Staple Hill Primary School
Performance Management Policy

Date Approved by Governing Body: 24 November 2016

Written by: Governors and Staff, Staple Hill Primary School

APPLICATION OF THE POLICY
The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction and those who are the subject of capability procedures.

PURPOSE
This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs and aspirations. Where teachers are eligible for pay progression, ie. From Main Scale1 through to 6 (M6) through the Threshold and then through the three Upper Pay Scales (UPS), the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. Progression from Main Scale1 through to 6 (M6) through the Threshold and then through the three Upper Pay Scales (UPS) is dependent on two consecutive, successful Performance Management Reviews.

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

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING
The arrangements for performance management link with those for school improvement, school self-evaluation and school development planning. They are set in the context of the underlying framework of professional standards. (See “Teachers' Standards” DfE September 2012.)
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.

CONSISTENCY OF TREATMENT AND FAIRNESS
The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

Quality assurance

The head teacher has determined that he will:
delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will:

moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

• are consistent between those who have similar experience and similar levels of responsibility
• comply with the school’s performance management policy, the regulations and the requirements of equality legislation

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING
The objectives set will be rigorous, challenging, specific, measurable, achievable, timebound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge her/his professional duties and the time required to pursue his personal interests outside work. They shall also take account of
the teacher’s professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In order to focus on relevant priorities and having regard both to workload and the the underlying framework of professional standards, all teachers, including the head teacher, will have no more than three objectives per cycle of which two may reflect a whole school/team objective. Part time teachers working at 0.6 (Full Time Equivalent) or less will only have two objectives, unless they are Upper Pay Scale, in which case they will have three objectives.

Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher’s roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher’s roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Before, or as soon as practicable after the start of each appraisal period, each teacher will be informed of the standards in the context of which that teacher’s performance in that appraisal period will be assessed. All teachers should be assessed using the set of standards contained in the document called “Teachers’ Standards” published in July 2011. 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.

**Reviewing Progress**

At the end of the cycle, 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.

There will be a mid-year review meeting to evaluate progress towards objectives.

The performance management 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 cycle.

**APPEALS**
At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements.

**CONFIDENTIALITY**
The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times.

**TRAINING AND SUPPORT**
Performance management is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The school’s CPD programme will be informed by the training and development needs identified in the training annex of the reviewees’ planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.
Feedback
Teachers will receive constructive feedback on their performance throughout the year and as soon as possible after any observations have taken place or other evidence has been considered. Feedback will be of a developmental nature and will highlight particular areas of strength as well as any areas that may need attention, including guidance on how improvements may be achieved. Where appropriate, revised objectives and priorities may be proposed to reflect outcomes from the appraisal process.

Where the reviewer is concerned that teachers are not likely to meet their objectives, this should be discussed with the teacher as early as possible in the cycle.

Teachers Requiring Additional Support
In the event of significant and/or recurring concerns about a teacher’s performance being identified, arrangements will be made to establish a support plan with a view to securing the improvements required.

A support plan may be implemented as part of the appraisal procedure at any time where this becomes appropriate and does not need to await the formal annual assessment. The Headteacher, appraiser or nominated line manager will arrange a structured meeting with the teacher for this purpose and will invite the teacher to be accompanied by a union representative or workplace colleague. The meeting will:

• give clear feedback to the teacher about the nature and seriousness of the concerns;
• clarify any previous action taken to address the concerns;
• give the teacher the opportunity to comment and discuss the concerns;
• agree any support (e.g. coaching, mentoring, structured observations, teaching resources) that will be provided to help address these specific concerns;
• make clear how, and by whom, progress will be monitored and when it will be reviewed;
• explain the implications and process that will apply if no, or insufficient, improvement is made.

The time period for making improvement will depend upon the individual circumstances but will have regard to the nature and seriousness of the concerns, any support that has
been or is to be provided and any other relevant factors. A structured support plan will not normally be of less than six weeks duration.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making sufficient improvement, the appraisal process will continue as normal with any remaining issues continuing to be addressed through that process. The period of monitoring may be extended in situations where there is good reason to do so.

**Transition to Capability Procedure**
If no, or insufficient improvement has been made after the monitoring period, the teacher will be notified in writing and invited to a formal capability meeting. The capability procedures will be conducted in accordance with South Gloucestershire Local Authority procedures.

**APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

**Appointment of Governors**
The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where the head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

**Appointment of School Improvement Partner or External Adviser**

South Gloucestershire 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 head teacher.
APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the head teacher is not the teacher’s line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher’s line manager. In this school the head teacher has decided that:

The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

Line managers will be the reviewers for all those teachers they line manage either as Key Stage leaders or curriculum team leaders. The Head will line manage applications for threshold.

Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher’s performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer’s duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee’s line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher’s line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.
THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from September to July for teachers, and from November to November for the head teacher.

There must be a mid-year review meeting to evaluate progress towards objectives.

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

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

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION

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

- the operation of the performance management policy;
- the effectiveness of the school’s performance management procedures;
- teachers’ training and development needs.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year at its first Staffing and Curriculum committee meeting.
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.

