

Ulcombe Church of England Primary School



Performance Management Policy

Document History

Approved by Full Governing Body 14 January 2015

PERFORMANCE MANAGEMENT POLICY

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1. Introduction – Purpose of the Policy

In this school we are committed to continually improving the quality of teaching and learning for all our pupils. We believe that performance management will assist our staff to achieve this aim through access to appropriate standards setting, encouragement, development and feedback.

We believe that performance management will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent assessment of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement, school self-evaluation (SEF) and their own professional needs.

Our policy is based on everything agreed nationally, with regulations and guidance identified.

2. Principles

The School will implement the performance management arrangements taking in to account the following principles:

- *Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Fairness:* We will take action to ensure our performance management process is fair and non-discriminatory.
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development of all staff have the potential to continually improve their performance.
- *Work / Life Balance:* All staff are entitled to a satisfactory work/life balance and performance management is an appropriate mechanism to facilitate this.
- *Pay and Rewards:* Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than

one year. The operation of this policy will be suspended for any staff whose performance merits the application of the school's competency procedure.

If a reviewee is absent for a significant part of the cycle, the reviewer should consider what was reasonable to achieve during the time when the reviewee was present.

Performance management arrangements for temporary and part-time staff, including job-sharers, should apply on the same basis as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

The intention is that all staff, whether full or part-time, temporary or substantive will have equivalent access to development, support and feedback.

4. Policy Framework

4.1 General

Performance management is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy and providing the Executive Headteacher with the support to ensure it is fully implemented.

The Executive Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance management responsibilities have access to appropriate training and preparation.

Performance management reviews for all teaching staff will be conducted annually in line with the academic year. The Executive Headteacher will ensure that reviews for all teachers will be completed by 31st October in any one review cycle, with draft objectives completed by 21st October

The Executive Headteacher's performance review will be completed by 31st December.

The performance reviews for all support staff will be conducted annually in line with the academic year with reviews completed by 30th November

Staff joining the school in mid-cycle will have their planning and review statement prepared within 6 working weeks of their start date. **The Executive Headteacher, or the governing body if the Executive Headteacher is the reviewee, will determine the length of the first cycle to bring it into line with the normal school cycle as soon as possible.**

The Executive Headteacher shall determine if the performance management cycle shall start again for a member of staff who transfers to a new post within the school part-way through the school year. If the Executive Headteacher is the reviewee then this decision will be made by the governing body.

All staff must have an up-to-date job description and this will form the basis for discussion at the planning and review meeting.

4.2 Appointing Reviewers

The Governing Body will establish a committee of three governors to review the performance of the Executive Headteacher. The committee will take advice from the school's accredited school improvement partner (SIP).

The Executive Headteacher will be the reviewer for those staff he/she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other staff. All reviewers will be responsible for conducting the annual review in its entirety and in accordance with this policy and any statutory regulations or contractual requirements, taking due account of any guidance issued.

Where a reviewee has more than one line manager the Executive Headteacher will determine which line manager will be best placed to manage and review the reviewee's performance.

Where a reviewee is concerned regarding the suitability, for professional reasons of their allocated reviewer then the reviewee may submit a written request to the Executive Headteacher for that reviewer to be replaced. The request must state the reasons. Where the Executive Headteacher is the reviewee he/she may write to the Governing Body to request that a governor be replaced.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons then the Executive Headteacher may either perform the duties him/herself or delegate them in their entirety to another suitable reviewer. In this event the reviewer must have an equivalent or higher status in the staffing structure than the reviewee's line manager.

A performance management cycle will not begin again because the reviewer has been changed.

The Executive Headteacher will ensure all reviewers receive appropriate training and preparation for their role.

In this school the maximum number of reviewees for whom a reviewer will have responsibility will be six, having due regard for the need to achieve a satisfactory work/life balance for all staff.

4.3 The Planning and Review Meeting

It is the responsibility for the reviewer to arrange the planning and review meeting with their reviewee at the beginning of the review cycle, normally with at least five working days advance notice. The reviewer must prepare for the

meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the reviewee at the earliest possible opportunity. The planning meeting may be combined with the review meeting by agreement with the reviewer and reviewee.

The planning and review meeting should provide a two way discussion to:

- **Assess performance during the previous year against the expectations of the post, including the reviewee's performance objectives making any necessary recommendation for pay progression.**
- **Agree expectations for the year ahead by reviewing the job description and appropriate performance objectives.**
- **Confirm timescales for achievement of the objectives and for provision of support, including development.**
- **Ensure the reviewee understands the performance criteria, including relevant pay progression criteria (see School Pay Policy) and any evidence to be taken into account in assessing performance.**
- **Discuss and agree appropriate monitoring arrangements and other support for the reviewee,** including classroom observations, if appropriate to the reviewee's role.
- **Agree any areas of relevant training and development and related actions.**
- Allow the reviewee to raise any issues or concerns regarding their workload or work/life balance.

