

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 retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate.

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 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.

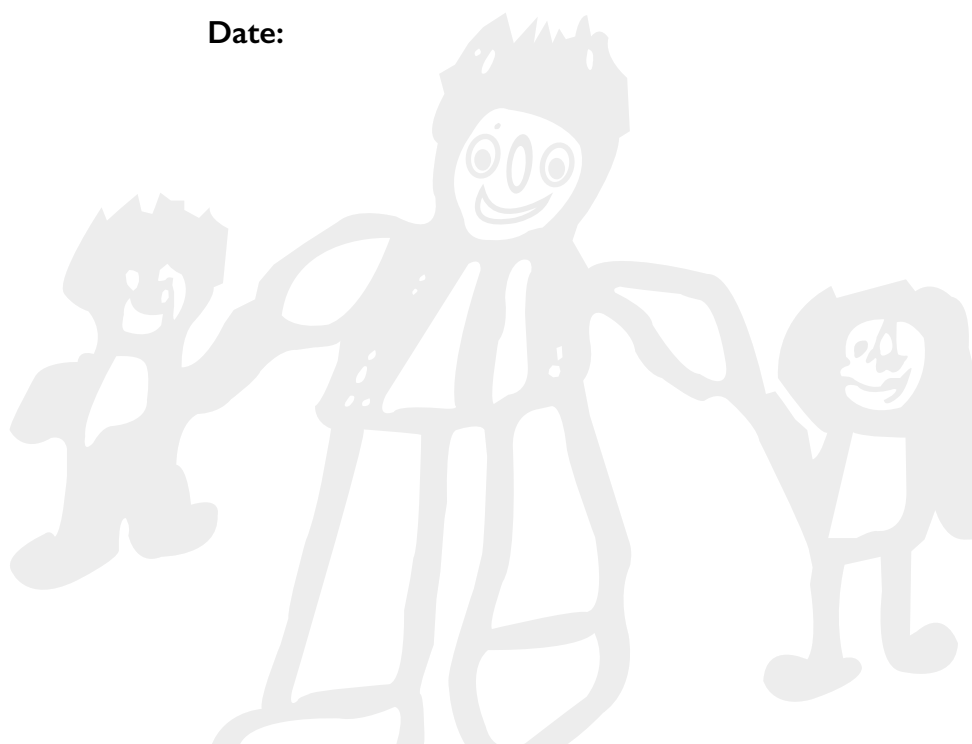
In this school, teachers, including the headteacher, undergo appraisal during the Autumn term, and classroom and administrative support staff during the Spring term.

Reviewed by: Lara Hughes

Date: January 2023

Approved by Governors:

Date:



General principles underlying this policy

The role of 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 Assistant 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 statement is 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 under any of the categories below:

- Race
- Religion and Belief
- Disability
- Sexual Orientation
- Age
- Sex / Gender
- Part-time contracts
- Trade union membership



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, although support can be put in place at any time during the academic year. If the concerns cannot be resolved through the appraisal process, performance will be managed under the Professional Capability Procedure.

Application of the appraisal process

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. Early Career 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 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 three 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.

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 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.

