WOODMANSEY CE PRIMARY SCHOOL

POST

DATE _____

POST HOLDER _____

STATUS _____

APPRAISER _____

STATUS: _____

MAIN RESPONSIBILITIES

Responsibilities (complete in October)	SELF ASSESSMENT: Examples of developments within this area over the past 12 months (complete November to September)

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 the member of staff's role and level of experience. 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.

The Headteacher will monitor planning statements for each member of staff in order to ensure consistency and relevance both to the School Development Plan and to the individuals concerned.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which that member of staff's performance in that appraisal period will be assessed. All *teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain members of staff should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.*
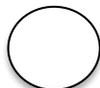
TEACHERS

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 this school. In this school, each MPS teacher will have three objectives. Two of these objectives will be directly linked to the school development plan, adapted to suit the particular role and responsibilities of that teacher. The 'tone' of these targets will be reflected in the three ranges of responsibility demonstrated in the **'Career Stage Expectation for Teacher Standards'** printed below. Of these two objectives one will be a pupil performance target separated into a) Expected Attainment and b) Pupil progress targets for Pupil Premium and SEND children. The third objective will be personal, linked firstly to targets highlighted from lesson observations and scrutinies or (if outstanding) to developing his or her own professional development potentially enhancing the career aspirations of the member of staff concerned. Each teacher working within UPS or on the Leadership Scale will have a fourth target relating to his or her wider responsibility.
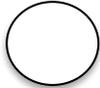
OTHER STAFF

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 this school. In this school, each member of staff will have two objectives. At least one of these objectives will be directly linked to the school development plan, adapted to suit the particular role and responsibilities of that member of staff. One of these objectives may be of a personal nature linked to the career aspirations of the member of staff concerned.
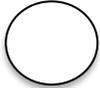
R.A.G. RATING DEFINITION

GREEN: Fully Achieved / AMBER: Mostly Achieved / RED: Not achieved due to significant gaps
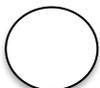
School improvement linked objective: (Complete by April 2020)			Achieved Overall RAG
Benchmarks / Standards / **Success Criteria**	Milestones (dates) related to Success criteria.	Relevant Commentary / Changes	Dates

Appraisee comment prior to reviews if circumstances intervened in the process

WOODMANSEY CE
PRIMARY SCHOOL

School Improvement linked objective: Pupil Progress & Achievement: (Complete July) Focus:				Achieved Overall RAG
	Mid Year Progression / issues		End of Year data	**Appraisee comment prior to reviews if circumstances intervened in the process**
Pupil Progress: Pupils off **target** for Re Wr Ma and those with gaps in understanding. Indicate if PP child or SEND				

To employ a range of strategies to ensure that either
    a.   85% of the cohort are secure+ in Reading, Writing & Maths and/or
    b.   The % of the cohort assessed to be secure+ through standardised tests is 8% above the national average for the year group and/or
    c.   The results in tests are above the national "coasting" level.

WOODMANSEY CE
PRIMARY SCHOOL

Teaching/Professional Development Target: linked to lesson observations –			Achieved Overall RAG
Benchmarks / Standards / **Success Criteria**	Milestones (dates) related to Success criteria.	Relevant Commentary / Changes	Dates

Appraisee comment prior to reviews if circumstances intervened in the process

WOODMANSEY CE
PRIMARY SCHOOL

UPS/Leadership Scale: Wider Influence Objective:			Achieved
			Overall RAG
Benchmarks / Standards / Success Criteria	Milestones (dates) related to Success criteria.	Relevant Commentary / Changes	Dates

Appraisee comment prior to reviews if circumstances intervened in the process

Optional

Appraisee's ADDITIONAL commentary:

Appraiser's ADDITIONAL commentary:

Performance Related Pay: Benchmarking Framework for assessing Teachers' performance against the professional standards.

Building an Evidence Base for Secure and Fair Appraisal

1. 'Career Stage Expectation for Teacher Standards'

The Role of Professional Standards in determining Teachers' Pay MAY 2013

- The Teachers' Professional Standards apply to all teachers regardless of their career stage, and **define the minimum level of practice expected of teachers from the point of being awarded QTS**
- **With effect from September 2013, the performance of teachers against these standards will determine whether or not they progress up the pay scales.**
- **As a result, the standards will need to be applied as appropriate to the role and context within which a teacher is practising**. Pay progression will be determined as a result of a consideration of how the teacher's performance compares with the professional standards, and the expectations which a Headteacher or appraiser may reasonably expect of a teacher paid at a certain level.
- **Pay should reflect the standard of the Teacher's work, and this is not linked to chronological progression**.
- Headteachers (or appraisers) will therefore **assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role;** where a teacher is performing at a level commensurate with the expectations of performance at a given pay level, it is for the Headteacher or appraiser to determine the level of pay for the teacher. This may include Upper Pay Spine pay, should the teacher request this at any stage of their career, and should their performance be commensurate with working at that level.
- The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards, and any subsequent pay progression. This document is designed to support Headteachers and appraisers in carrying out their task, and to maintain consistency between appraisal judgements in the same school and across schools in the East Riding. The purpose of this is to ensure that all teachers are treated with equal fairness, and that the standards applied when recommending progression up the pay scales are uniform throughout the Local Authority. When teachers move schools, the judgements made about their performance will allow their new Headteacher to be secure in recommending a particular level of pay and all schools will be able to demonstrate a clear link between standards and pay.
- In order to meet the standards, **a teacher will need to demonstrate** that their practice is consistent with the definition set out in the Preamble, and that they consistently meet the standards in both Part 1 and Part 2 of the Teachers' Professional Standards document. They should also be successful in meeting their specific appraisal objectives to a degree, which satisfies the Headteacher or appraiser that they have undertaken the degree of work necessary for successful completion, allowing for circumstances, which may have impeded absolute conformity with the expectations of the objective.
- This document has been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. **As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards**, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

The Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

OBJECTIVES SHOULD BE LAYERED ACCORDING TO THE "STAGE WITHIN THE PROFESSION" The following table is designed to support this process.
Benchmarking Framework of Expectations at given Pay levels.

Judgements

should be made against both **conditional** and **absolute** criteria.

Conditional criteria are those, which are exhibited in the behaviours of teachers who comply with the requirements of the Professional Standards; such behaviours are observable, but not necessarily quantifiable. They will usually be measured through appraisal objectives

Absolute criteria are those, which can be clearly measured, and should form at least part of the evidence submitted by the teacher as proof of overall performance. There are two effective quantifiable data measures

1. Pupil progress
A judgement should be made, against expectations determined by the school, of the extent to which pupils make progress:
- Broadly in line with expectations: which would lead to a judgement of "requires improvement"
- Better than expected which would lead to a judgement of "good"
- Significantly better than expected which would lead to a judgement of "outstanding."

2. Lesson observation outcomes
A judgement should be made about the extent to which teaching is **habitually** observed which
- requires improvement
- is good
- is outstanding

There will usually be clear correlation between the quality of teaching and the pupil progress judgements, and the policy should make it clear as to how these judgements will be used in determining overall performance, and therefore pay progression.

Pay scales suggest six referencing points on the Main-scale; and three further referencing points may be established on the Upper Pay Spine.

