out in the light of our Mission Statement

**'We Learn, Love and Grow Through Christ'**

Core Purpose – School Mission Statement

<b>Date of Ratification:</b>	<b>October 2013</b>	<b>Signed:</b> Kathleen Coll <b>Miss K. Coll (HEAD TEACHER)</b> <b>Mrs H.McKenzie (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>	<b>October 2015</b>	<b>Signed:</b> Kathleen Coll <b>Miss K. Coll (HEAD TEACHER)</b> <b>Mrs H.McKenzie (CHAIR OF GOVERNORS)</b>
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### Safeguarding Statement

At Our Lady of the Visitation Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady of the Visitation Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# Our Lady of the Visitation Catholic Primary School

## Appraising Teacher Performance Policy

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## **Policy for appraising teacher performance**

**In formulating its policy, the governing body has taken account of the principles set out in the Introduction to the national model policy and retained all text originally in bold from the main body of the model policy itself. The policy incorporates changes to the School Teachers Pay and Conditions Document 2013 effective from September 2013 in respect of pay progression linked to performance.**

**The Governing Body of Our Lady of the Visitation Catholic School adopted this policy on 5<sup>th</sup> November 2013.**

**It will review it in two years.**

### **1 Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, the standards expected of teachers and the arrangements for the links to pay in accordance with the School Teachers Pay and Conditions Document. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Teaching, as a 'work of love, requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey: "The Church looks upon you as co-workers with an important measure of shared responsibility ...To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge...[The changing times] demand that educators be open to new cultural influences and interpret them for young pupils on the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ...But your responsibilities make demands on you that go far beyond the need for professional skills and competence...Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest."<sup>1</sup> This school recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.

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<sup>1</sup> Christ at the Centre – A summary of why the Church provides Catholic Schools – Birmingham Diocesan Schools' Commission

## **Application of the policy**

- 2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term and those undergoing induction (i.e. NQTs).
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

## **Teacher Appraisal**

- 3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
  - 3.1.2 Arrangements for appraisal should ensure that teachers can be secure in the knowledge that their progress and commitment are acknowledged. Appraisal is a time to celebrate achievement wherever possible, as well as for discerning where there is scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.
  - 3.1.3 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal as a Catholic school and our belief in the dignity of the individual. The appraisal framework offers opportunities to ensure justice for teachers and pupils alike. It has the potential for the expression of Christian qualities, such as honesty, self-knowledge, respect for others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

## **The appraisal period**

The appraisal period will run for twelve months from 31<sup>st</sup> October.

- 3.2.1 The annual audit against national standards will be completed no later than the 31<sup>st</sup> October in each appraisal period
- 3.2.2 Teachers who are employed on a fixed term contract of less than one year will have their appraisals managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

## **Appointing appraisers**

- 3.3.1 The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 3.3.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. Where a Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons s/he may submit a written request to the Governing Body, for that governor to be replaced, stating those reasons. The governing body shall decide how to respond to such a request.
- 3.3.3 The Headteacher will decide who will appraise other teachers. In this school, this will normally be:
- The Headteacher
  - The Deputy Headteacher
  - The Leadership Team.
- 3.3.4 . Where a teacher is of the opinion that the person to whom the Headteacher has delegated the appraisal duties is unsuitable for professional reasons s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons. The Headteacher shall decide how to respond to such a request and if refused provide an explanation in writing.

## **3.4 Setting objectives**

- 3.4.1 The Headteacher's objectives will be set by the Governor's Headteacher Appraisal Sub Committee after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant head teacher standards. Objectives should reflect the Catholic identity and mission of the school and the values it proclaims.
- 3.4.2 Objectives for each teacher, including the Headteacher, 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 may be revised if circumstances change.
- 3.4.3 The objectives set for each teacher, including the head teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This link will be made:
- by ensuring that the pupil progress objective (all teachers) addresses the key attainment priorities identified by the school improvement plan

- by ensuring that the professional development objective (all teachers) addresses the key development priorities identified by the annual audit against teacher standards (see Appendices A and B (i) and (ii))
- by ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priorities identified by study of the leader's effectiveness- with reference to any relevant leadership standards- in addressing key school improvement plan priorities.