ACCESS TO DOCUMENTATION
Copies of the school improvement and development plan and School Self Evaluation (SSE) report are published on the school’s intranet and/or can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL
All classroom observation will be undertaken in accordance with the performance management regulations, and the classroom observation protocol that is appended to this policy in Annex 1.

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL
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;
• evaluate objectively;
• report accurately and fairly; and
• respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher’s performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.
Where evidence emerges about the reviewee’s teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation 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 staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with Qualified Teacher Status (QTS).

Verbal feedback will be given as soon as possible after the 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.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

A more detailed document on classroom observation generally has been prepared by South Gloucestershire in conjunction with the teaching unions and adopted by the school.
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Classroom Observation Good Practice

Guidance for schools, centrally based staff and Governors when making visits to classrooms

This document is intended to give guidance on good practice when carrying out lesson observations within South Gloucestershire schools. There are a wide range of reasons why another adult might be in the classroom with a teacher carrying out some form of observation. These may be grouped under 7 headings namely:

- Management observation, including those for Performance Management and NQT induction
- Curriculum development classroom visits
- Pupil focussed observations
- Professional development classroom visits
- Good practice classroom visits
- Other classroom visits
- Walking the school

Management Observations

In this type of visit the visitor will observe the teacher in order to identify strengths and areas for development in the teaching, and its impact on learning, that is taking place in the classroom. The purpose of the observation should be clearly identified before the observation takes place and may focus on objectives identified during the teacher’s Performance Management review. The observation, and following discussion, provides an opportunity to celebrate good practice/strengths and, if appropriate, to offer advice to support weaker practice. These types of visit are undertaken by a wide range of educational professionals from within and outside the school. They should be undertaken sensitively, unobtrusively and professionally. The visitor should have received the necessary training in order to carry out classroom observations and provide constructive feedback and support. It should be noted that classroom visits are only one way of making judgements about teaching and learning. Others include work scrutiny, discussions with pupils, looking at planning and assessment data. These classroom visits may form part of the school self-evaluation process and/or be part of performance management procedures.

Observations for Performance Management purposes should be limited to no more than three hours per year, although if concerns arise, or the reviewee’s circumstances change, it is possible to revisit the amount of classroom observation agreed at the beginning of the cycle. The number of classroom visits is not specified however this should be limited to a reasonable number. Each visit will normally be for at least 20/30
minutes. This time limit does not apply to Ofsted inspections, Local Authority monitoring, NQT induction programmes, or to schools’ own self-evaluation.

The following should be discussed and agreed before the lesson by the teacher and the visitor:
- date, of the visit (at least 5 working days in advance);
- context of the visit;
- focus for the observation;
- lesson content;
- conduct/involvement of the visitor in the lesson;
- time and nature of the feedback.

During the lesson the visitor should work to reasonable requests of the teacher in charge and attempt to be as unobtrusive as possible.

After the lesson the following should take place:
- the teacher should receive feedback as soon as possible on the same day as the visit. PPA time should not be used for giving feedback;
- care should be taken to ensure that the teacher has a reasonable break before going to their next class if the feedback takes place at break or during the lunch period;
- the feedback should include both strengths and areas for development;
- a copy of any notes made by the visitor during the observed lesson should be handed to the teacher after the feedback;
- as most school based observers will not be Ofsted trained, we would advise that Ofsted grades are not given to teachers following a lesson observation. However teachers do need to be aware if a lesson is judged as unsatisfactory or outstanding;
- a handwritten (but clearly legible) or personally typed commentary identifying strengths and areas for development should be provided for the teacher within two days of the observed lesson;
- the teacher must be given an opportunity to append his/her own comments to this commentary;
- the circulation of the commentary and any notes made by the visitor must be made clear to the teacher and would normally only include the headteacher, the teacher and his/her professional association representative. For NQT/GTP observations a copy would be passed to the induction tutor. For deputy headteacher observations, these might be shared with the School Improvement Partner;
- all notes and commentaries should be retained for at least 3 years in line with the Ofsted inspection cycle (teachers may retain theirs longer for threshold application).

Capability procedures
For the very small number of South Gloucestershire teachers who undergo formal capability procedures the number of lesson observations will be more frequent than for other staff. However, the good practice listed above should still be followed. All observations should be carried out with a view to confirming good practice demonstrated by the teacher and constructively informing the teacher about improvements he/she can make to their practice. Detailed and practical advice should accompany any comments which indicate areas for improvement. Progress on these areas can then be assessed during future observations.
Further guidance on capability procedures can be found in the South Gloucestershire Capability Guidance documentation.

**Curriculum development classroom visits**

In this type of visit where general aspects of the school or the curriculum are being observed, such as literacy across the curriculum or support for pupils with special educational needs, the general guidelines above should be followed. However, individual teachers should not be identified in the notes from the observations or any resulting report. Verbal feedback should be made available but no written commentary is made about the individual teacher. Judgements made during these observations will normally be focused on the issue under investigation e.g. range of questioning strategies used.