Teachers operating at standards, which show

- **Emergent practice (reference points 1-2):** are able to show these characteristics within their own classroom, not necessarily consistently, will show an increasingly secure grasp of attainment standards, so that their assessment of pupils' progress is increasingly reliable, but they will not yet demonstrate readiness to share their practice beyond their immediate sphere of operation; they will, in primary schools, be developing the skills of subject coordination. Teaching may still require improvement, but teachers are working towards good.

- **Expected practice (reference points 3-6):** will be consistent in their performance, secure in their judgements, so that they can contribute positively and accurately to analysis of pupils' progress, and be developing elements of their practice which may show influence outside their immediate sphere of operation, i.e. within their Year Group, Key Stage or Department; where required to do so, this will include effective subject coordination at primary level. Teaching will usually be good, and may show outstanding features

- **Exceeding expected practice (Upper Pay Spine): will make a sustained and effective contribution to the formulation and implementation of school policy; their teaching is of a standard which can influence the practice of others in the school, and they can be seen as role models, for instance in the mentoring of Newly Qualified Teachers. They should be proactive in seeking opportunities to influence and shape the direction of practice and to show understanding of the standards of pupils' performance, so that they can moderate the judgements of less skilled teachers. Teaching will be consistently good, and will often be outstanding.**

Career Stage Expectations.
Appraisee please annotate using the self-assessment box.
Appraisers please highlight the text in green to indicate criteria has been fully met. At the end of the annual cycle for any incomplete sections (relevant to the post holder's pay range) highlight in yellow or pink at the final meeting (i.e RAG rate)

Note the Teacher's Standards Sections can be completed at any time, referred to all the time and should be seen as an on-going review

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
1. **Set high expectations which inspire, motivate and challenge pupils** a) establish a safe and stimulating environment for pupils, rooted in mutual respect	1a (i) The learning environment is welcoming and well-managed; it helps to foster engagement and consistently respectful and productive relationships between teacher and pupil and pupil to pupil are developing	1a (ii) The learning environment is engaging and relationships with pupils and colleagues which are consistently respectful and productive are the norm	1a (iii) Teachers support and coach their colleagues to develop these attributes; their learning environment is used as an example of good practice to support the development of less skilled teachers
b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	1b (i) Prior attainment data are used, along with other appropriate information to set challenging targets for all students 1c (i) Teachers demonstrate at all times the positive attitudes, values and behaviour which are expected of pupils	1b (ii) High expectations of what all students can achieve are consistently demonstrated in target setting, lesson planning and all interactions	1b (iii) Teachers support and coach colleagues to develop lessons based upon challenging objectives and targets
c) demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.		1c (ii) Teachers consistently model within and beyond their own classroom, the positive attitudes, values and behaviour which are expected of pupils	1c (iii) Teachers contribute to the development and implementation of policy which leads to the positive attitudes, values and behaviour which are expected of pupils, and support others in doing this

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
2. **Promote good progress and outcomes by pupils**			
a) be accountable for pupils' attainment, progress and outcomes	2a (i) The majority of pupils and groups of pupils make progress in lessons that is at least broadly in line with that made by pupils nationally with similar starting points	2a (ii) Almost all pupils and groups of pupils make expected progress in lessons and the majority make good or better progress, in comparison with pupils nationally with similar starting points	2a (iii) The majority of pupils make very good progress in comparison with pupils nationally with similar starting points
b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	2b (i) Teaching is based upon careful assessment of pupils' current and prior learning	2b (ii) Accurate assessment of pupils' current and prior skills, knowledge and understanding is used to plan for the progression for all pupils	2b (iii) Teaching is based upon systematic and accurate assessment of pupils' prior knowledge, skills and understanding. As a result all pupils are set appropriate, challenging tasks
c) guide pupils to reflect on the progress they have made and their emerging needs	2c (i) Pupils are informed about the progress they are making and how to improve through regular feedback and marking which is timely and encouraging. As a result pupils reflect upon their progress and set targets to improve	2c (ii) Pupils are well informed about the progress they are making and how to improve further. As a result of this effective feedback and marking pupils reflect upon their progress and can set appropriate targets to meet their learning needs	2c (iii) Constructive and precise feedback means that pupils show a strong grasp of what they have learned and its significance. They are able to apply this knowledge to challenge themselves within and beyond the classroom
d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	2d (i) Teachers use their pedagogical understanding to construct lessons and sequences of learning that promote learning progression	2d (ii) Teachers use their deep pedagogical understanding to employ effective strategies that, together with appropriately targeted support and intervention, match pupils' needs	2d (iii) Teachers are able to use a range of highly appropriate teaching strategies that are tailored to the learning needs of different students; support and intervention are timely and sharply focussed
e) encourage pupils to take a responsible and conscientious attitude to their own work and study.	2e (i) Pupils take responsibility for their work and are encouraged to be independent learners	2e (ii) Pupils take responsibility for their work, demonstrate independence and are increasingly resilient	2e (iii) Pupils display a strong commitment to their learning, demonstrating independence and resilience when confronted with challenging tasks

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
3. **Demonstrate good subject and curriculum knowledge**			
a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions	3a (i) Secure subject knowledge helps to foster pupil engagement and maintain interest. Common misconceptions are recognised and challenged	3a (ii) Strong subject knowledge helps to secure high levels of engagement and interest over sequences of learning. Common concepts are deconstructed and made accessible to learners at each key stage. Common and new misconceptions are challenged	3a (iii) Strong subject and curriculum knowledge is used to: secure high levels of interest; engage students in innovative ways; anticipate and address misconceptions, enabling pupils to overcome them
b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	3b (i) Teachers demonstrate an up-to-date knowledge of their subject(s) and have a secure understanding of the assessment requirements and arrangements for the subjects they teach, including requirements for national tests and/or public examinations	3b (ii) Teachers demonstrate good knowledge of their subject(s), and use a well-developed understanding of the assessment requirements and arrangements for the subjects they teach to develop highly relevant programmes of learning for use across the school or subject	3b (iii) Teachers use an extensive knowledge and well-informed understanding of their subjects, including the assessment requirements and arrangements, to support and coach colleagues across the school
c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	3c (i) Teachers are aware of the relevant literacy policies and understand the importance of literacy to their subject area. Literacy and communication skills are promoted within lessons	3c (ii) Teachers skilfully integrate the development of literacy and communication skills within sequences of learning	3c (iii) Teachers promote and secure high standards of literacy and communication and use this expertise to develop practice across the school