3.4.4 Under normal circumstances teachers will have a maximum of three objectives. However, teachers who are found not to be meeting standards as defined in the school's professional skills level descriptors (Appendix A), by the annual standards audit (Appendix B) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards within and between each pay band defined in Appendix A.

3.4.5 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 and of the expectations in relation to pay progression as set out in the school's pay policy. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

3.4.6 A teacher, as part of their annual appraisal meeting, may request to be considered for accelerated pay progression either within their pay band or to the next pay band at the end of the review cycle. This will be subject to review of performance against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period and will be agreed at the start of the annual appraisal cycle.

3.4.7 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

## **Reviewing performance (Appendix C)**

### **3.5.1 Observation**

3.5.2 This school 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 observations will be carried out in a supportive fashion by those with QTS.

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

### **Development and support**

3.5.5 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. 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 3.4 on "Setting Objectives" above.

### **Feedback**

- 3.5.7 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 3.5.8 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 the procedure set out in Appendix E (Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Group))
- 3.5.9 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.

### **Transition to capability**

3.6.1 When progress is reviewed, if the appraiser is not satisfied with progress, the appraiser will meet with the teacher. The teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the school's teaching staff capability procedure. This will trigger the commencement of the formal capability procedure.

### **3.7 Annual assessment**

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser as referred to in clause 3.3.1.

3.7.2 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
- Termly meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance.

This assessment is the end point to the annual appraisal process.

3.7.3 At the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers, including the Head teacher, will receive their written appraisal reports no later than, 31<sup>st</sup> December for the Headteacher, all other teachers by 31<sup>st</sup> October. 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 including any recommendation for accelerated progression as set out in paragraph 3.4.6. of this policy.

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

3.7.5 Recommendations on pay will be advised by the Headteacher to the Finance Committee on behalf of the Governing Body.

### **Confidentiality**

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, and the Headteacher.

### **Equality and consistency**

3.9.1 As outlined in paragraph 3.4.6 above, the Headteacher 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 school.

3.9.2 The Headteacher will be responsible for reporting annually to the governing body on all recommendations on pay and 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 governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

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

**Retention of statements**

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

## **Appendix A.**

### **Our Lady of the Visitation Catholic Primary School.**

#### **Monitoring the Quality of Teaching and Learning.**

Assessing teaching and learning has to date been conducted by a series of separate activities which were not brought together in a consistent way. The aim of this new approach is to allow professional discussion between observer and observee across a whole range of elements of pedagogy (teaching and learning) highlighting how inter-dependent each area is and promoting professional development.

The entire process will be conducted in a single morning; commencing with a lesson observation of forty minutes to one hour dependent on the lesson. This is followed by a work scrutiny and examination of planning, incorporating a structured interview with pupils and an examination of pupil progress data, (where appropriate) all of which occur away from the classroom. The teacher will then be released so all the data gathered can be shared between observer and observee and an overall "ofsted" grading of teaching and learning be jointly agreed.

All notes written will be shared between participants, a copy will be given to the teacher, a second copy kept in the teacher's individual file and a third kept in the Headteacher's monitoring file. Teachers will have at least five working days notice of the monitoring exercise.

Where observer and observee can't agree on a joint grade both will be recorded in the teacher's file but the observer's judgement will be entered in the monitoring file. The teacher shall have a right to meet a second time with the observer if they feel the need to consider the data gathered in greater detail.

#### **Lesson Observation.**

- **The observation will focus on the learning and progress made by pupils.**
- **The national standards will be used as descriptors for notetaking.**
- **The observer will take soundings of the "pupil voice"** with reference to the specific lesson observed, the prior learning leading to the lesson and the next steps from the lesson.
- **The observer will make specific observation** of five children chosen from a range of ability groups.

All of the above will be reported on under the nine professional standards for MPS teachers.

#### **Work Scrutiny.**

- The work scrutiny will take place away from the classroom, it will focus on the work of the five children chosen from a range of ability groups and the subject being observed.

- The observer will look for a range of pedagogical (teaching and learning) approaches in each subject, particularly the opportunity to have outcome tasks which show what children have learnt in the unit leading up to the outcome.
- The quality of marking and written dialogue (age appropriate) will be assessed and evidence sought for where marking has led to pupil progress.
- Evidence of the children's pride in their work will be sought, as will social moral and spiritual development.
- Pupil progress as evidenced by the work scrutiny will be assessed.