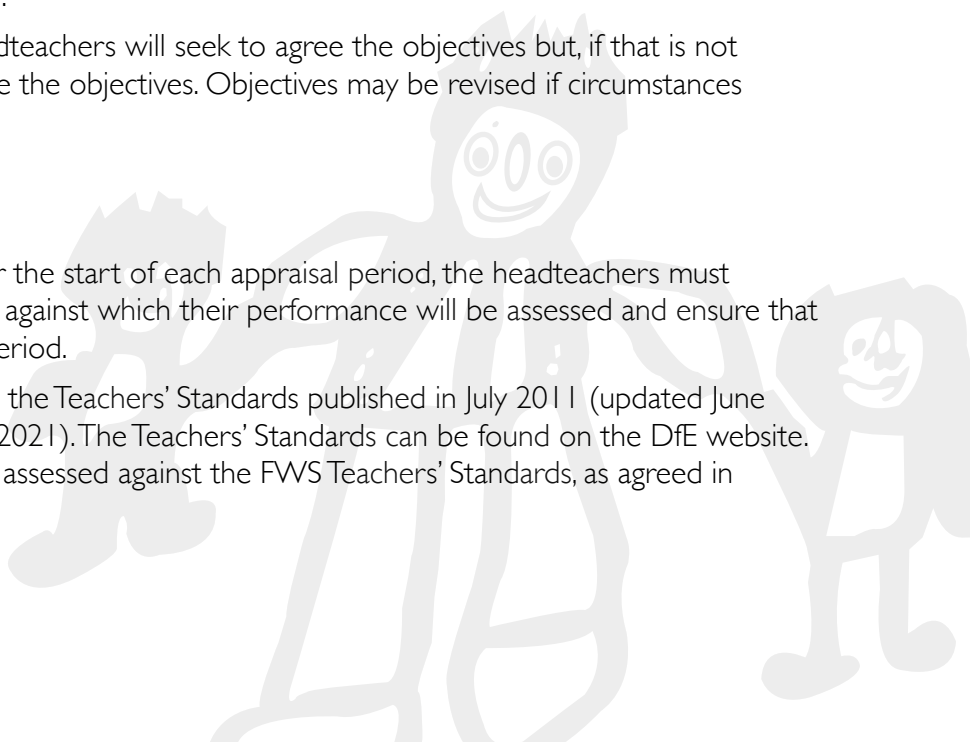
The headteachers' objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser.

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, terminally updated December 2021). 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 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, for example Advanced Skills 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

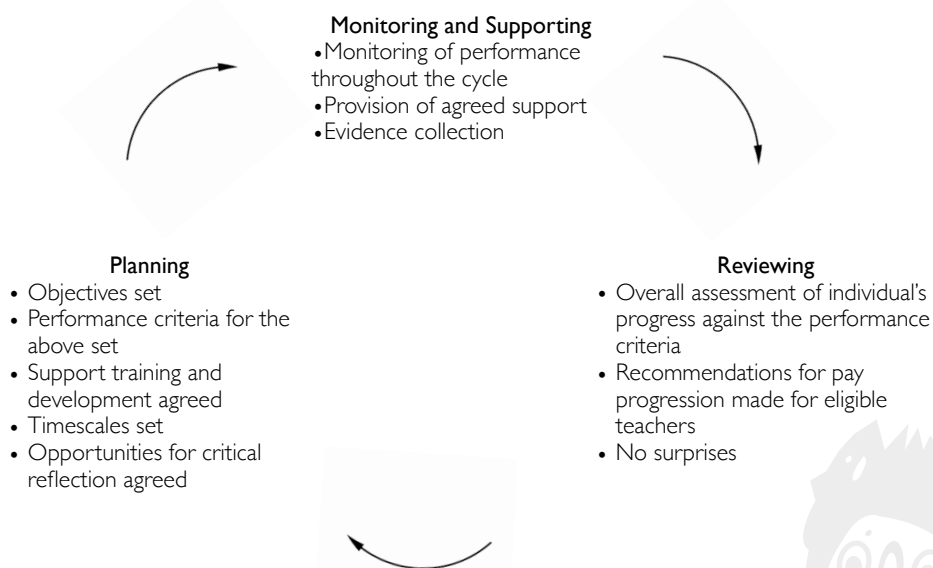
The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers by 31st October and for the Headteacher by 31st December. The appraisal cycle in this school, therefore, will run from October to October for teachers, from December to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

