



APPRAISAL

Introduction

Appraisal arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012. These regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They provide the minimum national framework within which schools should operate, whilst enabling school to design arrangements to suit their own individual circumstances.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. Frank Wise School has chosen to continue to provide an annual appraisal for classroom and administrative support staff as well as for teaching staff.

Frank Wise School took guidance on this policy from the model policy produced by Oxfordshire Local Authority. That model Appraisal Policy has been developed from the model published by the Department for Education. It includes additional details where it is considered that these are helpful to the operation of an effective procedure. The Oxfordshire model policy has been drawn up following consultation with all the recognised Trade Unions and Associations.

In this school, teachers, including the headteacher, undergo appraisal during the Autumn term, and classroom and administrative support staff during the Spring term.

General principles underlying this policy

The role of the Local Authority

Throughout this procedure the Director for Children, Education & Families will discharge his/her responsibilities through the Schools' Human Resources Team, referred to in this document as 'the Schools' HR Team'.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

The Headteachers will delegate the reviewer role for some or all staff for whom they are not the line manager. In these circumstances the Deputy Headteacher, responsible for Professional Development, will moderate all the planning statements to check that the plans recorded in the statements of staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility.
- comply with the school's Appraisal policy, the regulations and the requirements of equality legislation.

The Governing Body will nominate two governors who will not be involved in the Headteachers' appraisal or any appeal regarding the Headteachers' appraisal to ensure that the Headteachers' planning statements are consistent with the school's improvement priorities and complies with the school's Appraisal policy and the Regulations.

Monitoring and Evaluation

The governing body and headteachers will monitor the operation and effectiveness of the school's appraisal arrangements. An annual report on the system will be produced and shared with the governors' Personnel sub-committee and with the full governing body following that meeting.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory. The Headteachers will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination which could include any of the following categories: Race, Disability, Sexual orientation, Age, Religion and belief, Part-time contracts, Trade union membership, Sex.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of all staff.

Where teachers are eligible for pay progression, the assessment of performance through the appraisal procedure will be the basis on which a recommendation is made.

The appraisal procedure will be used also to address any concerns that are raised about a member of staff's performance. If the concerns cannot be resolved through the appraisal process performance will be managed under the Professional Capability Procedure.

Application of the appraisal procedure

This procedure applies to the headteachers, teachers and classroom and administrative staff employed by the school or local authority, except those on contracts of less than one standard term, those undergoing induction (i.e. Newly Qualified Teachers), those on an Initial Teacher Training course and those who are subject to formal capability procedures. Midday Carers have the right to request an appraisal and there may be occasions when this is recommended to them as a process to support professional development.

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop as members of the school community.

Links to the S.E.F. and Development Plan

To comply with the requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process. Similarly, the school improvement and development plans and the school's self evaluation form are key documents for the appraisal process. All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

Appointing appraisers

For the Headteachers

The headteachers 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.

In this school the task of appraising the headteachers, including the setting of objectives, will be delegated to an appraisal sub-group consisting of two or three¹ members of the Governing Body.

Where a headteacher is of the opinion that a governor is unsuitable to act as his/her appraiser, he/she may submit a written request to the Chair of Governors for that governor to be replaced, stating the reasons for the request.

The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteachers.

For Teachers

The headteachers will decide who will appraise other teachers. Where the headteachers decide to delegate appraisal to line managers, this will include all aspects of the process.

Each headteacher will normally be the appraiser for those teachers she/he directly line manages and the relevant line manager will be the appraiser for those teachers who they line manage.

Where a teacher has more than one line manager, the headteachers will decide which line manager is best placed to be the appraiser.

¹ It is recommended that three governors should normally be appointed.

Where a teacher is of the opinion that the person appointed is unsuitable to act as his/her appraiser, he/she may submit a written request to a headteacher for the appraiser to be replaced, stating the reasons for the request.

All appraisers will receive appropriate training and guidance in these procedures.

For Classroom and Administrative Support Staff

The headteacher will decide who will appraise other staff. Where the headteacher decides to delegate appraisal to line managers, this will include all aspects of the process.

The relevant line manager will be the appraiser for those staff who they line manage.

Where a member of staff has more than one line manager the headteacher will decide which line manager is best placed to be the appraiser.

Where a member of staff is of the opinion that the person appointed is unsuitable to act as his/her appraiser, he/she may submit a written request to the headteacher for the appraiser to be replaced, stating the reasons for the request.