### **Pupil Voice.**

- Pupils will be engaged in dialogue during the lesson observation so far as that does not disrupt the lesson.
- The five children chosen from a range of ability groups will meet with the observer outside of the classroom. The observer will seek children's views about:
  - the pedagogy, (teaching and learning) in the classroom,
  - their perception of their progress and their next steps,
  - the degree to which pupils feel safe in the classroom/school,
  - the way the school mission statement is lived within the class environment.

### **Planning.**

- The observer will look to whether planning is collaborative with team colleagues and consistent across classes.
- The degree to which specific groups of pupil's, and individuals, are planned for will be examined, particularly by the use of flexible grouping.
- The use of annotation on generic planning to personalise planning to class, group and individual level will be commented upon.

### **Pupil Progress.**

- All the evidence gathered by the processes above will be considered.
- The latest tracking sheet, end of year target sheet, FS Profile and reading records will be examined.
- Discussion with the class teacher will examine both progress made to date and progress towards end of year targets.

Documents will include templates already used in the school for recording:

Lesson Observations

Pupil Voice

Planning

Work Scrutiny



Part I Professional Standard	MPS 1-3 moving towards	MPS 4-6	UPS 1-3
<p><b>1. Set high standards which inspire, motivate and challenge pupils.</b></p> <ul style="list-style-type: none"> <li>➤ Establish a safe and stimulating environment for pupils rooted in mutual respect.</li> <li>➤ Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>➤ Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote and develop a learning environment which is at once safe yet stimulating.</li> <li>• Teaching, marking and preparation demonstrate challenge for all pupils.</li> <li>• Target setting is collaborative and challenging targets are met.</li> <li>• Teachers' professional conduct is of a manner likely to be replicated by pupils.</li> <li>• Teachers link the life of Christ to children's lives so the children follow the example of Jesus in their everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• All the Teacher descriptors (MPS1-3) have been met over time.</li> <li>• High expectations are evident in all learning situations.</li> <li>• Challenging targets demonstrate understanding of pupils' prior ability.</li> <li>• Pupils' challenging targets are met for all groups of learners.</li> <li>• All of the above has been demonstrated in more than one year group.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• Teachers support other staff in meeting their statements and do so with enthusiasm and generosity</li> <li>• Work with a range of stakeholders has resulted in high levels of professional trust being established</li> <li>• Teachers share strategies that link the life of Christ to children's lives so the children follow the example of Jesus in their everyday life.</li> </ul>
<p><b>2. Promote good progress and outcomes by pupils.</b></p> <ul style="list-style-type: none"> <li>➤ Be accountable for pupils' attainment, progress and outcomes.</li> <li>➤ Plan teaching to build on pupils' capabilities and prior knowledge.</li> <li>➤ Guide pupils to reflect on the progress they have made and their emerging needs.</li> <li>➤ Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>➤ Encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• With appropriate support 90% of pupils make expected progress in English, Maths and RE</li> <li>• Planning demonstrates teachers' use of pupil's prior knowledge.</li> <li>• Feedback from pupils confirms how they are positively supported in class.</li> <li>• Progress in all other subjects is also evident.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• 90% of pupils, including those with SEN make expected progress in English, Maths and RE and meet their expected targets.</li> <li>• Feedback from pupils confirms how support impacts positively on their progress.</li> <li>• Positive contributions are made to discussions relating to promoting effective teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• 95% of pupils including those with SEN meet their expected targets in English, Maths and RE.</li> <li>• Feedback from pupils demonstrates how they value teacher support and encouragement.</li> <li>• Strategies to improve pupil progress are shared with other colleagues and have a positive impact on pupil attainment.</li> </ul>
<p><b>3. Demonstrate good subject and curriculum knowledge.</b></p> <ul style="list-style-type: none"> <li>➤ Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils interest in the subject and address misunderstandings.</li> <li>➤ Demonstrate critical understanding of developments in the subject and curriculum areas, promoting the value of scholarship.</li> <li>➤ Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English.</li> <li>➤ If teaching early reading, demonstrate clear understanding of systematic synthetic phonics.</li> <li>➤ If teaching early maths, demonstrate clear understanding of appropriate teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Good subject knowledge demonstrably develops pupil progress in English, Maths and RE.</li> <li>• Good subject knowledge is demonstrated in formal lesson observations leading to good or better teaching.</li> <li>• Areas of improvement in subject knowledge are addressed leading to improved teaching and learning.</li> <li>• The teacher can self assess areas requiring improvement and actively seeks CPD and mentoring to address these</li> <li>• Strengths in certain other curricular areas are observable and competency across all curricular areas is emerging.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• Very Good subject knowledge demonstrably develops pupil progress in English, Maths and RE and other subject areas.</li> <li>• Differentiated planning demonstrates how to improve individual pupil progress across a range of learners.</li> <li>• Very good subject knowledge and leadership demonstrates impact on other groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• Outstanding subject knowledge is evident in English, Maths and RE and shared throughout the school.</li> <li>• Specific leadership of subject areas is evident across key stages, leading to increased progress in that area.</li> </ul>