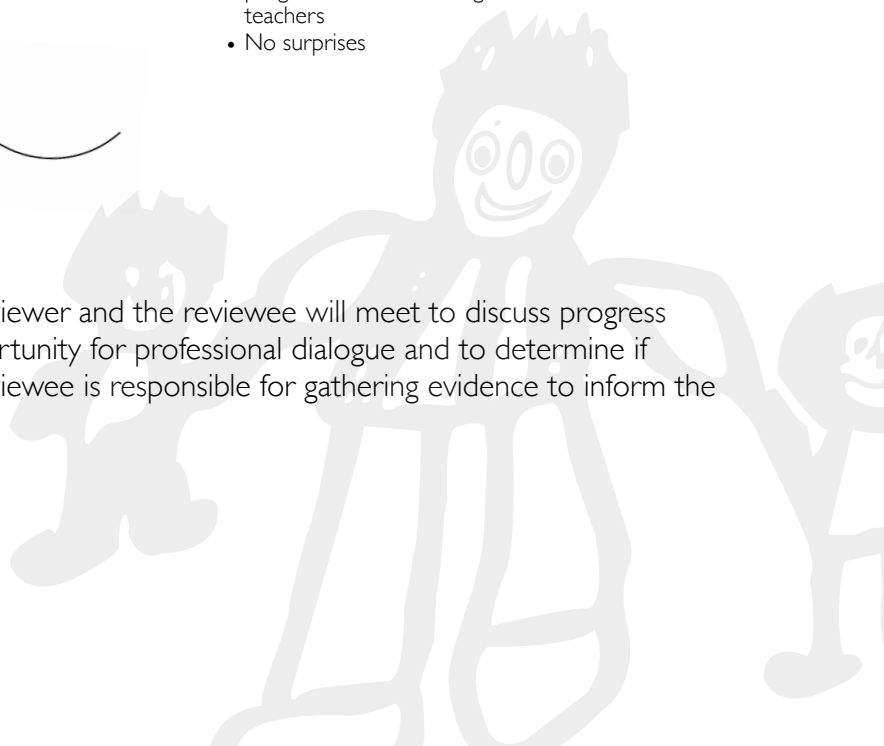
Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteachers or, in the case where the member of staff is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

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 and Assessment

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

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

Critical Reflection Opportunities

This school believes that opportunities for all teaching staff, including the senior leadership team, to work together to critically reflect on classroom practice is an important part of continuing professional development and of maintaining high standards across the school. Critical reflections may be specific or generic in nature. Specific reflections may stem from a whole school development focus, a subject leader focus, a need to evaluate an intervention, or a teacher requesting an area for specific development or guidance. Generic reflections can be made use of to give a much broader overview of a range of criteria in order to build a picture of effectiveness across the school, within a subject area or in terms of the ongoing development of individual members of staff.

Staff work together, where practically possible in groups of three, to analyse planning, its application in the classroom and its impact on learning. This non-threatening approach has positive development opportunities for not only the person delivering the lesson, but for the reflective partners too. Reflections are recorded and shared so that common themes can be identified and addressed, either at an individual or a whole school level. This will include areas of strength as well as areas for development.

These reflections should across the year, not exceeding three hours in total, and any records will be brought to the appraisal meeting as evidence. The meeting will provide an additional reflective opportunity. The senior leadership team and subject leaders will also use a range of recorded reflection sessions to monitor standards across the school.

Staff, (including teachers and the headteacher) who have responsibilities outside the classroom should also have the opportunity to share and reflection on those responsibilities.

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, critical reflections), 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, which will depend on the circumstances. It is for the person conducting the meeting to determine the set period which should be reasonable and proportionate and should provide sufficient opportunity for an improvement to take place. To this end the time period will be no less than four weeks.