All appraisers will receive appropriate training and guidance in these procedures.

Setting objectives

For the Headteachers

Before, or as soon as practicable after the start of each appraisal period, the Governing Body must inform the headteachers of the standards against which their performance will be assessed and set objectives for that period.

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

The appraisal sub-group and the headteachers will seek to agree the objectives but, if that is not possible, the appraisers will determine the objectives. Objectives may be revised if circumstances change.

For Teachers

Before, or as soon as practicable after the start of each appraisal period, the headteachers must inform each teacher of the standards against which their performance will be assessed and ensure that objectives are set for that appraisal period.

All teachers must be assessed against the *Teachers' Standards* published in July 2011 (updated June 2013). The *Teachers' Standards* can be found on the DfE website. In this school all teachers will also be assessed against the *FWS Teachers' Standards*, as agreed in consultation with staff.

The headteachers 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, for example Advanced Skills and Excellent Teachers.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

In setting objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

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. The objectives should also support teachers' professional development.

In this school, all teachers, including the headteachers, will normally have no more than three objectives.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

Objectives will be moderated across the school by the headteachers to ensure that they are consistent between teachers with similar experience and levels of responsibility.

For Classroom and Administrative Support Staff

Before, or as soon as practicable after the start of each appraisal period, the line manager must inform each member of staff of the standards against which their performance will be assessed and ensure that objectives are set for that appraisal period.

All classroom support staff must be assessed against the *Professional Standards for teaching assistants* published in June 2016. These can be found on the DFE website. In this school all classroom support staff will also be assessed against the *FWS CSOs' Standards*, as agreed in consultation with staff.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to their role and level of experience. In setting objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

The objectives set for each member of staff 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. The objectives should also support individuals' professional development.

In this school, staff will normally have no more than three objectives.

The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

Objectives will be moderated across the school by the headteacher to ensure that they are consistent between teachers with similar experience and levels of responsibility.

Pay progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the relevant teacher standards and their agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD). (NB – pay recommendations for teachers must be made by 31 October and for the headteachers by 31 December).

The appraisal period

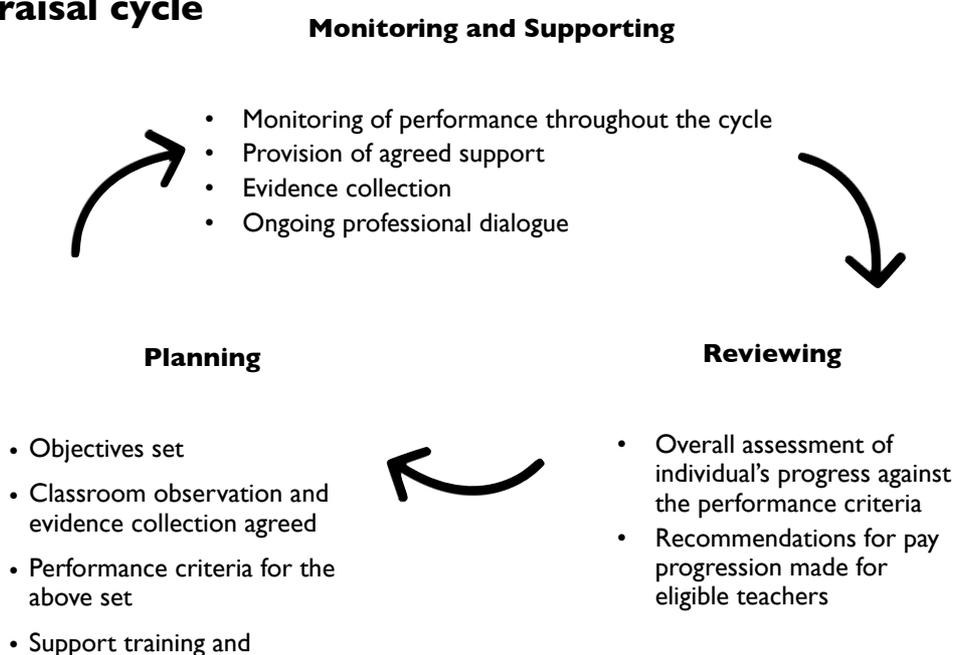
The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers by 31st October and for the Headteacher by 31st December. The appraisal cycle in this school, therefore, will run from October to October for teachers, from December to December for the Headteacher and from April to April for support staff.