Part II Professional Standard	MPS 1-3	moving towards	MPS 4-6	UPS 1-3
<p><b>4 .Plan and teach well structured lessons.</b></p> <ul style="list-style-type: none"> <li>➤ Impart knowledge and develop understanding through effective use of lesson time.</li> <li>➤ Promote a love of learning and children’s intellectual curiosity.</li> <li>➤ Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.</li> <li>➤ Reflect systematically on the effectiveness of lessons and approaches to teaching.</li> <li>➤ Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching to be good over time reflected through formal and informal observations, and subject reviews.</li> <li>• Where teaching is less than good, then those areas are addressed promptly.</li> <li>• Subject reviews confirm the effective use of homework and out of class learning to effectively support work in class.</li> <li>• Evidence from evaluations supports critical thinking in improving teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• Teaching to be good or better over time reflected through formal and informal observations, and subject reviews.</li> <li>• No lessons requiring improvement are observed in formal and informal observations.</li> <li>• Evidence supports teachers’ positive contribution to shaping curriculum(s).</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• Teaching in formal observations is mostly outstanding or demonstrates elements of outstanding practice.</li> <li>• Informal observations and subject reviews demonstrate that teaching over time is always good or better.</li> <li>• No lessons requiring improvement are observed in formal and informal observations.</li> </ul>	
<p><b>5.Adapt teaching to respond to the strengths and needs of all pupils.</b></p> <ul style="list-style-type: none"> <li>➤ Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</li> <li>➤ Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome this.</li> <li>➤ Demonstrate an awareness of the physical, social and intellectual development of children and know how best to adapt teaching to support pupils’ education at different stages of development.</li> <li>➤ Have a clear understanding of the needs of pupils-SEN/High ability/EAL/Disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence demonstrates that differentiation is planned for in all lessons.</li> <li>• Targeted support allows identified pupils to make good progress.</li> <li>• Advice is openly sought and actioned to meet needs of individuals or groups of learners.</li> <li>• Support for different groups of learners is identified and appropriate teaching strategies applied.</li> <li>• Teachers take responsibility for the good progress of all groups of pupils they teach.</li> <li>• The teacher demonstrates in their relationships that the varied gifts and talents of children are worthy of equal dignity in the eyes of God</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• Evidence demonstrates that differentiation is planned for in all lessons.</li> <li>• Targeted support allows identified pupils to make accelerated progress.</li> <li>• Collaboration with colleagues ensures that identified groups make better than expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• Strategies to improve individual pupil progress, or progress of groups of pupils is shared with other colleagues.</li> <li>• The teacher shares strategies to demonstrate their relationships that the varied gifts and talents of children are worthy of equal dignity in the eyes of God</li> </ul>	