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



Frequently Asked Questions

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

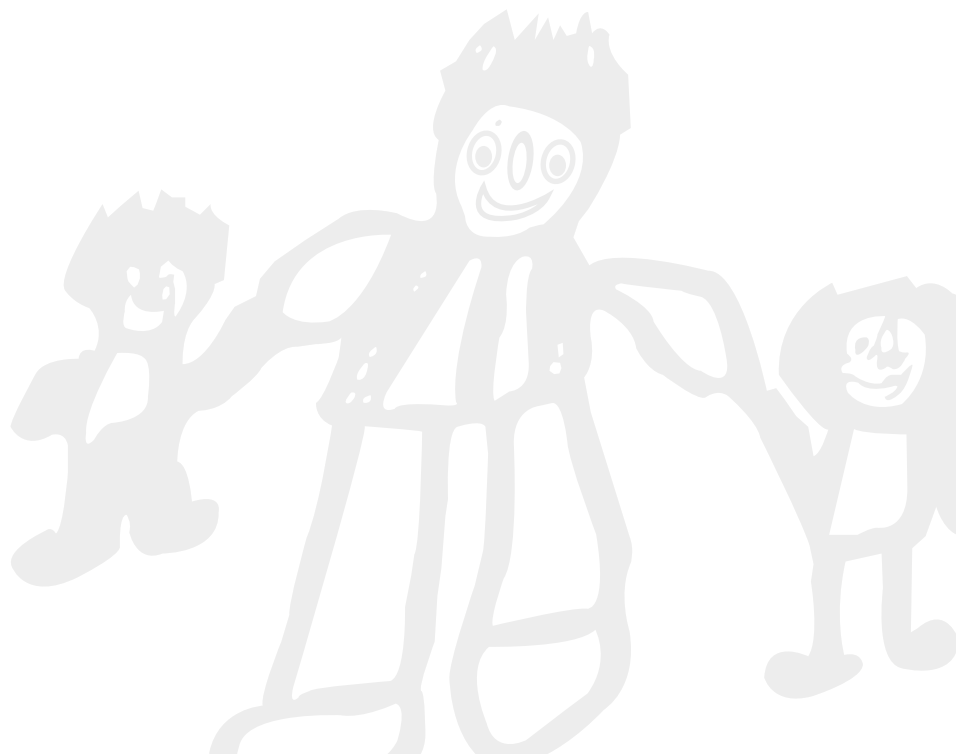
If it becomes apparent that the appraiser will be absent for the majority of the appraisal cycle, the headteacher will appoint another appraiser or he/she can decide to carry out the appraisal him/herself.

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.



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">1. xx	
Additional areas of achievement since last review :	
Based on the evidence available and the review of that evidence, it is clear that meets / 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

Statement agreed by :

Post Holder :

Date :

Reviewer :

Targets Agreed By :

CPD Leader :

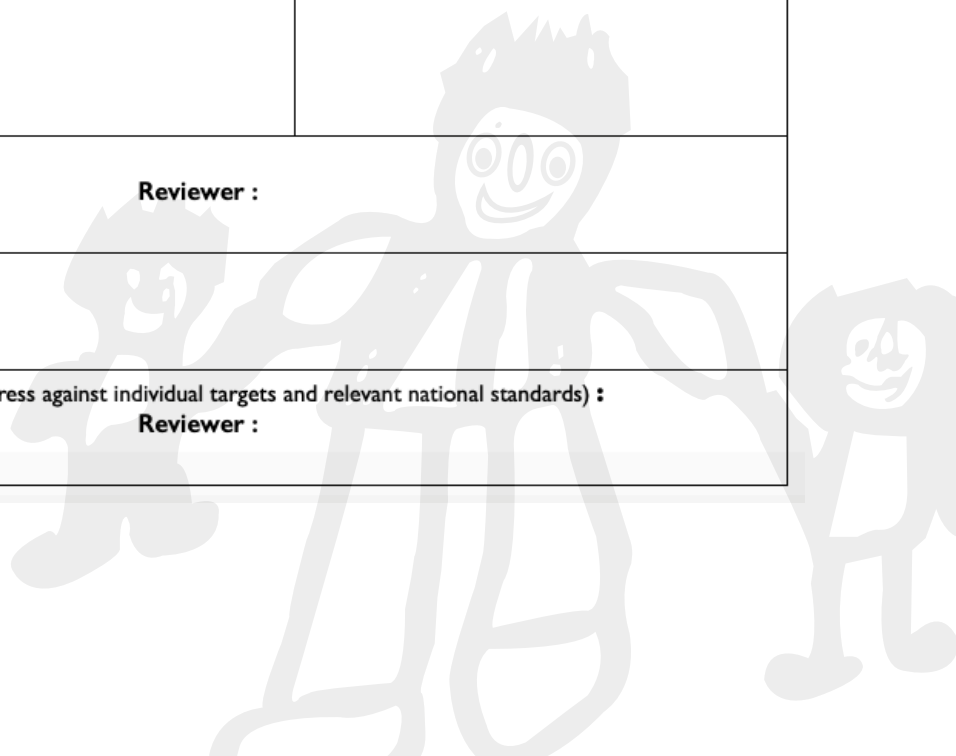
Date :