Staff 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 member of staff starts their employment at the school part-way through a cycle, the Headteachers or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing his / her cycle into line with the cycle for other staff at the school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteachers or, in the case where the member of staff is the Headteacher, the governing body, shall determine whether the cycle shall begin again and whether to change the reviewer.

The appraisal cycle



Monitoring and Supporting

Mid-way through the appraisal cycle, the reviewer and the reviewee will meet to discuss progress made against the targets set. This is an opportunity for professional dialogue and to determine if further action or support is needed. The reviewee is responsible for gathering evidence to inform the end of cycle review.

End of Cycle Review & Assessment

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

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 planning and review statement at the beginning of the following cycle.

As soon as practicable following the end of each appraisal period the member of staff will receive a written appraisal report and will have the opportunity to comment in writing on it. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher) and before the end of the Spring term for classroom and administrative support staff.

The appraisal report will include:

- details of the member of staff's objectives for the period in question;
- an assessment of their performance in their role and responsibilities against the relevant standards. Where the standards are being met detailed written evidence will not normally be required. However, if there are concerns that standards are not being met these should be capable of being evidenced;
- an assessment of their performance in their role and responsibilities against their objectives;
- an assessment of their professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant;
- a space for the member of staff's comments.

A review meeting will take place to discuss the content of the written appraisal report and any action required, and to inform objective setting for the next cycle. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Appeals

Teachers have a right of appeal against any of the entries in their written appraisal report. If a teacher feels that an entry is wrong or unjust, they may appeal in writing within five working days of receiving their written appraisal report, setting out at the same time the grounds for appeal. Where a teacher wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

If the reason for appeal is associated with a decision on pay progression the appeal process in the Pay Policy should be followed.

In all other cases the appeal will be considered by a senior manager and a governor of the appeals sub-committee who has not been previously involved with the case. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The teacher will be given at least five working days' notice of the date of the hearing and has the right to be accompanied by a trade union representative or a work colleague. Notes will be taken and a copy sent to the employee.

Appeals should normally be restricted to considering the reasonableness of the decision made, any relevant new evidence or any procedural irregularities.

The employee will be informed in writing of the results of the appeal hearing within three working days of the date of the hearing. The decision of the appeal will be final and binding on all parties.

Confidentiality

The appraisal process and the written appraisal report will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteachers and governing body to quality-assure the operation and effectiveness of the appraisal system. In this school anonymised summary reports on appraisal are presented to the governors Personnel sub-committee annually; one for teachers and one for classroom support officers, pool staff (including the manager) and office staff.

Retention

The governing body and headteachers will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing members of staff's performance in order to identify any particular strengths and areas for development they may have and as a way of gaining useful information which can inform school improvement more generally.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. All observations will be carried out in a supportive fashion and in line with the school's Classroom Observation Protocol.

Classroom observation for the purpose of teacher appraisal will only be carried out by those with Qualified Teacher Status (QTS).

In addition to formal observation for the purposes of appraisal, headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances and will be carried out in line with the school's Classroom Observation Protocol.

Staff, (including teachers and the headteachers) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Feedback

Staff 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 highlight particular areas of strength as well as any areas that need attention

Concerns about a member of staff's performance

Where there are concerns about any aspects of a member of staff's performance at any time during the year, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear feedback to them about the nature and seriousness of the concerns;
- give them the opportunity to comment on and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The member of staff should be advised, in advance, of the nature and purpose of the meeting and given the opportunity to bring a union representative or work colleague to the meeting, if they wish.

Notes will be taken of the meeting and a copy given to the member of staff within three working days of the meeting.

The member of staff's progress will continue to be monitored as part of the appraisal process. It may be appropriate to revise objectives. It will be necessary to allow sufficient time for improvement. This will depend on the circumstances, but will normally be for a period of not less than four to six working weeks.²

When progress is reviewed, if the appraiser is satisfied that the member of staff 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.

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Policy. He/she will be invited to a formal capability meeting.

Further advice and support is available from the Schools' HR team by telephone: 02380 383500 or by email: eps.consultants@hants.gov.uk

You can also find information via Insite Schools at <http://schools.oxfordshire.gov.uk/cms/node/491>

Review of the policy

The Governing Body will review the Appraisal policy every school year at its March/April meeting. The Governing Body will take account of the Headteachers' 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 staff are fully conversant with the appraisal arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

Access to documentation

Copies of the school development plan (S.D.P.) and school evaluation form (S.E.F.) can be obtained from the school office.

