



PHILIPS HIGH SCHOOL

POLICY ON

PERFORMANCE MANAGEMENT

2023-2024

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1 Introduction

- 1.1 This model teachers' Appraisal & Performance Development policy has been prepared by the Department for Education ('DfE'), and has been amended for Philips High School. It is recommended for schools to use to support the implementation of the appraisal & performance development arrangements as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and replace the [Education \(School Teacher Performance Management\) \(England\) Regulations 2006](#).
- 1.2 At a local level this model policy has been consulted upon with members of the Teachers Associations and any deviation to the model policy must be negotiated directly with the Teacher Association representatives and teachers employed within the school.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012 as set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).
- 1.4 The appraisal process will be used to determine pay progression for all staff employed on [School Teachers Pay and Conditions Document 2017](#). As such, this policy should be read in conjunction with the [Pay Policy](#).
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such, the revised [Teachers' Standards](#) which were introduced from 1 September 2012 should be read in conjunction with this policy. The latest Teachers' Standards regulations are available from <https://www.gov.uk/government/publications/teachers-standards>.
- 1.6 By statute, all schools must have both an agreed appraisal policy for teachers (including Headteachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed [Managing Teachers' Capability Policy](#).
- 1.7 The teacher's Appraisal & Performance Development Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.8 [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) require that the Governing Body shall ensure the performance of teachers and the Headteacher is managed and reviewed, in accordance with the regulations and the school's performance development policy. Before establishing or revising the policy, the Governing Body shall seek to agree the policy with the recognised trade unions and teacher associations, and ensuring any subsequent changes from this model policy are communicated to all teachers.
- 1.9 Within this model policy;
 - Green text indicates statutory requirements within [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) or [The School Staffing \(England\) Regulations 2009](#).
 - Purple text details school flexibilities, which must be assessed and completed on a school-by-school basis.

Model policy for appraising teacher performance and making pay decisions

- 1.10 This policy has been adopted by Philips High School as of November 2022 and will be reviewed annually.

Purpose

- 1.11 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.
- 1.12 The appraisal process cycle will be used as part of the criteria to determine pay and pay progression. Within this school all pay decisions will be made by;
- **Governor's pay review panel**
- 1.13 Further information regarding pay and conditions can be found in the School Teachers Pay and Conditions document (2017).

Application of the policy

- 1.14 This policy covers appraisal, and applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. ECTs.) Furthermore, teachers and Headteachers who are currently subject to formal capability procedures are not covered within the scope of this policy.

2 The Appraisal/Performance Management procedure

- 2.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this school.
- 2.2 Therefore this school has developed an Appraisal and Performance Management process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people, which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 2.3 As such, performance management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3 The appraisal period

- 3.1 **The appraisal period will run for 12 months** from 31 October each year.
- 3.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract and appropriate appraisal objectives will be set to reflect this period.

- 3.3 Where a Teacher starts their employment at the school partway through a cycle, the Headteacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 3.4 Where a teacher transfers to a new post within the school partway through a cycle, the Headteacher shall determine whether the cycle shall begin again.

4 Appointing appraisers

- 4.1 The Headteacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and Headteacher should meet to discuss the suitability, skills and expertise of the external adviser who is to be appointed.
- 4.2 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 supported by the School Improvement Partner.
- 4.3 The Headteacher will decide who will appraise other teachers.
- 4.4 Where a Teacher or Headteacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, they may submit a written request to the Headteacher or Governing Body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the Headteacher or Governing Body, and there is no further right of appeal.

5 Setting objectives

- 5.1 The Headteacher's objectives will be set by the Governing Body after consultation with the School Improvement Partner.
- 5.2 Objectives for each teacher will be set before or as soon as is practical, after the start of each appraisal period, as per school calendar. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound ('SMART') and will be appropriate to the teacher's role and level of experience. A planning meeting will take place between the teacher and HOD to plan objectives and plan lesson observations.
- 5.3 All teaching colleagues (including HOD) will have a shared objective as a Whole School Objective.
- 5.4 For the Department Objective, HODs will focus on Middle Leadership ability to show impact on their findings which will culminate in an end of year presentation to other HODs.
- 5.5 Teaching colleagues will focus on Department Champions: Transition, Literacy, Careers, Thrive, Equality, HOD to recommend, based on department priorities.

Performance Management

Please see chart below, which explains the PM process.