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
4. **Plan and teach well structured lessons**			
a) impart knowledge and develop understanding through effective use of lesson time	4a (i) The role of the teacher and pupil activities are planned for within well structured lessons	4a (ii) Lesson planning and delivery are well structured in order to provide activities and interventions which secure good progress	4a (iii) Lesson planning and delivery are skilfully executed in order to secure very high participation and rapid and sustained progress for all learners
b) promote a love of learning and children's intellectual curiosity	4b (i) Plan and teach lessons that promote positive attitudes to learning	4b (ii) Plan and teach lessons that facilitate successful independent and resilient learners	4b (iii) Teaching inspires learning and full participation in lessons, promoting a desire to extend learning beyond the classroom
c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	4c (i) Plan, set and mark homework in line with school policy that consolidate and extend understanding	4c (ii) Plan set and mark homework which challenges pupils to deepen their knowledge and understanding	4c (iii) Homework is used to stretch students' understanding beyond schemes of learning and to engender creative responses
d) reflect systematically on the effectiveness of lessons and approaches to teaching	4d (i) Reflection leads to the adaptation and modification of future lessons. Professional development opportunities are grasped to improve practice	4d (ii) Reflection upon lesson effectiveness is shared with colleagues in order to improve and adapt schemes of learning and curriculum content	4d (iii) Teachers support other colleagues to improve their practice through mentoring and coaching
e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	4e (i) Teachers contribute to curriculum planning and to the development of schemes of learning	4e (ii) Teachers help to meet curriculum aims and objectives through the creation and development of sequences of learning within a subject area	4e (iii) Schemes of learning are evaluated and adapted in response to learner need. Expertise in curriculum planning is used to support colleagues design learning sequences

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
5. **Adapt teaching to respond to the strengths and needs of all pupils**			
a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	5a (i) Teachers plan and deliver appropriately differentiated learning activities and approaches for all pupils, based on prior attainment and identified need	5a (ii) Teachers' planning and teaching is well informed by prior attainment and knowledge about all pupils. It is skilfully adapted to the individual needs of all pupils	5a (iii) Teachers' planning and teaching is seen as best practice in terms of meeting the needs of all pupils. Colleagues are supported to develop effective and inclusive teaching and learning
b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	5b (i) Teachers show awareness of pupils who are in receipt of the Pupil Premium, show a secure understanding of how a range of factors, including SEN/D, EAL, LAC, FSM, G&T, can impact learning. They adapt their teaching accordingly to ensure all pupils make expected progress	5b (ii) Teachers show a sophisticated understanding of how a range of factors, including SEN/D, EAL, LAC, FSM, G&T, can impact learning. They adapt their teaching imaginatively and creatively to ensure all pupils make good progress	5b (iii) Teachers are highly adept at removing barriers to learning for SEN/D, EAL, LAC, FSM, G&T pupils. As a result these pupils make very good progress. They support colleagues to improve their practice
c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	5c (i) Teachers' planning and teaching shows they understand that all pupils develop at different rates both socially and intellectually. They adapt their teaching accordingly	5c (ii) Teachers' planning and teaching shows an in depth understanding that that all pupils develop at different rates both socially and intellectually. They plan their teaching to accelerate progress and narrow the skills and attainment gaps	5c (iii) Teachers are viewed as equipped with the necessary knowledge and experience in terms of their understanding of the intellectual and social development of pupils. They support colleagues to improve their expertise
d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	5d (i) Teachers show a clear understanding of the specific needs of SEN/D, EAL and G&T pupils and use distinctive teaching and support strategies to ensure these pupils make progress that is at least in line with similar learners nationally, and which narrows the gap between these and other learners	5d (ii) Teachers show a clear understanding of the specific needs of SEN/D, EAL and G&T pupils and use distinctive teaching and support strategies to ensure these pupils make progress that is better than similar learners nationally	5d (iii) Teachers are fully conversant in the field of SEN/D, EAL and G&T teaching and learning. They advise colleagues about appropriate differentiation for individual and groups of pupils to maximise progression

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
6. **Make accurate and productive use of assessment**			
a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	6a (i) Teachers regularly assess pupils in their subject area (including statutory assessments)	6a (ii) Teachers use a range of techniques in order to accurately assess pupil progress against different learning objectives	6a (iii) Teachers produce assessments to be used by colleagues, and are able to moderate their colleagues' judgements
b) make use of formative and summative assessment to secure pupils' progress	6b (i) Summative and formative assessment are used as a basis for intervention and to inform future planning	6b (ii) Precise use of formative and summative assessment helps to secure good rates of progress for different groups of learners	6b (iii) Teachers provide support to others in formative and summative assessment
c) use relevant data to monitor progress, set targets, and plan subsequent lessons	6c (i) School and national level data is used in order to set challenging targets, monitor progress and plan subsequent lessons	6c (ii) Accurate assessment is used to monitor the progress of different groups of students against challenging targets and informs subsequent lessons	6c (iii) Teachers mentor/coach others in monitoring pupil progress; they contribute to the monitoring of progress within a subject area
d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	6d (i) Teachers give regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback given	6d (ii) Detailed feedback and marking enables pupils to know how to progress and provides opportunities to reflect upon and respond to feedback	6d (iii) Teachers mentor/coach others in providing exemplary feedback and marking and providing opportunities for students to respond to feedback

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
7. **Manage behaviour effectively to ensure a good and safe learning environment**			
a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	7a (i) Teachers have clear rules and routines for behaviour and consistently implement the school's behaviour and anti-bullying policies in lessons and around the school. They model high standards of courtesy	7a (ii) Teachers take responsibility for applying the school's behaviour and anti-bullying policies in their lessons and around school, swiftly and successfully addressing incidents of misbehaviour and bullying that occur.	7a (iii) Teachers contribute to the development of behaviour and anti-bullying policies, applying them very effectively in their own practice and supporting colleagues to do the same
b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	7b (i)Teachers have high expectations of behaviour, using a range of strategies (including praise, rewards and sanctions) to promote good and courteous behaviour in the majority of pupils, both in their own lessons and around school	7b (ii) Teachers use a broad range of effective and imaginative strategies (including praise, rewards and sanctions) to promote good behaviour in all pupils, both in their own lessons and around school	7b (iii) Teachers are recognised as highly skilled in behaviour management and are proactive in supporting colleagues to develop their practice
c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	7c (i) Effective classroom management ensures that pupils work cooperatively with each other in a safe and orderly manner. Teachers motivate pupils to engage well with learning so that disruption to lessons is uncommon	7c (ii) Teachers engage pupils well with their learning and consequently disruption to lessons is rare. Pupils' behaviour makes a strong contribution to good learning in a safe and positive environment	7c (iii) Teachers play a key role in upholding the ethos of the school. Pupils are highly motivated and excellent behaviour is a consistent factor in their successful learning
d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	7d (i) Teachers build good relationships with the majority of pupils and pupils respond well to additional prompting from the teacher	7d (ii) Teachers build good relationships with all pupils who consistently demonstrate positive attitudes towards their teacher	7d (iii) Teachers are recognised as consistently successful in developing positive relationships with pupils and are proactive in supporting colleagues to develop positive relationships