Other relevant policies and procedures

Staff Development Policy

Professional Capability Procedure

Pay Policy

Guidance on Performance Management and Professional Development for School Support Staff

² It is for the person conducting the meeting to determine the set period which should be between four and ten working weeks. It should be reasonable and proportionate and should provide sufficient opportunity for an improvement to take place.

Frequently Asked Questions

What happens if the appraiser is likely to be absent for the majority of the appraisal cycle?

If it becomes apparent that the appraiser will be absent for the majority of the appraisal cycle the headteachers will appoint another appraiser or he/she can decide to carry out the appraisal him/herself.

What happens if the member of staff is absent for the majority of the appraisal cycle?

If it becomes apparent that the member of staff will be absent for the majority of the appraisal cycle the effect of the period of absence will need to be taken into account.

If the absence is anticipated in advance, for example if the member of staff will be on maternity leave, the objectives should be revised. If the absence is due to sickness the agreed objectives may be revised when the member of staff returns to work or the length and impact of the absence on the person's ability to achieve his/her objectives will be taken into account in the assessment at the end of the cycle.

In either case, the principle is that the extent to which the member of staff can achieve his/her objectives must be proportionate to the time spent at work during the appraisal cycle.

Reviewed by:

Lara Hughes

Date: February 2021

Approved by Governors:

Richard Howard

Date: March 2021

Appendix I - Teacher Appraisal Template



Appraisal

Name : xx	Job Title : xx
Review Carried Out By : xx	Date of Review : xx
Main Responsibilities : <ul style="list-style-type: none">• xx	
Progress made against targets since last review : <ol style="list-style-type: none">xx	
Additional areas of achievement since last review :	
Based on the evidence available and the review of that evidence, it is clear thatmeets / exceeds the expectations of the Teacher Standards Document.	

Post Holder's Self Review

Which aspects of your work do you feel especially pleased with and why?

- xx

Which aspects of your job have not gone as well as you would have hoped and why?

- xx



Targets for the coming year :

1. Contribution to whole school
2. Development in role
3. Personal development that has relevance to school

Evidence required :

1. xx

Pay Recommendation :

On the basis of the evidence regarding targets and performance throughout the year, it is recommended that xxx progresses by one point on the pay scale.

Statement agreed by :

Post Holder :
Date :

Reviewer :

Targets Agreed By :

CPD Leader :
Date :

Interim Meetings (Met to discuss progress against individual targets and relevant national standards) :

Post Holder :
Date :

Reviewer :

Post Holder's Self Review

Which aspects of your work do you feel especially pleased with and why?

- xx

Which aspects of your job have not gone as well as you would have hoped and why?

- xx



Targets for the coming year :

1. Contribution to whole school
2. Development in role
3. Personal development that has relevance to school

Evidence required :

1. xx

Statement agreed by :

Post Holder :

Reviewer :

Date :

Targets Agreed By :

CPD Leader :

Date :

Interim Meetings (Met to discuss progress against individual targets and relevant national standards) :

Post Holder :

Reviewer :

Date :

Appendix 3 - Classroom Observation Protocol

Introduction

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- seek to reach agreement in advance on how observations are to be carried out
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

Headteachers have a duty under the School Teachers' Pay and Conditions Document (STPCD) to *lead, manage and develop the school workforce, including appraising and managing performance*. Classroom observation is essential for appraisal and for evaluating standards of teaching and learning.

Classroom observation may take several forms, as indicated below. It is important to note that lesson observation review is part of the school development plan 2019-22, a plan which has been extended by a year. Lesson observations as written in this appendix, reflect our current practice which we anticipate will change.

Planning for observation

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend upon the individual circumstances of the teacher and the overall needs of the school. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, taking into account factors such as their appraisal objectives and whether the teacher works part or full time.

The Headteachers will consult teachers on the number, pattern and types of observation that they can expect during the year and ensure that they receive reasonable notice of observations. As far as possible, formal classroom observations will take place at a time agreed between the teacher and the observer.

Information gathered during classroom observations will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on all staff.