Performance Management 2023-24

SLT

<u>T&L Objective</u>	<u>Responsibility Objective</u>	<u>Personal Objective</u>
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HOD Objective

<u>Whole School Focus</u> <i>X3 lesson observations</i>	<u>'Mastery' Objective for HOD</u> <i>Department priority Evidence of how they've met their objective Presentation</i>	<u>Personal Objective</u>
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Teacher Objective

<u>Whole School Focus</u> <i>X3 lesson observations</i>	<u>Department Objective</u> <i>Champions – KS2, Literacy, Careers, Thrive, Equality</i> Department Focus Agreed with HOD	<u>Personal Objective</u>
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- 5.6 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 should record their comments in writing as an appendix to the appraisal statement. A copy of which should be forwarded to the Headteacher who will then moderate the objectives set against those of similar banding or leadership positions within the school.
- 5.7 Objectives may be revised if circumstances change such as due to absence or changes in professional circumstances. This is to support the teacher as the original objectives may be no longer appropriate or reasonably met. This will be in agreement with the teacher, as per paragraph 5.6.
- 5.8 The objectives set for each 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 that school. This will be ensured by:
- the Headteacher agreeing 'core' objectives with the Governing Body;

- quality assuring all objectives against the School Development Plan;
 - supporting individuals Continuing Professional development (CPD) linked to School Development Plan;
 - supporting on-going Pupil/Student Progress needs;
- 5.9 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the [Teachers' Standards](#) against which that teacher's performance in that appraisal period will be assessed. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 5.10 Teachers must follow all 8 Teachers' Standards, but pay particular attention to:
- Teachers' Standards
- 6 S2A: Promote good progress & outcomes by pupils. Be accountable for pupils' attainment, progress & outcomes
- 7 S4A: Plan & teach well structured lessons – reflect systematically on the effectiveness of lessons & approaches to teaching
- 8 S6D: Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- 8.1 Teachers and SLT links will complete the Self-evaluation section of the PM Objective setting paperwork together at the end of the cycle.
- 8.2 The Headteacher will be responsible for ensuring that the appraisal process operates consistently and that objectives are focused on school priorities and where appropriate have taken account of the teachers own self-evaluation. All objectives will be referred to the Headteacher prior to the commencement of the cycle of monitoring.
- 8.3 Where the Headteacher 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.
- 8.4 Within this school, normally **no more than three objectives** will be agreed each cycle.
- 8.5 If during the appraisal cycle, teachers are found not to be meeting the standards at the appropriate level for their pay band they will be asked to meet formally with their appraiser to discuss the most appropriate methods of additional support that can be provided in order that the original performance objectives can be achieved. If one of the formal lesson observations is classed as a 'Not At Required Standard', this will trigger a Support Plan. If two lessons are classed as 'Not At Required Standard', this will also trigger a support plan. (See Flow Chart at end of policy document).

9 Reviewing performance

- 9.1 Appraisal in this school is a supportive process, which will be used to inform continuing professional development. The school promotes and encourages 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 on-going professional development needs and priorities of individual teachers.

Methods of reviewing performance

- 9.2 Teacher appraisal and performance development is an ongoing process. The quality and impact of performance needs to be evidenced over time and not as a series of one-off activities.
- 9.3 Within this school, we see appraisal and performance development as a shared responsibility and would expect all teachers to have a minimum level of evidence provided for them, as a result of the continual quality assurance processes within school. This should provide a range of evidence for a teacher to use as appraisal evidence, especially with regards to the 'student progress/outcomes' and 'teaching and learning' objectives. Individuals are expected to supplement this with additional evidence as relevant.

Observation

- 9.4 This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information, which can inform school improvement more generally. The school is committed to all observation(s) being carried out in a supportive fashion.

Lesson observations are not graded, however areas of strength and development will be given as feedback. The observer will, however, indicate whether or not they meet the required standard as set out in the Teachers' Standards. If low level concerns are noted, then an informal discussion will take place and no further action required. However, if a greater level of concern is noted, then there is the option for a further observation to be carried out to avoid a support plan. (Please see PM Flowchart in the Appendices).

- 9.5 In this school, teachers' performance will be regularly observed 3 times in an academic year (by Feb half term, by May half term and by end of September), according to the overall needs of both the teacher and the school. If issues emerge from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.