It is the reviewee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- Reflecting on their performance over the past year.
- Considering how they have made a wider contribution to the school.
- Identifying some of their future development needs.

Self-review does not require submission of any formal documentation although a suggested framework for reviewees is set out in Appendix 5

4.4 Objectives

All reviewees must have objectives that are relevant to their role **that take account of the reviewee's career/professional aspirations and any relevant pay progression criteria and will assist the reviewee to achieve a satisfactory work-life balance.**

There should be three objectives which must have a clear and direct link with the school's priorities for improvement, team objectives and will contribute to improving the progress of pupils at this school.

Reviewees should be encouraged to set challenging but achievable objectives even though they may not be fully met or not met for reason(s) outside the reviewee's control. Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will help career development.

As far as possible the objectives should be reached by agreement. **However where this is not possible then the reviewer will set the objectives.**

4.5 Training and Development

Performance management is a developmental process and a key part of the planning discussion should be about the support that the reviewee will need to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a reasonable level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the performance management process must be recorded using the appropriate form (see Appendix 7) which must then be passed to the Training and Development Co-ordinator for the school.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.6 Monitoring

The reviewer will ensure that appropriate arrangements are in place to support the reviewee with regular monitoring and feedback. There should be at least one formal review meeting to discuss performance, provide feedback and discuss the provision of training and development that was agreed at the start of the cycle. The Executive Headteacher may audit mid-year reviews with reviewers to ensure consistency of performance assessments.

There should be further, informal follow-up and support.

Classroom observation is a critical part of the monitoring arrangements for all staff with a teaching and learning role. **Classroom observation will be undertaken in accordance with the performance management regulations and the protocol in Appendix 3 and 4 of this policy.**

4.7 Reviewing Performance

It is the reviewer's responsibility to ensure that the relevant documentation is available to enable the reviewee to prepare and play an active role in the planning and review meeting and to ensure a full and fair review of the reviewee's performance and contribution.

This may include some or all of the following:

- The reviewee's job description.
- Objectives set for the reviewee at the beginning of the previous cycle.
- Training and development undertaken during the year and evidence of how practice has changed or is planned to change as a result.
- Professional standards of practice.
- Ways to Success (Support Staff on Kent Scheme contracts).
- Notes from mid-year reviews.
- Classroom observation, where appropriate.
- Other evidence obtained through the year.

The consideration of any other evidence in the review meeting must have been confirmed at the previous planning and review meeting and then shared with the reviewee as it is collected through the year. **Only persons who have a direct professional knowledge of the reviewee may provide such evidence.**

The basis for the review will be '*overall performance*' and the criteria to be used must have been specified by the reviewer at the previous planning and review meeting. The criteria used must be consistent with any national or KCC determined requirements and this will be clearly stated in the school's pay policy.

When assessing overall performance reviewers should consider how challenging the objectives have been. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

If the reviewee is eligible for pay progression then the reviewer will be required to make a recommendation on the basis of the assessment of performance throughout the cycle against the performance criteria specified in the statement.

4.8 Recording Plans

Within five working days of the meeting the reviewer will complete a draft statement (see Appendix 1 or 2) and provide the reviewee with a copy. The

reviewee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The reviewer will prepare and sign a final statement within ten working days of the meeting. The reviewer will then pass a copy of the statement to the reviewee and pass the original to the Executive Headteacher.

A reviewee may use the grievance procedure if the Reviewer has not complied with the required timescales in this section.

5. Moderation of Plans

The Executive Headteacher has a duty to ensure that these procedures are applied fairly and consistently across the school and with regard to equality of opportunity.

As part of this duty the Executive Headteacher may review and moderate planning and review statements to ensure consistency between those who have similar experience and similar levels of responsibility and ensure that the statements comply with this policy, the regulations and the requirements of equality legislation.

This may involve only a sample of statements but in any event the process must be completed within 10 working days of the review meeting.

Moderation will consider the extent that the statements contribute towards the school plan and in particular pupil progress and achievement.

If there are concerns that a statement is not consistent with reviewees with similar experience and/or similar levels of responsibility; or that the statement is not in line with the school's policy or school plan then the Executive Headteacher may instruct a new statement to be prepared. In this event the reviewer and reviewee must prepare a revised statement within 10 working days of being instructed.

All moderation must be conducted in a way to maintain confidentiality.