SELF ASSESSMENT COMMENT / EVIDENCE

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
8. **Fulfil wider professional responsibilities** a) make a positive contribution to the wider life and ethos of the school	8a (i) Teachers model their professional duties and consistently implement the school values and policies. They increasingly participate in directed time whole school activities	8a (ii) Teachers contribute to the development, evaluation and consistent implementation of workplace policies and practice, including participation in directed time whole school activities	8a (iii) Teachers contribute significantly, where appropriate, to the development and evaluation of workplace policies and practice and promotion of collective responsibility for their implementation
b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	8b (i) Teachers work as a committed team member and identify opportunities for working with a range of different colleagues in order to seek advice and share good practice	8b (ii) Teachers have a well-developed awareness of those who can provide effective support and implement this practice in their teaching, whilst modelling good practice across the school	8b (iii)Teachers research and evaluate innovative educational practices in order to inform their own and others practice
c) deploy support teachers effectively	8c (i) Teachers carefully deploy other adult support, ensuring that they are appropriately involved in supporting learning and understand the roles they are expected to fulfil	8c (ii) Teachers share planning and deploy other adults in a structured way which contributes significantly to learning, and helps secure better than expected progress	8c (iii) Teachers are able to support others in the effective deployment of other adults and thereby help to secure good rates of progress for all groups of learners, , narrowing gaps in achievement
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	8d (i) Teachers have a creative and constructively critical approach towards innovation; actively seeking to adapt their practice where benefits and improvements are identified through coaching, mentoring and other professional development opportunities	8d (i) Teachers work collaboratively with colleagues in order to enhance their own and others practice	8d (iii) Teachers support the professional development of colleagues through coaching and mentoring, both at departmental and whole school level. They contribute to whole school CPD through planning, delivery and evaluation of training
e) communicate effectively with parents with regard to pupils' achievements and well-being.	8e (i) Teachers use a variety of methods to provide all parents and carers with timely, accurate and constructive feedback on learners' achievements and well-being	8e (ii) Teachers are increasingly confident and adept at engaging hard to reach parents and carers through effective communication	8e (iii) Teachers have sufficient depth of knowledge and experience to be able to give advice on the achievement and well-being of pupils, including the hard to reach at departmental and whole school level

SELF ASSESSMENT COMMENT / EVIDENCE

Building an Evidence Base for Secure and Fair Appraisal
2. 'Lesson Observation'

THE APPRAISAL CYCLE

o SMT complete a formal lesson observation at the beginning of the cycle (November)
  - At the feedback stage there will be opportunity to complete elements of the appraisee's pack. This will be like a benchmarking exercise.
  - The lesson observation will include a completion of one column of the Book, Planning & Learning Environment sheets.
  - SMT to feedback a report to the SMT meeting.

o December
  - Formal review meeting, with the appraisee bringing evidence and leading the meeting. Start with the Teaching Standards.
  - Complete as many sections of the pack as possible

o Spring
  - Learning Walk is redesigned with SMT focusing on their own teams and walking around their own team, completing relevant sections of the Scrutiny Sheets and also sections of the cumulative lesson observation sheet. (Pupil interviews are removed from this process)
  - Head teacher meanwhile during learning walk day does an official pop in day and further contributes to the evidence during the day.
  - SMT organise feedback to their teams and then share a summary report at the SMT Meeting
  - Lesson Study can be part of the evidence trail and I suggest that teams/ families/pairs have their Appraisal packs with them at their meetings so they can record in their self assessment sections.

o April
  - Formal review meeting, with the appraisee bringing evidence and leading the meeting. Start with the Teaching Standards.
  - Complete as many sections of the pack as possible
  - Formal Head Teacher & SIP Pop in days, adding to the cumulative lesson observation form and other scrutiny sheets.

o July
  - Formal review meeting, with the appraisee bringing evidence and leading the meeting. Start with the Teaching Standards.
  - Complete as many sections of the pack as possible

o September
  - End of cycle, completion of final summary sheet, and highlighting of cumulative lesson observation sheet. Recommendation to pay panel and setting of new targets.

Evaluating The Quality Of Teaching And Learning –
CUMULATIVE OBSERVATION EVIDENCE FORM Nov to Sept Benchmark observation in PURPLE PLEASE

WOODMANSEY CE
PRIMARY SCHOOL

Teacher:	
Year Gps/Sets:	
Subjects:	
Dates:	
Times:	
Observed By:	

CODE	AREA	GRADE	SUMMARY	
QUALITY OF TEACHING				OVERALL GRADE (A score of 2.5 or higher would indicate that improvement in certain areas is required). (Score) ——— (Word) ———
1a	Planning		QUALITY OF TEACHING GRADE	
1b	Teacher knowledge			
1c	Learning environment			
1d	Teaching Strategies			
1e	Challenge			
1f	Behaviour management			
1g	Inclusion			
1h	Use of other adults			
1i	Marking & Feedback			
1j	Assessment & Plenaries			
QUALITY OF LEARNING			QUALITY OF LEARNING GRADE	
2a Acquiring new knowledge /skills	Understanding			
	Learning Skills			
	Acquiring Knowledge			
	Progress			
2b Pupil engagement	Distraction			
	Confidence			
2c Independent and collaborative work	Listening and Collaboration			
	Organisation			
	Time Management			
	Resilience		This grade always take precedent over the grade for Quality of Teaching.	
2d Pupil reflection	Reflection			
	Understanding of Targets			
	Self Responsibility			

Target(s) for development (possible reference to Teaching Standards)

Evidence / method of monitoring?

Support Required

Success Criteria

	INADEQUATE	Link to Teachers' Standards	**REQUIRES IMPROVEMENT AS IT IS NOT GOOD**
THE QUALITY OF TEACHING	**1a Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?**		
	Use multiple ✓ ✓ ✓ Reasons why this part of the lesson was inadequate LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS. *Planning takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.* *The teacher does not have sufficiently high expectations and the teaching fails to engage or interest particular groups of pupils including disabled pupils and those who have special education needs.*	1b 2b 3d 3e 4a 4c 4d 5a 6c	• Due attention is given to the careful assessment of pupils' learning. • Tasks are planned and set that may not fully challenge. • Shows that thought has been given to how skills and understanding are built up. • **Shows what the learning objectives are, what learners will be doing and what the success criteria are.** • Shows what the language objectives are. • Takes account of previous learning. • Where published materials are used, these are modified to meet the needs of the learners and their previous learning. • Indicates what support staff will be expected to do. • Has evidence of differentiation. • Identifies opportunities to assess children's progress and attainment. • Key vocabulary is identified. • Satisfactory **use** is made of a range of resources, including new technology. • **Regular and accurate** assessment **informs planning,** which **generally** meets the needs of **all groups** of pupils. • Appropriate homework is set and this contributes reasonably well to the quality of learning for pupils, including those with SEN.
	1b How good is teachers' command of areas of learning and subjects?		
	Reasons why this part of the lesson was inadequate AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS. *Teacher's subject/pedagogic knowledge is inadequate. Teaching style is inappropriate to pupils' needs.*	2d 3a 3b 4e 8b 8d	Plans reflect an understanding of what needs to be learned. In lessons teachers: • Explain new ideas clearly and accurately and answer questions correctly. • Extend learning by providing relevant experiences. • Select and use appropriate resources which reflect the children's languages and cultures. • Teacher's subject knowledge is **secure.** *Teacher's subject/pedagogic knowledge is adequate and teaching style satisfactory.*
	1c How well does the learning environment support good teaching and learning?		
	Reasons why this part of the lesson was inadequate	1a 2e	• Is well organized and tidy. • Displays reflect a range of curriculum and subject areas. • Displays are used as a resource for teaching. • Displays reflect the cultures and languages of learners. • Resources are accessible and children use them independently. • The classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself.
	1d How well do teachers use a variety of teaching strategies?		
	Reasons why this part of the lesson was inadequate. AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS. *The teacher does not have sufficiently high expectations and the teaching fails to engage or interest particular groups of pupils including disabled pupils and those who have special educational needs.* *Resources are inadequate / inappropriate / do not support learning.*	2d 3d 3e 4a	• Teaching strategies ensure that the individual needs of pupils are usually met. • Teachers carefully deploy any available additional support to contribute reasonably well to the quality of learning for pupils including those with SEN. • The learners settle quickly. • The teacher engages all the learners quickly and creates a clear sense of purpose using a range of resources including visual material and artefacts. • Learning objectives are shared with the learners. • Teachers use questioning to ascertain levels of understanding. *Resources are adequate.*