Drop-Ins

- 9.6 In addition to observations, Headteachers or other leaders with responsibility for teaching standards may conduct a 'Drop In' to inform the monitoring of the quality of learning. No notes would be recorded during this time.
- 9.7 The purpose of 'Drop Ins' is primarily to support the teacher and to maintain the operating and learning standards of the school. The length and frequency of any 'Drop In' visit will vary depending on specific circumstances but in normal circumstances would not normally exceed approximately 15 minutes.
- 9.8 Any significant concerns, which are identified, will be discussed with the individual teacher and appraiser. Further reviewing may follow, such as a lesson observation or book look.
- 9.9 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Pupil Progress and Outcomes

- 9.10 Pupil progress and outcomes are a key factor within appraisal and an indicator of performance and 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.
- 9.11 Pupil progress and outcomes will be regularly monitored and assessed in accordance with [Teachers' Standards](#).
- 9.12 In addition, schools may wish to refer to existing agreed policies within the school. (See [Teaching and Learning Policy](#) and the [Feedback Policy](#)).

Feedback

- 9.13 Teachers should systematically reflect on their impact on student progress, for example as part of the data collection cycle.
- 9.14 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 become known e.g. pupil progress information. This will normally occur within 5 working days of the observation-taking place and no later than 10 days after the observation-taking place.
- 9.15 Feedback will highlight particular areas of strength as well as any areas that need attention.
- 9.16 [Continued good performance allows teachers an expectation of progression to the top of their respective pay range.](#)

10 Dealing with concerns

- 10.1 Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.
- 10.2 Where there are concerns about any aspects of the teacher's performance the appraiser must discuss this in the first instance with the designated lead/SLT member to ensure consistency.
- 10.3 They may agree that this is dealt with through discussion with the appraiser and teacher, or that a further lesson observation is required, or that there is a need to meet more formally. If the latter is the case the appraiser (and/or appropriate manager), will meet with the teacher to discuss the performance concerns. The purpose of the meeting is to;
- give clear feedback to the teacher about the nature and seriousness of the concerns including the evidence base to support the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any additional support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, through the implementation of a bespoke Performance Improvement Plan;
 - make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school and should reflect the seriousness of the concerns, however this would not normally exceed 6 weeks);
 - advise the teacher to discuss their position with a trade union representative or colleague;
 - explain the implications and process if no, or insufficient improvements are made;
- 10.4 The details and outcome of the meeting will be confirmed in writing.

- 10.5 Where it has been agreed that a Performance Support Plan is to be put in place, arrangements should be made at the initial meeting to hold an interim meeting (normally at the mid-point of the agreed timescale) with the teacher concerned in order to review progress and consider any changes to the support plan if appropriate.
- 10.6 At any time during this assessment period, if an appraiser is not satisfied with the progress being made, a further meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teachers' performance to the necessary standards; however, detailed records of these meetings and any supporting actions should be made.
- 10.7 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.
- 10.8 If at the conclusion of the informal support period, it is deemed that the teacher has made insufficient progress then the appraiser must speak to the Headteacher who will decide if a transition to the formal Capability Procedure is needed.

11 Transition to capability

- 11.1 Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the Headteacher to further discuss these concerns. Please refer to the Disciplinary Procedures for Teachers and Support Staff in Schools.
- 11.2 The employee should normally be given notice, of at least 4 days of this meeting and be advised of their right to be represented by a Trade Union Representative or work colleague. It is the employee's responsibility to arrange representation at the meeting. At this point, the teacher will be informed in writing that the appraisal process will no longer apply and that their performance will be passed to the Headteacher to be managed under the school's managing capability procedure.
- 11.3 The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal capability procedure and that the potential implications following the transition to formal capability procedures are fully explained.

12 Link to pay

- 12.1 Following changes to the [STPCD](#), with effect from 1 September 2013 a decision **may be made to not award pay progression whether or not the teacher is subject to capability proceedings.**

13 Annual assessment

- 13.1 This assessment is **the end point** to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in **interim meetings, which will take place as a minimum every 6 months.**

Performance evidence will be provided by the Appraiser comments on the Teachers' Standards and the presentations (for HODs), which will enable assessments of performance measured in terms of teacher standards, appraisal objectives and the progress of students in their class.

13.2 The teacher will receive, as soon as is practical, feedback 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 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.

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

14 Confidentiality

14.1 Access to any written documentation will normally be limited to the appraisee, the appraiser, the Headteacher or any nominated member of the senior leadership team.