Professional Standard	MPS 1-3	moving towards	MPS 4-6	UPS 1-3
<p><b>6. Make accurate and productive use of assessment.</b></p> <ul style="list-style-type: none"> <li>➤ Know and understand how to assess the relevant subject areas, including statutory assessment requirements.</li> <li>➤ Make use of formative and summative assessments to secure pupils' progress.</li> <li>➤ Use relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>➤ Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Marking follows the school policy appropriate to the Key Stage.</li> <li>• Evidence of feedback demonstrates improved pupil progress.</li> <li>• School and Class data is used consistently to improve pupil progress and address areas of concern which are acted upon.</li> <li>• Lesson plans are adapted accordingly following evaluation to address "gaps" in pupil understanding.</li> <li>• Subject reviews identify evidence of written feedback to pupils and appropriate age related responses.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• A data rich environment allows both teacher and pupils to identify key areas for improvement in English, Maths and RE.</li> <li>• The teacher is confident in using data to present pupil progress and areas for improvement in meetings with Senior Managers.</li> <li>• Formal observations demonstrate the use of assessment techniques which are good or better.</li> <li>• Pupil responses clearly indicate understanding of how to progress from teacher comments.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups.</li> <li>• Strategies to improve pupil progress through assessment is shared with other colleagues and evidenced through formal or informal observations and subject reviews.</li> </ul>	
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment.</b></p> <ul style="list-style-type: none"> <li>➤ Have clear rules and routines for behaviour in the classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's behaviour policy.</li> <li>➤ Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards, consistently and fairly.</li> <li>➤ Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</li> <li>➤ Maintain good relationships with pupils, exercise appropriate authority and act decisively.</li> </ul>	<ul style="list-style-type: none"> <li>• Good teacher pupil relationships support positive behaviours.</li> <li>• Promote positive behaviour strategies in line with school behaviour policy.</li> <li>• Formal and informal observations indicate good behaviour in class and when moving around school.</li> <li>• Behaviour causing concern is shared with senior managers and advice sought.</li> <li>• Consequently the teacher is more able to deal independently with behaviour issues.</li> <li>• Teacher promotes and addresses positive behaviour towards those beyond their own classroom.</li> <li>• Teacher is aware and able to put into practice developing a safer environment for all.</li> <li>• Gospel values are demonstrated when dealing with matters of discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• Promote positive behaviour strategies in line with school behaviour policy leading to a tranquil atmosphere where learning can take place.</li> <li>• Poor behaviour is dealt with effectively and impacts little upon the learning environment.</li> <li>• Responsibility to manage behaviour across the whole school is demonstrated.</li> <li>• Leadership of activities beyond the whole school have resulted in successful and safe learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• All of the statements in the accomplished level are met and evidenced across phase groups.</li> <li>• Behaviour management is outstanding and calmly administered.</li> <li>• Strategies to improve pupil behaviour is shared with other colleagues and evidenced through formal or informal observations.</li> <li>• Consequently the behaviour of pupils both within class and outside class is outstanding.</li> <li>• Teachers make themselves available for meetings with parents and other stakeholders beyond their own class responsibility.</li> <li>• Gospel values are made explicit when dealing with poor behaviour and such instances are seen as opportunities for the personal and spiritual development of the child.</li> </ul>	

Professional Standard	MPS 1-3	moving towards MPS 4-6	UPS 1-3
<p><b>1. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>➤ Make a positive contribution to the wider life and ethos of the school.</li> <li>➤ Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>➤ Deploy support staff appropriately.</li> <li>➤ Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> <li>➤ Communicate effectively with parents with regard to pupils' achievements and well being.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with school activities outside of the normal school day.</li> <li>• Formal and informal lesson observations indicate effective use of support staff.</li> <li>• Evidence supports desire to improve teaching through professional dialogue with colleagues.</li> <li>• School Improvement plans are contributed to and targets met by the teacher.</li> <li>• Parental feedback and other evidence indicate effective communication regarding pupil achievement and well being.</li> <li>• CPD is planned in conjunction with senior leaders within school.</li> <li>• Support to I.T.T. is through class mentor and sharing professional strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS1-3) have been met over time.</li> <li>• Effective use of support staff leads to better than expected progress by targeted groups of pupils.</li> <li>• CPD is a mixture of short and recognised accredited courses.</li> </ul>	<ul style="list-style-type: none"> <li>• All the descriptors (MPS 4-6) have been met over time across different phase groups</li> <li>• Using their expert knowledge across year groups and time contributions to setting and achieving school improvement targets are actively embraced.</li> <li>• Support to I.T.T. may be across key stages and support to other schools in areas of professional development has been demonstrated.</li> </ul>
<p>Personal and professional conduct</p> <p><b>2. A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</b></p> <ul style="list-style-type: none"> <li>➤ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</li> <li>➤ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>➤ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>➤ showing tolerance of and respect for the rights of others</li> <li>➤ 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</li> <li>➤ ensuring that personal beliefs are not</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the standards for professional conduct set out in the Teachers Standards.</li> <li>• Meets the standards for professional conduct set out in the Catholic Education service teacher contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the standards for professional conduct set out in the Teachers Standards.</li> <li>• Meets the standards for professional conduct set out in the Catholic Education service teacher contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the standards for professional conduct set out in the Teachers Standards.</li> <li>• Meets the standards for professional conduct set out in the Catholic Education service teacher contract.</li> </ul>