Increasingly these types of visits may take the form of short (10-15 minutes) visits to classroom across a year group or across the school. This enables the visitor to pick up an issue, such as use of objectives in teaching, questioning or handwriting across a larger sample of lessons. When this type of activity is carried out it may not be possible to feedback to every teacher observed. In this case any report produced by the visitor should not name individual teachers.

**Pupil focussed observations**

In this type of visit a named pupil(s) is the focus of the visit. Examples of these types of visit are those carried out by educational psychologists or behaviour support staff. The purpose of these visits is to assess a pupil’s needs and begin to identify what additional support may be required. For these types of visit the following good practice is recommended:

- arrangements for the visit are set up well in advance. The teacher, visitor and the headteacher are all informed with the necessary information – date, time, reason for the visit etc.
- arrangements are made for the visitor to be greeted when they arrive at the school. They should be accompanied to the classroom;
- where possible the teacher may meet with the visitor prior to the lesson to explain the lesson content, objectives etc. The role of the visitor during the lesson should be agreed;
- following the lesson the teacher should be able to meet with the visitor to answer any questions they might have;
- any case notes made by the visitor should not identify individual teacher’s names. Generally, visit notes are not prepared for these types of classroom visit.

**Professional development classroom visits**

In this type of classroom visit two teachers (or a teacher and a curriculum adviser/consultant) work together to identify ways by which curriculum provision, teaching and learning can be further improved. Where two teachers work together it is often referred to as peer observation (for both coaching or mentoring purposes). This type of working together is a very practical and powerful way to support a teacher’s practice and knowledge about teaching and learning.

This involves one teacher observing another colleagues practice and feeding back, in a reflective way, on what they have observed. It is about trust and support between
colleagues so that the observation is mutually productive. It works best when the teachers (or teacher and curriculum consultant/adviser) have agreed to work together. This can take the form of a variety of approaches such as team teaching, demonstration lessons, paired teaching, joint observations etc.

Good practice for this type of work includes the agreement of the following between the two teachers (teacher and curriculum consultant/adviser):

- thorough preparation for the activity;
- ground rules being clear;
- manageable and agreed recording techniques being employed;
- appropriate time and context for the observation;
- time and context for feedback/open ended discussion;
- future development work/opportunities.

There is usually no written outcome where teachers work together in this way, however where this activity has involved the work of a national strategy consultant/adviser their visit note may identify the outcomes of the activity but will not mention the teacher by name.

**Good practice classroom visits**

In this type of visit the teacher has been identified as one who is able to model good practice and has volunteered to allow other teachers to come and watch his/her lessons. Examples of these types of lessons are those given by Advanced Skills or Leading Teachers. The visiting teachers may be from the teacher’s own school or from other schools. For these classroom visits the following good practice is recommended:

- the arrangements for the visit are set up well in advance. The teacher, visitor(s) and the headteacher are all informed with the necessary information – date, time, focus for the observation etc;
- arrangements are made for the visiting teachers to be greeted when they arrive at the school. They should be accompanied to the classroom;
- where possible, the teacher should meet with the visitors prior to the lesson to explain the lesson content, objectives etc. The role of the visitors during the lesson should be agreed;
- following the lesson the teacher should be able to meet with the visitors for a discussion session in order that learning points for them can be identified;
- any notes made by the visitors during the lesson are destroyed after the discussion with the teacher. With the permission of the teacher curriculum materials may kept by the visitors, if appropriate.

**Other classroom visits**

In this type of visit the visitor is present in the classroom to learn more about the work that is being carried out by the school. Examples of visits of this nature are those by literacy or numeracy governors. These visits are to support the visitor's knowledge about the school curriculum offered and **not** for judging the quality of teaching or learning in the classroom. For these classroom visits the following good practice is recommended:
• arrangements for the visit are set up well in advance. The teacher, visitor and the headteacher are all informed with the necessary information – date, time, reason for the visit etc;
• arrangements are made for the visitor to be greeted when they arrive at the school. They should be accompanied to the classroom;
• where possible, the teacher should meet with the visitor prior to the lesson to explain the lesson content, objectives etc. The role of the visitor during the lesson should be agreed;
• following the lesson the teacher should be able to meet with the visitor to answer any questions they might have;
• any notes made by the visitor during the lesson should be destroyed after the discussion with the teacher.

Walking the school

Headteachers are responsible for what goes on within their schools across a whole range of issues ranging from teaching, learning and the curriculum to health and safety and pupil well being. Many headteachers, quite rightly, spend some time each day “walking the school” which will include visits to classrooms which have not been prearranged. Where headteachers identify something that is of concern to them one would expect them to discuss it with members of staff, where appropriate. This may happen during the “walk” if the matter is deemed serious enough or at a later time. In all cases this discussion should not be able to be overheard by students or other staff. The “walk” does not constitute a formal observation, except where there are issues of child protection, since it does not follow the good practice listed above. However, the headteacher may decide to follow up the issue in a future formal observation to ensure that the practice that was causing concern has been addressed.