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

Post Holder :

Date :

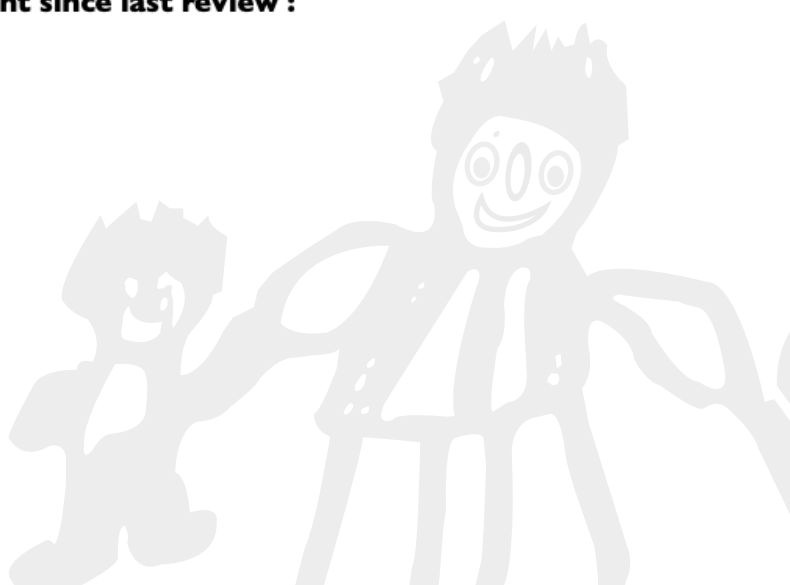
Reviewer :



Appendix 2: CSO / Office 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">1. xx	
Additional areas of achievement since last review : 	

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 :

Date :

Reviewer :

Targets Agreed By :

CPD Leader :