GOOD	OUTSTANDING	GRADE
• Teachers use their **well-developed** subject knowledge, and their **accurate assessment** of pupils' prior skills, knowledge and understanding to plan effectively and **set challenging tasks.** • Differentiates learning objectives and success criteria • Identifies language objectives and success criteria. • Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of leaning and teaching. • Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners. • Provides a good framework for challenging more able learners. • Has planned tasks to assess children's progress and attainment. • Shows how key vocabulary will be introduced. • **Good imaginative** use of resources, including new technology enhances learning. • Good assessment procedures inform good planning to meet the needs of all pupils. • Appropriate and regular homework contributes well to pupils' learning. • The teacher has high expectations. He/she plans and teaches lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills. *Teacher has good subject/pedagogic knowledge and a confident and imaginative teaching style.*	• Teachers draw on an **excellent subject knowledge**, to **plan astutely** and **set challenging tasks** based on systematic, accurate assessments of pupils' prior skills, knowledge and understanding. • Learning objectives are very clear and the build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. • Oral and written language models link clearly to the language objectives. • Links are made with future learning. • Differentiated success criteria based on prior assessment **allow all learners to make good progress.** • Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. • A range of opportunities are planned to allow learners to work both collaboratively and independently over time. • Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities. • Teachers and other adults are **acutely aware** of pupils' capabilities and prior learning and understand and **plan very effectively** to build on these. • Appropriate and regular homework contributes very well to pupils' learning. • The teacher has consistently high expectations of all pupils. He/she plans and teaches lesson that enable pupils to learn exceptionally well. *Teacher has excellent subject/pedagogic knowledge and a very confident and imaginative teaching style.*	
Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught. In lessons teachers: • Explain new ideas in ways that are particularly relevant and meaningful to the learners. • Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas. • Are able to cater for all needs. • Select and use appropriate resources that interest and challenge learners. • Teachers generally have **strong subject knowledge** which **enthuses** and **challenges most** pupils and contributes to good progress.	Teachers' expert knowledge is also demonstrated in the way they: • Illuminate and enrich their teaching. • Inspire learners. • Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other. • Extend leaning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas. • Makes explicit links with previous learning, other subjects and with what will come next. • Makes clear conceptual links within the subject and beyond where appropriate. • Takes the opportunity to develop children's understanding of Key Vocabulary and Key Concepts.	
• A range of children's work is celebrated. • Displays including those which reflect cultures and languages, and working walls are used to prompt learners' thinking. • Resources are available to use, clearly labelled, displayed well and the learners take care of them. • The lesson is taught in the most appropriate space. • Key vocabulary and where appropriate translations of core words are displayed and used to support learning.	• The classroom environment is lively and stimulating creating a setting for the learning. • Examples of particularly good work, including work in progress, are annotated so learners can see what they should be aiming for. • Working Walls have a positive impact on the learning of pupils. • Examples of learners work in their first languages, are on display. • Interactive displays are used well to support teaching. • Facilitates independent learning.	
• Teachers' effective teaching strategies, including setting appropriate homework, 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. • Learning starts promptly. • The teacher sets an aspirational tone to the learning with high expectations. • Learning and language objectives are shared with the students and are reinforced visually. • The teacher uses learners' responses to assess language as well as subject knowledge and understanding. • The teacher engages all the children quickly and there is a sense of anticipation and excitement. *Good quality resources are used effectively.*	• Teachers' well judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focussed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well. • Learning objective are shared clearly both visually and orally, identifying a clear purpose to the learning based on previous and future learning and they explain the process by which the learning will take place. • Language objectives are shared and examples provided. • The teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson –using planning flexibly. *Resources are of excellent quality and used very effectively.*	

	INADEQUATE	Link to Teachers' Standards	REQUIRES IMPROVEMENT AS IT IS NOT GOOD
THE QUALITY OF TEACHING	**1e How well do teachers interest, encourage, and challenge learners, leading to enjoyment and engagement?**		
	Use multiple ✓ ✓ ✓ Reasons why this part of the lesson was inadequate TEACHERS DO NOT HAVE SUFFICIENTLY HIGH EXPECTATIONS AND TEACHING FAILS TO EXCITE, ENTHUSE, ENGAGE OR MOTIVATE PARTICULAR GROUPS OF PUPILS, INCLUDING DISABLED PUPILS AND THOSE WHO HAVE SPECIAL EDUCATIONAL NEEDS AND OTHER VULNERABLE GROUPS. *Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.* *Pupils, or particular groups of pupils, make too little progress.* Teaching provides a low level of challenge that fails to engage and encourage pupils. Teacher's expectations of pupils are low.	1b 2e 4a 4b 5a 5b 5d	• Activities are interesting. • There is a balance of taught, individual and collaborative work. • Questioning provides opportunities to develop understanding and assess learning. • Learners are given opportunities to talk about what they have learned. • Learners are encouraged to be independent but are supported where they need extra help. • Learners are encouraged to do their best. • Teachers use ICT to support learning. • Most pupils want to work hard and improve. • **THERE ARE NO INADEQUACIES.** • Pupils show interest in their work and are making **progress broadly in line** with that made nationally by pupils with similar starting points. • Teaching ensures pupils are **generally engaged** by their work and **little time** is wasted. • Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. *Teaching provides a reasonable level of challenge, which engages and encourages pupils.*
	1f How effectively do teachers manage behaviour?		
	Reasons why this part of the lesson was inadequate *Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well being on more than isolated occasions. Pupils' lack of engagement and persistent low-level disruption of learning contributes to reduced learning and/or a disorderly classroom environment. A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline resulting in poor behaviour around the school.* Behaviour is inappropriate and not well managed.	1c 7a 7b 7c 7d	There is a positive climate for learning in which learners feel secure including: • Effective organisation of activities. • Mutual respect and properly established work habits. • A consistent implementation of the behaviour policy. • Pupils behave so that **learning proceeds appropriately** and time is not wasted. • Pupils are polite and generally respond appropriately to sanctions. • **Incidents of poor behaviour are uncommon.** *Any unsatisfactory behaviour is quite well managed.*
	1g How effectively do teachers promote equality of opportunity and ensure inclusion?		
	Reasons why this part of the lesson was inadequate *The teacher does not have relevant insight into the performance and participation of different groups of pupils.* *The teacher is inactive in tackling material differences between groups and/or in tackling discrimination.*	1b 1c 5a 5b 5c 5d	• All learners are treated with respect. • Teaching methods and resources are without bias and free from stereotyping. • Sensitivity is shown to learners' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted. • SEN and learners from VULNERABLE GROUPS are well supported. • Able pupils are challenged.
	1h How effectively do teachers make use of Teaching Assistants, Early Years Staff and other adults?		
	Reasons why this part of the lesson was inadequate AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS. *Teaching and other assistants are not well deployed and provide little or no effective support to pupils.*	1b 5c 5d 8b 8c	• Teaching assistants are adequately managed and are effective. • Teaching assistants know what they need to do to support learners including SEN & VULNERABLE GROUPS. • Support provided by other adults is **effectively deployed.** *The use of teaching and other assistants makes some contribution to pupils' learning.*
	1i How effectively do teachers use marking and feedback to aid learning and pupil progress?		
	Reasons why this part of the lesson was inadequate Pupils do not receive feedback on their work and learning from the adults working with them, meaning that learning activities are not sufficiently well matched to the needs of pupils.	2a 2c 6a 6b 6c 6d	• Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. • As a result, most pupils want to work hard and improve. • Marking gives teachers the understanding of pupils' progress to enable teachers to plan to 'bridge the gap'.
	1j How effectively do teachers use assessment for learning and use plenaries to reinforce learning and assess understanding?		
	Reasons why this part of the lesson was inadequate LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS. AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS. *Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.* *The teacher is not using target –setting effectively to raise expectations and improve outcomes.* Assessment is infrequent / erratic and there is insufficient use of assessment information.	2a 2b 2c 4d 6a 6b 6c 6d	• Plenaries are an opportunity for learners to share what they have done and to encourage some reflection of what they have learned. • Teachers let learners know how well they are doing and use this information to set targets. • Teachers' **monitor** pupils' work **during lessons,** pick up general misconceptions and **adjust their plans** accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. • Pupils are **informed** about their progress and how to improve through **marking** and **dialogue** with adults. • Due attention is given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may lead to unnecessary repetition of work. *There is some use of assessment information. The level and nature of work is appropriate to most pupils.*

