



Teacher Appraisal Policy Wincle CE Primary School



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TEACHER APPRAISAL POLICY WINGLE C. E. PRIMARY SCHOOL

Version control

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February 2025	No changes

Our school's vision:

Winkle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Our school's vision is for every member of our school community: staff, pupils and their families. We value the well-being of our staff and ensure we nurture each individual. We support and encourage continuous professional development and are fully committed to supporting our staff in times of need. We feel that with this support and regular monitoring, our staff can successfully produce an outstanding education.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

TEACHER APPRAISAL POLICY

The Governing Body of Winkle CE (A) Primary School have adopted this appraisal policy in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

APPLICATION OF THE POLICY

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

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser.

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

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LINKS TO SCHOOL IMPROVEMENT

The Governing Body expect that objectives set for all teachers including the head teacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Development Plan as identified through the Self Evaluation Form (SEF) and any other plans adopted from time to time to improve the school's education provision and performance.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.

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

STANDARDS

Teachers will be assessed against the 'Teachers' Standards' and any other standards relating to teachers' performance as the governing body or head teacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

The head teacher will be assessed against the National Standards for Head Teachers and any other standards relating to teachers' performance as the governing body determines is applicable to their performance and that they have been informed of at the start of the appraisal period.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance. Objectives will take account of any relevant pay progression criteria and, where possible, the teachers' professional aspirations. They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the governing body or head teacher designed to improve the school's education provision and performance.

Objectives will be set as soon as practicable after the beginning of the appraisal period. The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

In this school, all teachers, including the head teacher:

- will have no more than four objectives;
- will not necessarily all have the same number of objectives
- will have a whole school objective
- and **may** have a team/KS objective, as appropriate

Though appraisal is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage, teachers will also be assessed against the Teachers' Standards and any other standards relating to teachers' performance as the governing body or head teacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

REVIEWING PROGRESS

At the end of the appraisal cycle, the appraiser(s) will assess the performance of the teacher or head teacher against:

The 'Teachers' Standards' or the National Standards for Head Teachers as applicable, and

Any other set of standards relating to teachers' or head teachers' performance about which the teacher has been notified at the beginning of the appraisal period,

The teacher or head teacher's objectives, and

The teacher or head teacher's professional development needs

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The appraiser(s) will also, where relevant under the School Teachers' Pay and Conditions Document, make a recommendation relating to the teacher or head teacher's pay.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

APPRAISAL REPORT

As soon as practicable following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against:

The 'Teachers' Standards', and

- any other set of standards relating to teachers' performance agreed by the Governing Body and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher's objectives, and will record
- the teacher or head teacher's professional development needs and any action that is to be taken to address these

The report will also, where relevant under the School Teachers' Pay and Conditions Document, record a recommendation relating to the teacher or head teacher's pay.

APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay), they have recourse to the school's Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with the recommendation or decision on pay, they have the right of appeal through the appeals mechanism of the School Pay Policy.

CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraisee's line manager or, where s/he has more than one, each of her/his line managers and the head teacher will be provided with access to the appraisee's plan and review recorded in her/his report.

Governors will be given access to the appraisal report of any teacher, on request and where they are being asked to make a decision on pay.

Appraisees will be told who has requested and has been granted access to their report.

Governors directly involved in the head teacher's appraisal and the external adviser will be provided with access to the head teacher's planning and review record in the report. Details of the head teacher's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle. Governors not directly involved in the head teacher's appraisal will be given access to the review of his/her performance, on request, and where they are being asked to make a decision on pay.

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified during the appraisal process.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of appraisal in the school.

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With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the identified CPD training and support is deemed as essential to the school meeting its priorities and (b) the CPD identified as essential for the appraisee to meet their objectives. 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 appraisal report has not been provided.

APPOINTMENT OF APPRAISERS FOR THE HEAD TEACHER

Appointment of Governors

In this school:

The Governing Body is the appraiser for the head teacher and to discharge this responsibility appoints: two governors of which at least one will be a foundation governor and where possible the Chair.