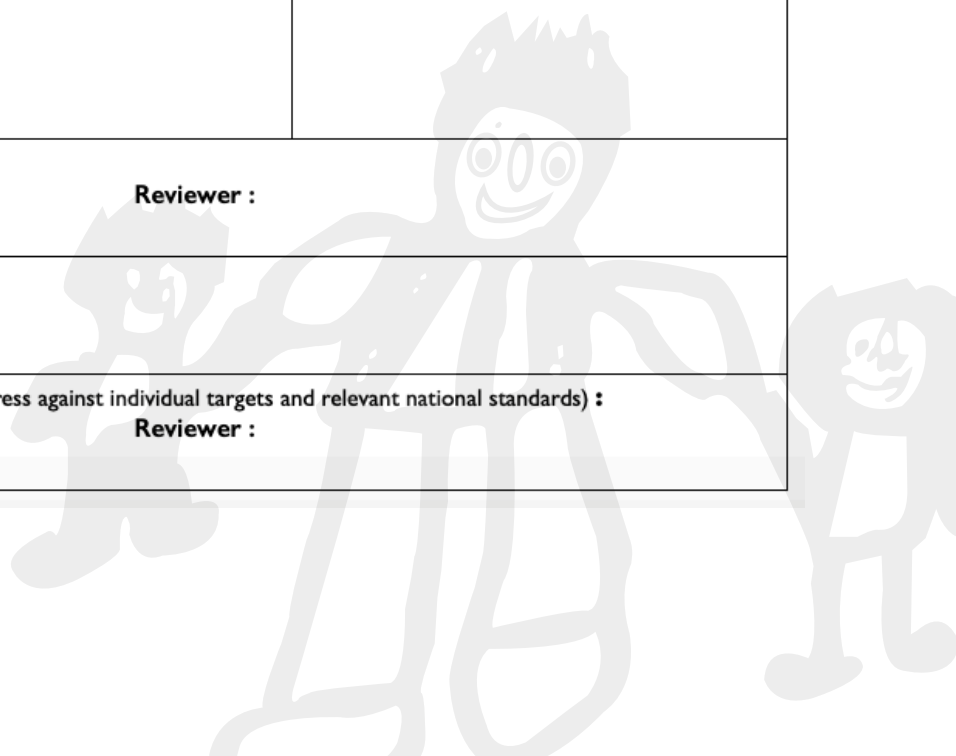
Date :

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

Post Holder :

Date :

Reviewer :



Appendix 3: Critical Reflections Protocol

Introduction

The governing body is committed to ensuring that the process of undertaking a critical reflection is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- reach agreement in advance on the purpose and focus of the reflection;
- participate in a highly discursive and critical exploration of effective teaching and its impact on pupil learning;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

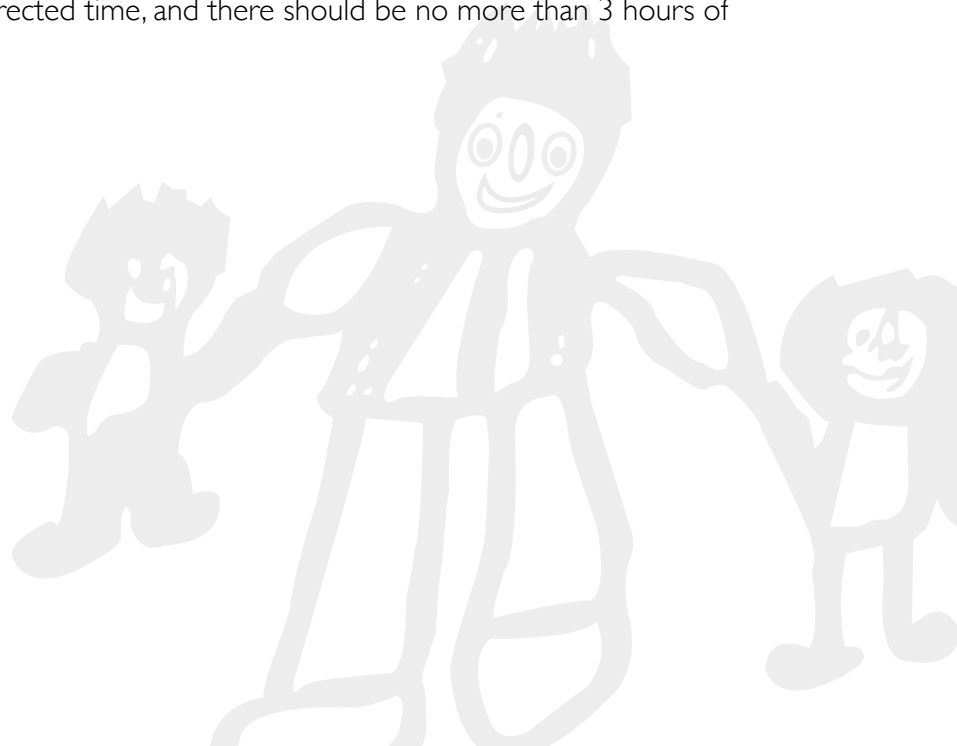
Headteachers have a duty under the School Teachers' Pay and Conditions Document (STPCD) to lead, manage and develop the school workforce, including appraising and managing performance. Critical reflections form an important part of the appraisal process and of evaluating standards of teaching and learning.