GOOD	OUTSTANDING	GRADE
 • Activities are stimulating with relevant learning experiences. • Has planned questioning to provide frequent opportunities for higher order questioning. • Teachers and other adults create a positive climate for learning in the lesson and pupils are interested and interactively engaged. • Teaching generally promotes pupils' resilience, confidence and independence when tackling activities. • Learners are encouraged to verbalise their thinking through whole class discussion and through a range of different formats and techniques that encourage discussion and learning amongst the pupils. • Learners are encouraged to persevere. • Teaching seeks to extend learners intellectually, physically and creatively. • Lessons have pace. • ICT is used interactively to enhance learning. • Teaching strategies should reflect different learning styles. • Teaching is **effective** in ensuring that pupils are motivated and engaged. • Teachers have **high expectations** of all pupils. • As a result of teaching most pupils and groups of pupils including disabled pupils and those with SEN have achieved well. *Teaching provides a good level of challenge, which engages and encourages pupils.*	 • Activities are planned to be stimulating and challenging with vivid real and relevant learning experiences. • Teachers and other adults generate **high levels of engagement and commitment to learning**. Teaching promotes pupils **high levels of resilience, confidence and independence** when they tackle challenging activities. • Pupils are constantly engaged and interactive within the lesson. • Learners are regularly prompted to develop and justify answers, speculate and hypothesise. • High quality learners' questions and learner motivated enquiry are **expected**. • Learners are encouraged to persevere to solve problems through the application of well-rehearsed strategies. • Stimulates creativity, imagination and independence. • Lessons have strong pace but allow time for consolidation and reflection. • ICT is used where appropriate to extend and enrich the learning experience. • The lesson is fun. • Teaching is **outstanding** resulting in **rapid and sustained pupil progress.** • The Teacher has **consistently high expectations of all pupils**. *Teaching provides a high level of challenge, which engages and encourages pupils. Expectations of pupils are very high.*	
There is a productive climate for learning in which learners feel secure including: • Clear and efficient organisation of activities and groups. • An emphasis on self-discipline and mature behaviour. • Pupils' behaviour makes a **strong contribution** to good learning in lessons. • Their behaviour is **welcoming and positive.** • **They behave considerately towards each other.** • **Behaviour is managed consistently well.** *Any unsatisfactory behaviour is well managed.*	There is a productive climate for learning in which learners feel valued and secure including: • Efficient organisation of activities and groups where the rationale is shared with learners. • Fair and clear exercise of authority leading to excellent standards of behaviour. • Pupils' **consistently thoughtful** behaviour is an outstanding factor in their successful learning and creates an **extremely positive school ethos (Pupils' attitudes to learning are exemplary).** • Pupils are **highly considerate** and **very supportive** of each other in lessons. • **No evidence of disruptive behaviour.** *Relationships and student behaviour are excellent.*	
• Relationships are warm but respectful. • Learners' contributions are valued and encouraged. • SEN and learners from VULNERABLE GROUPS are well supported and encouraged to contribute fully in class discussions through well-targeted questions. • Able learners are challenged and extend their learning.	• Teaching methods and resources are properly matched to meeting the needs of all the learners in the class. • SEN and learners from VULNERABLE GROUPS are well supported through differentiated tasks, one to one and small group work. • Provides positive role models for different groups of learners. • Able learners are challenged and extend their learning. They do not waste time on things they can already do or already know.	
• Teaching assistants make a significant contribution to the meeting of individual needs. • Teaching assistants have access to plans, e.g. IEPs and EAL language levels to inform their work. • TAs clearly understand how to model language and scaffold learning. *Teaching and other assistants are used well and effectively support pupils' learning.*	• Well directed teaching assistants reinforce and support learning very effectively; sometimes taking responsibility for planning activities and assessment for groups of students or individuals. • Teachers fully involve TAs to support the Assessment for Learning process. *Teaching and other assistants are very well deployed, making a significant contribution to pupils' learning.*	
• Teachers assess pupils' learning and progress **regularly and accurately** they ensure that pupils know how well they have done and what they need to do to improve. • Marking gives teachers the understanding of pupils' progress to support pupils to 'bridge the gap between high expectation and attainment'.	• **Consistently high** quality marking and constructive feedback from teachers ensures that pupils make **rapid gains.** • Marking ensures that all pupils 'bridge the gap between high expectation and attainment'.	
• Plenaries are used as an opportunity for learners to reflect on what they have learned and what they need to do to progress further. • Teachers use this as an opportunity for assessment. • Teachers set the context for the next lesson/future learning. Learners are regularly involved in helping to assess their own work. • Learners are set appropriately challenging targets, know what these are and are able to talk about their progress towards them. • Detailed feedback. • Teachers **listen to, carefully observe** and skilfully **question** pupils during lessons in order to **reshape tasks** and **explanations** to improve learning. *Assessment information is used effectively to ensure work is appropriate to all pupils.*	• Lessons have many interactive sessions (plenaries) that encourage learners to reflect on their learning. Pupils know what they have learnt. They understand how they have learnt this and know what they need to do next. • Links are made with past and future learning. • Learners help judge the success of their work and set targets for improvement. • Learners are encouraged to monitor their own progress against targets and seek further challenge where these are achieved. • Marking and dialogue is **consistently high quality.** • Teachers **systematically** and **effectively check** pupils' understanding **throughout lessons, anticipating were they may need to intervene and doing so** with **notable impact** on the quality of the learning. *Assessment is rigorous / imaginative and assessment information is used very effectively to ensure work is appropriate to all pupils.*	

	INADEQUATE	Link to Teachers' Standards	REQUIRES IMPROVEMENT AS IT IS NOT GOOD
THE QUALITY OF LEARNING	**2a To what extent do learners acquire new knowledge or skills in their work; develop ideas and increase understanding?**		

2a   To what extent do learners acquire new knowledge or skills in their work; develop ideas and increase understanding?