6. Changes to Plans in Mid-Cycle

There may be occasions when it is necessary to amend or change the content of the planning and review statement because of changes in the reviewee's circumstances. In this event either party can request a revision meeting to discuss the changes needed. The reviewee and reviewer should sign to say that the changes are an accurate reflection of what was agreed or determined by the reviewer.

If there is no agreement to the proposed changes, then the reviewer shall amend the statement with any changes he/she thinks ought to be made and pass the revised statement to the reviewee who may add his/her comments.

7. Confidentiality

The whole performance management process and, in particular, the statements generated from it must be treated with full confidentiality at all times. Full copies of the review statement will be held by the reviewee and the Executive Headteacher. For the Executive Headteacher's review the statement will be held by the Chair of Governors, the Chair of the review committee (if not the Chair of Governors) and the Executive Headteacher.

Only the reviewee's line manager(s) may have access to the reviewee's planning and review statement where this is necessary to enable the line manager to discharge his/her management responsibilities.

Governors who are responsible for making pay decisions are entitled to have access to relevant information from the assessment of overall performance for each reviewee.

Reviewees must be informed who has been granted access to their statement and for what purpose. **All statements must be retained in a secure place on the school premises for a minimum of six years.**

8. Right of Appeal

Governing bodies are required by law to establish procedures for dealing with a grievance that staff may have a work and **a reviewee can use this procedure to appeal against any entry on their planning and review statement, including any changes made to the statement during the cycle.**

Any appeal should be deferred until after the moderation process is complete, however simple disagreements should be capable of being resolved by discussion between the reviewee and reviewer without recourse to the formal grievance procedure.

9. Communication of this Policy

A copy of this policy will be given to all members of staff. All new staff joining the school will be briefed on the policy as part of their induction into the school.

10. Monitoring and Evaluation

The Governing Body will monitor the operation and outcomes of the performance management arrangements.

Annually the Executive Headteacher will provide the Governing Body with a written report on the operation of this policy. The report will ensure that individuals cannot be identified and will include:

- **The operation of this policy.**
- **The effectiveness of performance management procedures.**

- **Reviewees' training and development needs** and instances when it was not possible to provide agreed support.

11. **Review of Policy**

This policy is effective from 1st September 2007 and the Governing Body will review this policy annually. The review will take full account of the Executive Headteacher's Annual Report.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council.

This policy has been developed in full consultation with staff in our school and their trade union or professional association representatives.

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

APPENDIX 1 – Individual Plan for Teachers & Executive Headteacher

Name:

Job Title:

Date started current job:

Pre-threshold/Fast-track/Post-threshold/Advanced Skills Teacher/Leadership Group
Current Pay position (e.g. M3/U2/L6)
Teaching and Learning Responsibility Allowance

Main Responsibilities

Planning meeting carried out by (Reviewer):

Period covered by review: .../.../... to .../.../...

Date of planning/setting objectives:

Objectives agreed by:

Reviewer's signature:

Date: .../.../...

Post holder's signature:

Date: .../.../...

Comments (if any):

For the Executive Headteacher:
Names of Governing Body representatives

Name of Postholder:

Date:

One page for each objective	OBJECTIVE NUMBER: KEY AREA: Pupil Progress/Leadership and management/Professional Development/Other
OVERALL OBJECTIVE What do I need to achieve?	
SUCCESS CRITERIA How will I know when this has been achieved?	
INTENTIONS and ACTION STEPS What tasks will I carry out to achieve this?	DATE FOR COMPLETION:
	DATE FOR COMPLETION:
SUPPORT What training, resources and support do I need?	
AGREED RECIPIENT Who else needs to know?	
SCHOOLCONTEXT/LIMITING FACTORS What might prevent me from achieving this?	
POSSIBLE SOURCES OF EVIDENCE of success	
AGREED MONITORING ACTIVITIES including observation	DATE: DATE: DATE: DATE:

RECORD OF EVIDENCE FROM REVIEWEE AND REVIEWER		
ACTIVITIES/EVENTS Taken from action plans	DATE	RECORD OF EVIDENCES AS ACTIVITIES/EVENTS ARE COMPLETED

REVIEWEE/REVIEWER PREPARATION/NOTES FOR END OF YEAR REVIEW MEETING	
AREA	EVIDENCE
<p>Performance Objectives</p> <ul style="list-style-type: none"> • Classroom observation • Wider contribution • Professional development • Other evidence 	

PERFORMANCE MANAGEMENT REVIEW STATEMENT for teachers and Executive Headteacher

(To be attached to the individual plan at the end of the review period)

Name:

Job title:

Pre-threshold/Fast-track/Post-threshold/Advanced skills Teacher/Leadership Group

Current Pay position (e.g. M3/U2/L6):

Teaching and Learning Responsibility Allowance:

Brief summary of the main points of the review discussion, including an overall assessment of performance based on individual objectives and the agreed criteria for their success.

a) Summary of progress towards achievement of individual objectives set last year

Overall assessment of performance:

Strengths and achievements

Recommendation for pay progression (where reviewee is eligible)

Areas for development in the year ahead (See Individual plan)

Teacher's Comments (if any)

Statement agreed by: (signature and date)

Post holder:

Date / /

Reviewer:

Date / /

DEVELOPMENT AND TRAINING TO SUPPORT THE ACHIEVEMENT OF OBJECTIVES

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Review Period:

Development and/or training need (including knowledge and skills)	Target Date	Activity How this will be achieved?	Resources needed

Objectives agreed by:

Reviewer:

Date: / /

Post holder:

Date: / /

APPENDIX 2 - Individual Plan for Non Teaching Staff

Date:

Team Leader:

Member of staff:

Areas for celebration:

--

Areas for development:

--

Objective 1- School Development

--

Success Criteria:

--

Action Steps:

--

Training/Resources Required:

--

Objective 2 – Individual Target

--

Success Criteria:

--

Action Steps:

Training/Resources Required:

CPD Needs

Benefits to the School

Future Career Goals within/without the school

Current pay scale:

Time on pay scale:

Job Description reviewed

Plan agreed by:

Signed: **(Postholder)** **Date:**

Signed: **(Line Manager)** **Date:**

Performance Management Review

Objective 1
Achieved/Needs more support

Objective 2
Achieved/Needs more support

Signed _____ (reviewee) Date _____

Signed _____ (reviewer) Date _____

APPENDIX 3 - Protocol for Lesson Observation

Purpose

The primary purpose of lesson observation is to assist teaching and learning staff to develop their practice through reliable observation and prompt, constructive feedback to positively impact on pupil learning, attainment and/or achievement.

In addition, formal lesson observation records can be used to evidence the quality of teaching and learning for either performance management or pay progression decisions. Therefore lesson observation may provide evidence of progress towards objectives or to inform an assessment of the overall performance of a reviewee.

Lesson observations should, as far as possible, be multi-purpose and therefore information from an observation may also be used as part of the school's quality assurance programme, school self evaluation (SEF) in addition to performance management.

Scope

This protocol will be applied in any circumstances where a learning activity undertaken by a member of the school staff is being observed. The protocol applies to any observed learning activity irrespective of the length of time the observation takes.

The Protocol

1. Staff undertaking lesson observation must have received appropriate and ongoing training, development and support to ensure consistency and high standards of observation and feedback.
2. The intended arrangements for classroom observation should be discussed with the individual member of the teaching and learning staff at the beginning of the performance management cycle and recorded in the planning and review statement.
3. Normally there will be a maximum of three hours' observation (pro rata for part time staff) in any one academic year for performance management and/or pay progression purposes. The amount of observation will reflect the individual's needs and specific circumstances, including stage of career progression.
4. Staff will be notified of the observer's visit at least one week in advance of the date and time of the visit. The observer will consult with the member of staff regarding the rationale and focus of the observation, the activities to be observed and the duration of the observation with the aim of mutual agreement.
5. The Executive Headteacher or nominated member of the Senior Leadership Team may additionally undertake informal or ad hoc 'drop in' observations to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are maintained. However, the principles and intentions of this protocol must be maintained.

6. The member of staff observed must provide relevant planning documents such as class register, scheme of work lesson/activity plan and/or any other document agreed when the observation was arranged.
7. The member of staff may introduce the observer to the students and give the purpose of the visit as agreed with the observer. The observer will not normally participate in the session but should take opportunities to talk to students as appropriate to establish evidence of effective learning and attainment.
8. The observer will ensure that appropriate notes are taken, including observations of student response to teaching and evidence of learning and attainment is recorded.
9. The observer will provide the member of staff with brief feedback immediately after the end of the activity or lesson, where possible.
10. The observer must complete a formal observation record as soon as possible after the activity and ensure the member of staff receives a copy of this.
11. The observer will meet the member of staff within 24 hours of the activity/lesson to discuss the observations. Where possible release time may be provided for this if needed. PPA time will not be used for this purpose.
12. The discussion is a two-way meeting. The focus for the discussion should be factual description of observations and not opinion; sharing of ideas and suggested alternatives; the individual's learning needs; positive practice as well as areas for development. The observer should conclude the feedback meeting with a summary of the discussion, an agreed number of action points and a commitment to provide any necessary formal development arising.
13. If the observer is someone other than the performance reviewer or line manager for the member of staff observed then the relevant information must be forwarded promptly to that person.
14. The observer should ensure that the school's Continuing Professional Development Co-ordinator (CPD) is informed of any agreed formal development.
15. If concerns arise concerning the member of staff's performance then the amount of observation and the focus for such activity should be reviewed as necessary.