Implementation

Here we outline how we intend to build a system which provides both validity (Assessing the right things in the right way to provide accurate and useful information) and reliability (The extent to which results reflect consistent aspects of a teacher's practice and not the idiosyncrasies of a particular reflection partner).

- The process of reflection could be made up of two or three people depending on the purpose. For example, this could include the person delivering the session and two people reflecting on what is taking place, or one person observing another for a specific reason. Where two members of staff reflecting on a session is not possible, due to staff availability or operational considerations, then a teacher filming part of their lesson and it being viewed by two others would provide a comparable experience.
- It is also important to ensure that the most inexperienced staff get regular opportunities to reflect beyond what is built into the induction process. As such participation in watching others teach should be seen as a critical aspect of ongoing continual professional development for all staff, not just those with defined responsibilities.
- This process should be highly discursive and the details of teaching and learning should be analysed in depth, in order to explore the process of effective teaching and the impact it has on pupils' learning as a result.
- It is important that careful thought is given to how long reflection partners watch a session for. The important principle is that there should be a conversation before the session to identify the limitations and expected learning points for the teacher and reflection partners. This could be conducted via email.
- Sometimes it may be focussed on a specific element, at other times there will be value in seeing the whole session as they will provide different types of information and allow those involved to reflect on the different educational experiences of the pupils and its impact. Duration will also be influenced by the subject, for example non-core subjects might need longer observations to see the full range of areas being worked towards. This may also be the case with regard to off-site learning.

- It is essential that we work with the information that we feel is most useful to teachers, subject leaders and the school, in order to be confident that there is consistently high quality provision that will impact positively on the development of all pupils. So whilst we have set out the type of questions that may support effective reflections (see Appendix 4), those involved in evaluating the effectiveness of teaching and learning should not feel constrained by these.
- Specific reflections may stem from whole school developments, a subject leader focus or particular area of subject development, to evaluate an intervention, or a teacher requesting an area for specific development or guidance.
- More generic reflections can be made use of to give a much broader overview of a range of criteria in order to build a picture of effectiveness across the school, within a subject area or in terms of the ongoing development of individual members of staff.
- Areas of focus should be agreed in advance, suggested by either party (e.g. to develop areas identified by the teacher or needed for subject development information), and staff should feel confident in drawing attention to the areas of their professional practice which require the greatest development, confident in the knowledge that they will receive support to improve.
- It is important to make use of a wide range of development sources when supporting staff to reflect on their practice and make improvements to what they do. Therefore we would encourage staff to make use of documentation such as the Teachers' Standards, the Early Career Framework, or the Frank Wise School Professional Qualities, Aims and Standards for Teachers in their discussions.
- Staff should also make use of the subject knowledge guidance documents as part of the process of deepening understanding and building capability. It may also be appropriate to reference other relevant documents, e.g. subject guidance documents, behaviour policy, Individual Management Plans etc.
- Reliability will be built through everyone carrying out reflections. The current induction schedule encourages new staff to observe other teachers, and this should be carried out following the model of the pre-discussion/email - taught session - post discussion. A new member of staff may feel more confident only asking questions in the post-discussion, but this in itself generates reflection for both parties.
- We will retain information regarding reflections through a spreadsheet on the server that is completed when a reflection discussion has taken place. This will list the teacher, reflection partner/s and the scope and focus of the reflection discussion. This will ensure that we can track coverage across the year both in terms of content and participants.
- Verbal Feedback should be in directed time, and there should be no more than 3 hours of observation per year.