Use multiple ✓ ✓ ✓ Reasons why this part of the lesson was inadequate ***PUPILS MAKE INADEQUATE PROGRESS*** ***The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is inadequate*** *Overall some or all pupils make inadequate progress in relation to their ability and potential and some / all pupils show lack of interest and negative attitudes to work.*	1b 2a 2c 2e	Learners make progress both within individual lessons and over time. Learners: **UNDERSTANDING** • Can explain what they have done. **LEARNING SKILLS** • Can reapply some of the learning to a new problem. • Show awareness of how current learning related to previous work. • Will answer questions. • Most pupils want to work hard and improve. **ACQUIRING KNOWLEDGE** • The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is **at least REQUIRES IMPROVEMENT AS IT IS NOT GOOD.** **PROGRESS** • Pupils **make expected progress** given their starting points - some may make good progress. *Overall all pupils make satisfactory progress and most show positive attitudes to their work.*

2b   To what extent do learners show engagement, application and concentration to work productively?

Reasons why this part of the lesson was inadequate ***Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.***	5a 5b 5c 5d 7c	Learners are willing to engage in learning and have established work habits. They: **DISTRACTION** • Are not easily distracted. • Produce work of a good standard. • Show a willingness to improve further. • Complete work within the time available. • Pupils understand what is expected of them when asked to work on their own or in small groups and **only gentle prompting is needed to maintain discipline.** **CONFIDENCE** • **Most pupils** work effectively when provided with appropriate tasks and guidance **but lack confidence** in improving the quality of their work.

2c   To what extent do learners develop the capacity to work independently and collaboratively?

Reasons why this part of the lesson was inadequate LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS. ***Too many pupils fail to work effectively unless closely directed by an adult and give up easily.*** ***The teacher is over controlling the lesson and is not allowing the pupils to learn independently or in groups.*** *Pupils do not work well independently and collaboratively.*	7a	A range of opportunities are planned to allow learners to work both collaboratively and independently over time. Learners: **LISTENING AND COLLABORATION** • Listen to others opinions. **ORGANISATION** • Are sensible in organising the resources they need. **TIME MANAGEMENT** • Know when to ask for help. • Complete homework tasks set. **RESILIENCE** • Pupils **generally work steadily** and **occasionally** show high levels of enthusiasm and interest. *Most pupils work well independently and collaboratively.*

2d   To what extent are learners able to reflect on their own learning and use this knowledge to plan their work?

Reasons why this part of the lesson was inadequate PUPILS CANNOT COMMUNICATE, READ, WRITE OR USE MATHEMATICS AS WELL AS THEY SHOULD. *Pupils are <u>unaware</u> of their level and how to improve.*	2c 6d	Learners: **REFLECTION** • Are encouraged to talk about their work. **UNDERSTANDING OF TARGETS** • Take account of what they need to do to improve further. • Children know their targets. **SELF RESPONSIBILITY** *Pupils are aware of their level and how to improve.*

GOOD	OUTSTANDING	GRADE
Learners make good progress and:	Learners make very good progress both within individual lessons and over time. Learners:	
• Can explain what they have learned.	• Can explain confidently and clearly how and what they have learned.	
• When asked can apply what they have learned to new situations. • Understand how current learning relates to previous work and what comes next. • Ask and answer questions related to their work. • Learners will use their first language in class where it helps their understanding.	• Are creative and show initiative and apply learning to new situations. • Ask questions and show an eagerness to learn. • Learners are confident to use their first language to enhance their learning. • Pupils learn and practice skills exceptionally well. • Pupils are challenged on a conceptual level – and expected to explain their reasoning.	
• Pupils acquire knowledge, develop understanding and learn and practice skills **well.**	• Pupils acquire knowledge quickly and develop their understanding rapidly.	
• A large majority (86%) of groups of pupils make at least good progress, with some making outstanding progress, **nothing is inadequate.**	• Pupils make rapid progress and learn exceptionally well.	
Overall all pupils make good progress in relation to their ability / potential and show positive attitudes to their work.	*Overall all pupils make exceptionally good progress and show very positive attitudes to their work.*	
Learners are eager to engage in learning and have good work habits. They:	Learners are eager to engage in learning and have very good work habits that maximise time for learning.	
• Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.	• They work intently and are not distracted. • Pupils are enjoying themselves through their learning. • Behaviour for **all groups** is exemplary and pupils encourage others to conduct themselves well.	
• Pupils **routinely** show responsibility in responding to the expectations of staff, including guidance on how they can improve further, set **consistent standards** for themselves and **respond quickly** and **well** to any additional guidance from staff about how to conduct themselves. • Pupils are **keen to do well, apply themselves diligently** and **work at a good pace**.	• Able learners go beyond the set task or extend the scope of their learning. • Pupils demonstrate **excellent concentration and are rarely off task and their attitudes to learning are exemplary**.	
Learners:	Learners:	
• Listen to others opinions and express their own views and ideas sensibly. • Pupils seek to produce their best work and are enthusiastic about learning.	• Show a mature attitude to collaborative learning listening to others opinions and expressing their own ideas sensibly.	
• Show initiative and take responsibility for organising the resources they need.	• Identify roles and responsibilities within a group situation.	
• Plan and use their time well including the completion of homework tasks.	• Pupils can work creatively in a wide range of learning situations.	
• Pupils can successfully work in a wide range of learning situations.	• Where required complete work unaided. • Pupils have **developed resilience** when tackling challenging activities.	
Pupils work well independently and collaboratively.	*Pupils work very well independently and collaboratively.*	
Learners:	Learners:	
• Are encouraged to reflect on their learning through discussions within the plenary. • Are aware of a range of strategies for completing tasks.	• Are routinely encouraged to reflect on their own learning through, for example, clear, focussed and frequent differentiated questions.	
• Children know their targets and understand how to achieve them. • Know the standard at which they are working and take account of what to do to improve further.	• Children know their targets, understand how to achieve them and recognise when they have. • Know "what helped them to learn". • Are aware of how they can help themselves to learn, understand and remember.	
• Understand that progress and achievement are important. • Pupils know how well they have done and **can discuss** what they need to do to sustain good progress.	• Believe that effort will lead to success. • Pupils **understand in detail** how to improve their work and are **consistently supported** in doing so.	
Pupils are aware of their level and how to improve.	*Pupils have a very good understanding of their current level and what they need to do to improve.*	