The arrangements for classroom observation for appraisal will be included in the discussion of objectives and will include the amount of observation and its focus, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where there are concerns about a teacher's performance additional classroom observations may be arranged. These will be discussed and agreed in a meeting between the appraiser and the teacher, as described in the main Appraisal Policy above.

General observations

Classroom observations for appraisal of teachers will only be undertaken by persons with qualified teacher status (QTS). In addition, classroom observation will only be undertaken by those who have had adequate preparation and possess the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Feedback and records

Oral feedback will be given as soon as possible after an observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the planned focus of the observation these should also be covered in the written feedback and appropriate action discussed with the teacher.

The written record of feedback will include the date on which the observation took place, the lesson observed and who requested the observation. The teacher has the right to append written comments on the feedback document. No further notes will be kept.

Ofsted style grades are not in themselves a part of the appraisal process and do not feed into the assessment of a teacher's performance. However, a teacher may request to have agreed aspects of the lesson they are delivering to be graded in this way.

Observations with a specific focus

In addition to formal classroom observations, the headteacher or other leaders with responsibility for teaching standards may "drop in" on lessons to maintain good contact with pupils and students across the school, as well as to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. Where a teacher, subject leader or member of the SLT request it, a formal lesson observation may take a specific focus rather than being of the more typical general type. Template documents for both styles of lesson observation are available on the school's server.

Evidence from drop-ins and learning walks should not be used in the assessment of an individual teacher's performance unless this has been agreed as evidence in the appraisal process.

The duration, frequency and scope of drop-ins and learning walks are considered carefully and when they happen, they have a clear rationale and focus which is communicated to teachers.

If a member of support staff wishes to be observed to support their appraisal this can be requested via their line manager, who would normally, but not always, be the person undertaking the observation.

Code of Practice for Lesson Observations

- Observations of teachers will only be undertaken by persons with QTS, other than when the observation has been planned for the express purpose of offering professional development to the observer.
- Those being observed will be notified in advance and the duration will be known beforehand.
- The focus of observation will be clear. A copy of the lesson plan will be available.
- The observer will not take part in the lesson, and will not intervene unless a child is at risk. (This is dependent on the focus of the observation and participation may have been agreed.)
- Feedback will take place promptly and will be constructive and supportive in nature.

- Verbal feedback will be given within 24 hours and written feedback within 5 days. It will take the form of professional dialogue between colleagues. Notes will be shared with the teacher using the FWS Lesson Observation Form. No additional notes will be kept.
- Any professional development needs which arise from the monitoring process will be addressed as soon as possible.
- The process must be manageable and not require additional preparation by the class teacher.
- Classroom observations are a high priority in improving standards and will not be postponed unless it is wholly unavoidable.

Peer observation

Teachers should have the opportunity to engage in classroom observation with other professional colleagues through peer observation in order to review and develop their practice. Professional development through peer observation is voluntary.

Newly Qualified Teachers (NQTs) and Trainee Teachers

Observations are an important part of the statutory induction process and support for newly qualified teachers (NQTs) and for those undergoing Initial Teacher Training (ITT). The general principles set out above apply equally to both, in particular reasonable notice of observations and the provision of feedback.

Professional capability procedures

Classroom observation may be used as part of a programme of structured support for teachers or other staff who are subject to formal capability procedures and to provide evidence of their progress. The amount and focus of observation will be discussed with the member of staff.

When classroom observations cannot take place

As the recent situation with regards to a global pandemic has shown, there may be times when the aim to carry out lesson observations as a common part of our school practice and as an essential means to monitor standards are overridden by other circumstances. During this time it has been agreed that:

- Lesson observations as part of the appraisal process will not happen unless the observer and the observed are in the same bubble and it is safe for this to happen. This will be replaced by professional conversations.
- Lesson observations as a means for subject leaders to monitor standards in their subject will not happen, but will instead be replaced by professional conversations. Subject leaders and teachers will be paired to ensure curriculum coverage and fair workload.
- Lesson observations as part of evidence gathering for trainee teachers and newly qualified teachers will take place with due regard for any health and safety protocols that are in place.
- Lesson observations as part of a supportive framework for those teachers where this is an agreed and immediate developmental need or as part of a professional capability process will take place with due regard for any health and safety protocols that are in place.

** A professional conversation is that in which both parties are aware of and prepared for the conversation that will take place. This will be an opportunity for the observed and / or appraisee to reflect on their practice. The observer or appraiser may use a coaching or mentoring approach in this conversation.*