Where a head teacher 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.

APPOINTMENT OF EXTERNAL ADVISOR

The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the head teacher. The Governing Body will consult the external adviser before setting the head teacher's objectives.

APPOINTMENT OF APPRAISERS FOR TEACHERS

The head teacher must ensure the appraisal of every other teacher employed in the school.

Where it becomes apparent the appraiser will be absent for the majority of the cycle, the head teacher may perform the duties him/herself or delegate them to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed. All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate preparation for that role.

THE APPRAISAL PERIOD

The appraisal period will be 12 months.

The appraisal cycle in this school will run from 1st September to 31st August for teachers and the head teacher. For support staff, their appraisal cycle will run from 1st January to 31st December.

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

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

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

MONITORING

The governing body will ensure that all teachers, including the head teacher, have their performance appraised on an annual basis.

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The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

EQUALITY IMPACT STATEMENT

The Governing Body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.

In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the head teacher's report covering each of the protected characteristics within the Equality Act 2010.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any protected characteristics.

REVIEW OF THE POLICY

The Governing Body will review the appraisal policy every school year at its Spring Term meeting.

The Governing Body will take account of the head teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

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

MODEL CLASSROOM OBSERVATION PROTOCOL

CONTEXT

Head teachers and Governing Bodies are required to organise classroom observation for a range of reasons and purposes. These are underpinned in the statutory context by:

School Teachers' Appraisal Regulations

The School Teachers' Pay and Conditions Document (STPCD),

National Standards for Head teachers (2004),

Teachers' Standards 2014

PRINCIPLES

The School believes that:

This protocol is applicable to classroom observations for the purposes of appraisal for teachers and those in support roles who work in the classroom and are engaged in teaching and learning activities.

Observations may be by the head teacher, another member of the leadership team, by the teacher's line manager or someone familiar with the work they do and in receipt of an appropriate TLR. Only teachers with QTS may observe other teachers and appropriate training in observation skills and the provision of constructive feedback should be provided.

We will endeavour to conduct classroom observations to achieve a range of objectives at the same time which will include appraisal and the requirements placed on the head teacher to ensure that s/he monitors the standards of teaching and learning overall.

This protocol should be understood and agreed by all those who are covered by it.

PROCEDURES

An observation schedule will be provided to all staff detailing when and for what purpose (e.g. subject review, appraisal) individual observations will take place including the focus of the observation (e.g. management of

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pupils' behaviour).

As a minimum, five working days notice should be provided wherever possible. No observations should take place unannounced except within the context of the head teacher's right to drop in to monitor standards of teaching and learning.

In this school, drop ins will be undertaken by the head teacher supported by appropriate and designated member(s) of the leadership team plus the School Improvement Partner (SIP) or Local Leader of Education (LLE) where included as a part of the school improvement cycle.

Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, ECTs, support staff).

The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.

Feedback both written and oral should be provided on all occasions whether the observation has been carried out by staff within the school or by LA staff for monitoring and support purposes. In the case of oral feedback, this should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.

A copy of written observations should be kept by the individual who has been observed and by the school in its Personnel files. Any notes taken should be destroyed in accordance with Data Protection and Freedom of Information Act requirements.

Classroom observation should be a positive and formative activity, rather than one which is merely instrumental, focussed on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.

The frequency of classroom observations should be sufficient for the required purpose and consistent with school policy and statutory requirements where applicable.

Observations should be, except where specific circumstances arise, carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

For ECTs the recommended frequency in normal circumstances is 6 observations over the induction period.

Lesson Plans should be provided by the staff member, in accordance with the school's policy, for the observer wherever possible one working day in advance of the observation taking place.

The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context. Staff observing others whether for specific purposes such as peer support should have been provided with appropriate skills and knowledge training to enable appropriate and relevant judgements to be made which are positively expressed and genuinely developmental and linked to CPD. Due regard should be paid to the need for confidentiality in respect of the outcomes.