15 Equality and consistency

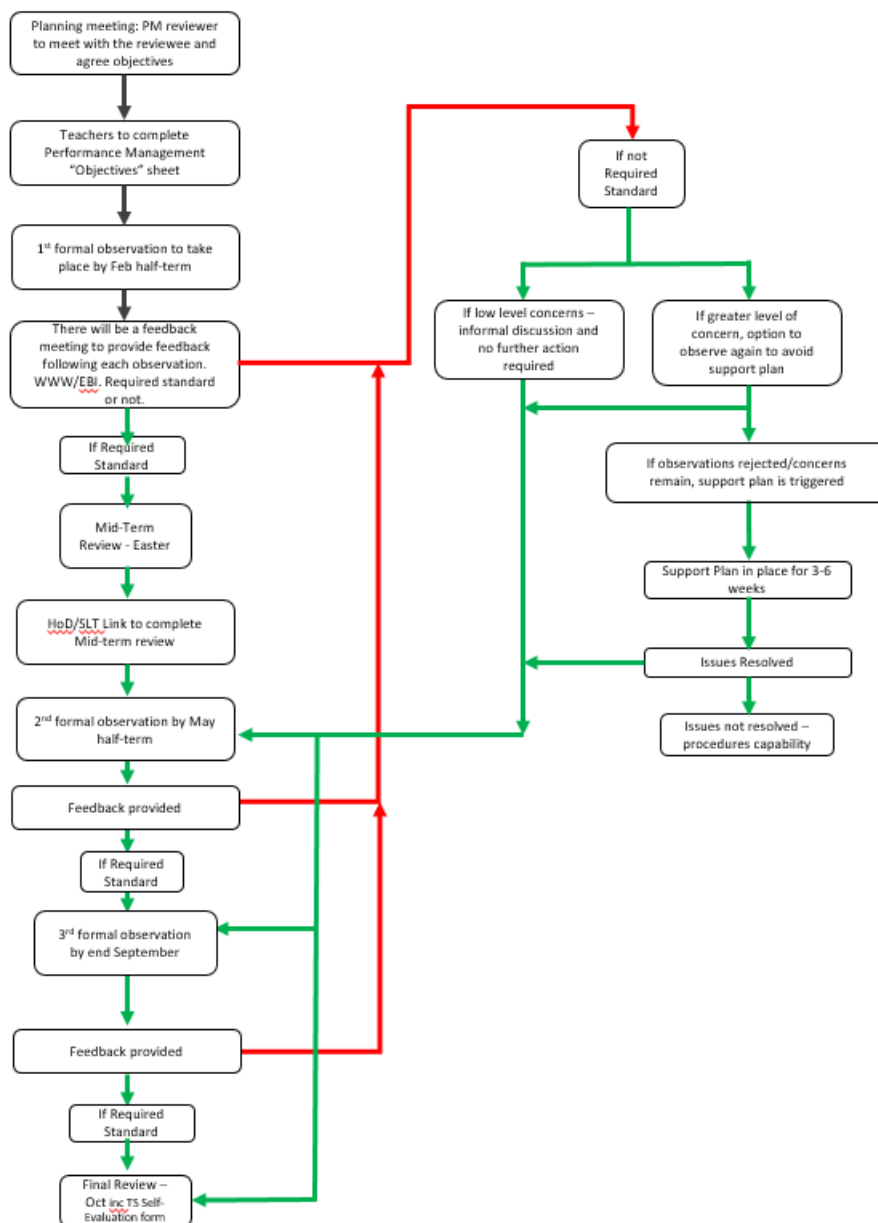
15.1 As outlined in section 5, the Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.

15.2 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.

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

16 Retention of statements

16.1 The Governing Body and Headteacher will ensure that all written documentation linked to the appraisal process are retained in a secure place for six years.



Performance Management Flowchart 2023-24

Appendices



Name: **Department:** **PM Reviewer:** **Payscale point:** **UPS: Yes/No**

Target 1 Proposal

1. Pick a Walk Thru Focus from Walk Thru 2.
2. Consider how the walk Thru will impact teaching and Learning. (Rationale)
3. Work in departments to share best practice and improve pedagogy. This may include book looks, briefings, Peer Learning Walks etc. (Intention).
4. x3 formal 60-minute Lesson Observations will be carried out by PM Line Manager / SLT link for the next Performance Cycle.