Appendix 4: Guidance questions for Reflection on T&L

Use of Information on Prior Learning and Assessment	
Considerations	<ul style="list-style-type: none"> •Use of evidence of learning needs/priorities •Alignment with the Curriculum Framework
Questions	<p><i>Has the teacher considered individual targets, Group Work Recording from this area of learning and outcomes within the EHCP?</i></p> <p><i>How has the teacher determined that this area of learning is a developmental priority for their class?</i></p> <p><i>How well aligned is the lesson content to the Curriculum Framework?</i></p> <p><i>Does the teacher make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils' progress and levels of attainment?</i></p>
Effectiveness of Planning	
Considerations	<ul style="list-style-type: none"> •Groupings •Resourcing •Learning environment
Questions	<p><i>Does planning outline a clear understanding of progression, with effective learning sequences across a series of lessons and/or within lessons?</i></p> <p><i>How have the groupings been determined, and do they maximise learning opportunities for all pupils?</i></p> <p><i>Does planning demonstrate that the teacher knows how to make effective personalised provision for those they teach based on their individual developmental requirements?</i></p>
Effectiveness of Delivery	
Considerations	<ul style="list-style-type: none"> •Learning environment •Deployment of staffing •Pace and timings •Fostering of independence
Questions	<p><i>How does the teacher ensure that colleagues working with them are appropriately involved in supporting and leading learning and understand the roles they are expected to fulfil.</i></p> <p><i>How does the teacher manage the learning of individuals, groups and whole classes to sustain pupils' concentration, motivation and application?</i></p> <p><i>How effectively does the teacher build on prior knowledge and attainment of the pupils they teach?</i></p> <p><i>How does the teacher adapt their language to suit the pupils they teach, introducing new ideas and concepts clearly, and using explanations, questions and discussions effectively?</i></p> <p><i>How does the teacher adapt learning to provide developmentally appropriate opportunities for all pupils?</i></p>
Effectiveness of Engagement	
Considerations	<ul style="list-style-type: none"> •Use of behaviour management strategies •Peer to peer communication and interaction •Individual levels of pupil engagement
Questions	<p><i>How is pupils' behaviour managed positively and consistently in line with the school's behaviour policy?</i></p> <p><i>Are a range of behaviour management techniques and strategies used to promote the self-control, co-operation and independence of pupils?</i></p> <p><i>Does the teacher actively facilitate effective interaction between all pupils?</i></p> <p><i>Are pupils praised regularly for their good effort and achievement?</i></p> <p><i>Does the teacher enable effective engagement with learning throughout the lesson?</i></p>
Effectiveness of Learning Outcomes	
Considerations	<ul style="list-style-type: none"> •Consistency with objectives •Pace and pattern of learning
Questions	<p><i>How does the teacher support and guide pupils to reflect on their learning, identify the progress they have made, set positive targets for improvement and enhance independence?</i></p> <p><i>Does the teacher ensure that all pupils know how well they are doing and provide them with clear and detailed steps for improvement?</i></p> <p><i>What systems does the teacher have in place for tracking learning effectively, including for those pupils whose learning is sporadic or inconsistent?</i></p> <p><i>How are concepts and processes developed within the lesson which enable pupils to apply knowledge and understanding skilfully?</i></p> <p><i>How effectively is time used within the lesson and are learning opportunities maximised?</i></p> <p><i>How does the teacher enable all pupils to manage their learning as independently as possible with the conscious removal of support over time?</i></p>

Appendix 5: Reflection on Teaching and Learning record sheet



Record of Reflection on Teaching and Learning

Subject : xx	Date : xx
Planned & Delivered by : xx	Class : xx
Reflection Partner(s) : xx	Form Completed by : xx
Agreed Focus of Reflection Process : (Reference standards if applicable.) xx	
Notes on the Session(s) : xx	
Key Points and Actions from Reflective Conversation and Analysis : xx	
Notes on Review : (Intended for further reflection on impact during Appraisal/CPD meetings.)	