<p>expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>		
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For the purposes of this document, the following definition applies:

- Over Time – A period of not less than two years
- Requires improvement, good, outstanding.....As defined by the current Ofsted framework.
- ITT ..... Initial Teacher Training
- Phase – for this Policy the Phase Groups are FS1 and FS2, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2
- Pupil progress is measured from the moderated targets set between the class teacher and leadership team.



1.2.3 - guide pupils to reflect on the progress they have made and their emerging needs 1.4.4 - reflect systematically on the effectiveness of lessons and approaches to teaching						
<b>6. Do pupils understand well how to improve their work?</b> 1.6.4 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					<b>1.6</b>	
<b>7. Do teachers manage behaviour effectively?</b> 1.7.1 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 1.7.4 - maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary					<b>1.7</b>	
<b>8. Do teachers use learning assistants effectively?</b> 1.8.3 - deploy support staff effectively					<b>1.8</b>	
	Ofsted Area	Out	Good	R/I	Inad	<b>Standards</b>
<b>Over Time Observations</b>						
<b>9. Are marking, assessment and testing used well to help pupils improve their learning?</b> 1.6.2 - make use of formative and summative assessment to secure pupils' progress						<b>1.6</b>
<b>10. What are the views of pupils, parents and staff?</b> 1.8.2 - communicate effectively with parents with regard to pupils' achievements and well-being 2.1.1 - treat pupils with dignity, building relationships rooted in mutual respect 1.8.5 - develop effective professional relationships with colleagues						<b>1.8 2</b>
<b>11. Do pupils make good progress over time?</b> 1.2.1 - be accountable for pupils' attainment, progress and outcomes						<b>1.2</b>

## Appendix

Our Lady of the Visitation Catholic Primary School <b>2012/2013 APPRAISAL SUMMARY</b>						
<b>TEACHER name</b>					MENTOR name	
<b>job title</b>					date	
<b>Objective</b> (attach details)	exceeded	achieved	partially achieved	not attempted / not achieved	Mentor Comments	Teacher Comments
<b>A</b>						
<b>B</b>						
<b>C</b>						

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## **Appendix D – Observation of Teaching and Leadership Practice**

### **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 2 lesson observations in the course of the school year. Of which:
- 1 will be a general lesson observation with an analysis beyond the classroom of progress to academic targets, book scrutiny, interview with pupils and discussion with teacher.
  - 1 will be linked to appraisal objectives, with the focus agreed in advance with the appraiser
  - A third general lesson observation may be requested by the teacher. It will be conducted by an alternative member of the Headteacher leadership team.
  - Of the three observations, each will be announced.
- 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; written feedback will be provided within 2 working days.

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

- D2.1 There will be other occasions in the school year when those with Senior Management 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.
- D2.3 If any aspect of classroom practice seen during Senior Management 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.

## **Formal Observation of Leadership Practice**

- D3.1 Senior Managers without classroom responsibility or those who are part of the National Standards Support Programme set out in Appendix D will have 2 leadership observations in the course of the appraisal period. Of which
- 1 will be a general observation
  - 1 will be linked to appraisal objectives, with the focus agreed in advance with the appraiser

### **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 pay band as defined in the school's professional skills level descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of a reviewer from the senior 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 Headteacher to conclude that national standards are not met at the appropriate pay band in accordance with the school's professional skills level descriptors, 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 pay band level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head 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.
- E4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as determined by the circumstances. In exceptional circumstances the Headteacher may decide to move straight to the formal capability procedure at this stage.