Review and Communication

This protocol has been discussed and agreed with school staff and will be jointly reviewed annually as part of a staff consultation and communication process to ensure lesson observations are reasonable, proportionate and fit for purpose.

A copy of this protocol will be:

- attached to the School Performance Management Policy
- included in the Teaching for Learning policy
- included in the Staff Handbook in the Staff Room

Use for grades if there is sufficient evidence:						Time spent in this lesson (mins)		
Leadership and management		Behaviour and safety of pupils		Running EF?	Y	N		
Quality of teaching		Achievement of pupils		No of lessons included in running EF				
Early years provision		Sixth form provision		If yes, cumulative time (mins)				
NQT		ITE route						
ITE provider				Special focus, complete if necessary				

APPENDIX 5 – Individual Preparation for Performance Management

A performance review is an opportunity for teacher (reviewee) and reviewer to reflect on the teacher's performance in a structured way, to recognise achievements and to discuss areas for improvement and professional development. It is all the more valuable if the teacher has reflected in advance on the work of the year, on strengths and achievements and on areas for development.

Reviewers should encourage reviewees to prepare for the planning/review meetings by engaging in general self-review. This will enable the reviewee to identify some possible objectives and to bring their suggestions to the planning meeting. One practical advantage of this is that it saves a good deal of time in the meeting.

The reviewer should suggest to the reviewee that, during general self-review, they refer to:

- Documentation for performance management
- The school improvement plan
- Their department / team/ key stage development plan
- Their own job description/job profile
- Their own current priorities especially their teaching responsibilities
- Progress towards achievement of objectives set last year
- The progress of the pupils they teach
- Their professional and career development (with reference to the appropriate Teaching Standards)
- Their wider contribution to the school

One way to approach this is to use the following general agenda for self-review:

- Are there any aspects of your job description that you think need updating or changing?
- During the past year which parts of your job have you felt particularly pleased with and have given you the greatest satisfaction? Could these be used to better advantage in the school?
- Which aspects of your job have not gone as well as you would have hoped? Is there something that can be done to support you here?
- What additional things might be done by the Executive Headteacher or senior staff to improve your performance in your job?
- What changes in the school organisation would be beneficial in enhancing your performance?
- What issues would you like to discuss with your reviewer in relation to your classroom practice and the progress of your pupils?
- What do you think should be your main objectives for the year ahead?
- What hopes and aspirations do you have for your personal and professional future? What can be done during the next year and in the longer term to develop your professional experience and add to your teaching expertise?

Two Key Questions for Reviewees:

- In what ways am I a better practitioner than I was this time last year?
- In what ways have I helped other staff to perform better?

Planning for the Management and Review of Performance

REVIEWER AND REVIEWEE PREPARATION

Background data:

- The reviewee's job description and professional record
- The School Improvement Plan
- KS / Year Group / Department / Team plans
- Information about the prior attainment of pupils
- The National Professional Standards for Teachers
- Criteria for pay progression

TOTALITY OF PERFORMANCE	IDEAS FOR OBJECTIVES / SOURCES OF INFORMATION TO SUPPORT THE REVIEW
Contribution to school/team objectives	
Pupil progress	
Developing professional practice (Ref. Professional Standards)	
Support for the professional development of others	
Classroom observation (Areas of Focus)	
Feedback from colleagues / pupils	
Leadership / Teaching and Learning Responsibility	
Pay Progression	
Professional Development Professional Aspirations	

APPENDIX 6 – OFSTED Criteria

The quality of teaching and the use of assessment to support learning: grade descriptors- from the OFSTED framework July 2013

Grade descriptors² – Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (2)

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

² These grade descriptors describe the quality of teaching in the school as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

Requires improvement (3)

- Teaching requires improvement as it is not good.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.
- Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.
- Learning activities are not sufficiently well matched to the needs of pupils.

APPENDIX 7 – Development and Training to Support the Achievement of Objectives

(This page to be photocopied and passed to the school staff development co-ordinator)

Name:

Job title:

Review Period:

Development and/or training need (including knowledge and skills)	Target Date	Activity How this will be achieved	Resources needed

Objectives agreed by:

Reviewer:

Date: / /

Post holder:

Date: / /