Target: Identify an issue you are going to address.	Rationale: Describe in detail why it is an issue and who it affects.	Intention: What do you intend to do to address the issue? Explain how this will help you address the issue.	Success: What impact have you had? What evidence do you have to support this?
Whole School Target: Walkthru 2 / T&L Focus e.g. Explaining and modelling. <ul style="list-style-type: none"> • Supporting students to access texts independently • Explicit teaching of reading comprehension by summarising • Using samples of work to guide student learning 	Example of why the teacher has chosen this target. As a department, we want to expose students to more complex academic texts. To do this effectively we need to enable students to develop their knowledge and understanding of concepts and processes and the ability to apply their learning to a range of situations. These new found reading skills will open up access to the curriculum and allow us	I plan to share good practice within my department. Eg. Teacher A organises a shared book look, teacher B organises a shared peer learning walk.	Observation 1: Observation 2: Observation3:



<p>Department Objective:</p> <p>HOD Objective: SMART is an acronym used to help assess the usefulness of objectives, ie they should be specific, measurable, achievable, relevant and time-limited.</p> <p><u>Examples M6/UPS/TLR 2:</u> 09 Research and embed strategies to support independent learning and practice within your department and model expectations</p> <p><u>Examples TLR 1/2:</u> 08 Research and embed strategies within your department for scaffolding difficult tasks to support pupil progress and evaluate their effectiveness. Deliver CPD to support staff development in this area</p>			
<p>Personal Objective:</p>			
<p>Performance Management Reviewer comments:</p> <p>Interim (Spring term): Objective 1: Objective 2: Objective 3:</p> <p>End of year: Objective 1: Objective 2: Objective 3:</p>			

Teachers' Standards	Teacher's / Appraiser's Self-evaluation (completed together)
<p>A teacher must:</p> <p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> ▪ establish a safe and stimulating environment for pupils, rooted in mutual respect ▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
<p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> ▪ be accountable for pupils' attainment, progress and outcomes ▪ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ▪ guide pupils to reflect on the progress they have made and their emerging needs ▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ▪ encourage pupils to take a responsible and conscientious attitude to their own work and study. 	



<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship▪ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject▪ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics▪ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	
<p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none">▪ impart knowledge and develop understanding through effective use of lesson time▪ promote a love of learning and children's intellectual curiosity▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired▪ reflect systematically on the effectiveness of lessons and approaches to teaching▪ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Presentation if HOD:
Reviewer comments:

Signed (PM Reviewer) _____

Signed (PM Reviewee) _____



PERFORMANCE MANAGEMENT – LESSON OBSERVATION		
TEACHER / CLASS		
WALKTHRU FOCUS		
FOCUS OF LESSON	Number of Pupils	<div><div>D</div><div>SEN</div></div>
<u>IMPLEMENTATION & IMPACT OF THE CURRICULUM - PROMPTS</u> <u>Is the planned curriculum being delivered</u> Are lessons coherently planned and sequenced in a logical way? Do teachers check pupils' understanding effectively? Do teachers use assessment to check pupils' understanding in order to inform teaching? Is there an opportunity to build in time for space, repetition and overlearning? Is the learning ambitious? Is high quality teaching evident? Do pupils connect new knowledge with prior knowledge? Has the teacher hooked pupils in with a 'Big' Question'? Is high quality questioning taking place using a 'hands down' approach? <u>Is reading prioritised?</u> Is there a focus on Oracy? Is there evidence of a wider range of vocabulary used in all subjects – tier 2/3?	<u>OBSERVER COMMENTS</u>	1) <u>REQUIRED STANDARD MET</u> 2) <u>REQUIRED STANDARD NOT MET</u>

<p>Are pupils drawing on prior knowledge to complete tasks?</p> <p>Does the feedback allow for improvement?</p> <p>Is the feedback policy followed?</p>	<p><u>OBSERVER COMMENTS</u></p>
<p><u>ATTITUDES TO LEARNING</u></p> <p>Do teachers create an environment that focuses on high quality learning?</p> <p>Are routines and expectations clear to see in the lesson?</p> <p>Are pupils regularly praised and rewarded?</p> <p>Do pupils thrive in this subject?</p> <p>Are engagement levels high in lessons?</p>	<p><u>OBSERVER COMMENTS</u></p>
<p><u>WALKTHRU FOCUS</u></p> <p><i><u>Please comment on strengths of Walkthru in practice</u></i></p>	<p><u>OBSERVER COMMENTS</u></p> <p><i><u>Comment on impact of Walkthru focus</u></i></p>

Performance Management Flowchart