TEACHING & LEARNING: ESSENTIAL QUALITIES

	COMMENTARY
THE TEN ESSENTIAL Ps TO EFFECTIVE TEACHING • **Planning:** effective informed and flexible. • **Preparation:** of the lesson e.g. resources. • **Place:** use, selection and management of the learning environment – managing risk. • **Personality:** of **YOU** the teacher – do you make learning stimulating, exciting, challenging, interesting, fun? • **Pressure:** appropriately challenging expectations. • **Pupils:** i.e. are they doing, actively engaged in the learning, not passive. • **Positive Praise:** use of to promote a happy and safe learning environment. • **Plenaries:** mini and final leading to constant self evaluation and assessment. • **Performance:** the teacher and the pupils know how well they are doing and where to go next. • **Pace THE GREATEST OF THEM ALL** without pace the lesson cannot achieve its **potential** and therefore secure **PROGRESS** for all learners. **3c Promotes high standards of literacy, articulacy and the correct use of standard English.** **When working with the whole class** • Pupils' attention gained and maintained? • Objectives and Success Criteria are shared with pupils? • Links made with previous and future work? • Appropriate pace and challenge? • Clear, audible, varied voice? • Effective and varied interaction with pupils? • Clear explanations and instructions? • A range of questioning techniques used? • Appropriate responses to pupils' questions? • Use of praise and encouragement? • Accurately addresses errors and misconceptions? • Evidence of differentiation and matching? • All pupils encouraged to participate? • Movement of pupils managed effectively? **When pupils are working independently or in groups:** • Tasks are matched to the needs of pupils? • Appropriate groupings of pupils? • Careful management of resources? • Awareness of all pupils in the classroom? • Appropriate level of noise? • All pupils' on-task and making progress? • Accurately addresses errors and misconceptions? • Appropriate and timely feedback to individuals?	
• Is able to gain the attention of the class? • Uses time limits and targets to maintain pace? • Teacher continues to teach/assess and will alter the plan according to AfL? • Teacher does not fire-fight but maintains his/her agenda? • Pupils know how to help themselves? • Pupils know what to do next? **At the end** • Pupils know what they have achieved? • Teacher knows what has been achieved? • Success criteria are met?	**DISCUSSION** **4d: Reflect systematically on the effectiveness of lessons and the approaches to teaching**

Building an Evidence Base for Secure and Fair Appraisal
3. 'Book, Planning and Learning Environment Scrutiny'

Teachers are encouraged to engage openly with their appraiser, through dialogue, to demonstrate that expected standards are being maintained: ***There is not an expectation to constantly re evaluate a Green rating, providing there is no concern of a drop in standards.***

Planning

	RAG RATE			
Elements	**Date**	**Date**	**Date**	**Optional Comments**
Appropriate Planning forms used				
Focus Theme Books are organised to reflect the cross- curricular nature of the curriculum and the processes of editing and RT.				
Clear reference to accelerated learning principles i.e Learning is put into context, learning styles are considered across the lessons and across the subjects, children are expected to demonstrate knowledge, clear use of interactive plenaries to establish learning.				
Success criteria is clear				
Time is not being wasted on things the children already know or can do.				
Lessons are driven by clear and relevant objectives (not activities)				
Tasks for learning will allow for all children to make progress and children are expected to work productively in a sustained manner.				
Lessons and therefore learning is planned to be engaging and fun				
Appropriate differentiation ensures appropriate challenge for SEND				
Appropriate differentiation ensures appropriate challenge for High Achieving Children				
Planning files make it explicitly clear who are the Pupil Premium children and that if there is a need to address a gap in performance it is being addressed.				

Planning is In line with pitch and expectations for this year group and cohort				
Planning demonstrates progression				
Appropriate cross- curricular links and use of IT is evident in planning				
Planning provides the information required by other members of the team				
Use of additional adults (when available) is clearly planned for, enabling the teacher to work with those not yet secure.				
Assessment and evaluation annotations are clear				
Homework is planned for within the context of learning in class.				
Teacher's Planning Portfolio includes: 1. Class list and overview 2. Assessed levels baselines & targets as appropriate 3. Groupings 4. Clear indication of a. PUPIL PREMIUM CHILDREN b. SEND CHILDREN c. HIGH ACHIEVING CHILDREN 5. Medium Term Unit Plans 6. Short Term Plans 7. Guided reading record folders. (This Portfolio may include more than one folder as preferred. Teacher's assessments are in F.L.i.C. Teachers may choose to present information purely electronically e.g. via an iPad. In such circumstances this will have to be available to SMT or visiting inspector / LA SIP as required)				

Teachers are encouraged to engage openly with their appraiser, through dialogue, to demonstrate that expected standards are being maintained: *There is not an expectation to constantly re evaluate a Green rating, providing there is no concern of a drop in standards.*

Books

RAG RATE

Elements	Date	Date	Date	Comments
Marking – up to date, legible, modelling handwriting				
Marking matches the policy and the symbols we have agreed to				
Where appropriate the Green to be Seen and Pink to make you think is evident				
There is clear and appropriately regular evidence of pupils having a response time to a T➔ mark				
Presentation is neat with appropriate use of rulers				
Children are taking a pride in their work and their books. Work is not spoilt by scruffiness				
There is clear and appropriate differentiation of challenge in the work of High Achieving children, therefore books do not all look the same.				
The work of SEND children is not over reliant on adult support. Independence is still an expectation.				
Books demonstrate a progression in learning and expectation over the school year				
Books demonstrate a progression in learning and expectation year on year				
Children are expected to produce an appropriate quantity of work				
Children are expected to do their best in their books				
Illustrations are part of the process and are not a 'filler' and are well produced				
Worksheets are at a minimum. When really needed, worksheets offer scaffolding or are designed to provide a resource to feed pupils' independent work				
Colouring in never occurs (except perhaps a map).				
Clear evidence that homework is valued and marked/used as appropriate				

Teachers are encouraged to engage openly with their appraiser, through dialogue, to demonstrate that expected standards are being maintained: *There is not an expectation to constantly re evaluate a Green rating, providing there is no concern of a drop in standards.*

Learning Environment and Teacher Presentation

RAG RATE

Elements	Date	Date	Date	Comments
Classroom Risk Assessments are checked weekly				
C.O.S.H.H. board is displayed with relevant C.O.S.H.H data for the location.				
Key vocabulary / Concepts are shared				
The learning environment provides prompts and supports children's independence				
The learning environment reinforces learning through e.g. working walls or similar displays and IT				
All work is presented and displayed to a high standard				
The room demonstrates that the children and staff care about their learning environment				
The room is not a tip because of accumulated piles of stuff				
The room is set up appropriately for the age of the children				
Labels are computer produced or handwritten in the school joined style				
It is always clear what the current learning objectives are.				
Art work is beautifully displayed and valued				
Celebratory displays are worthy of being celebratory				
Displays inspire learning and promote thought.				
The Key Rules are displayed and no other rules				
V.C.O.P or similarly appropriate visual displays are evident to support literacy development from FY to Y6				
Vocabulary is displayed in either Spanish or french as appropriate				
Corridors and cloakroom areas are monitored, cared for and kept tidy.				
Displays have a clear explanation of the process and the success criteria, particularly if it is written work.				
All displays with pupils' work includes the pupils' names.				

Appraisal Summary Sheet
RAG RATING

| Term | Pupil Progress (Whole Class) | Pupil Progress (Vulnerable groups) | Planning | Teaching Quality | Learning environment | Quality of learning in books | Fulfilment of wider professional responsibilities |
	Evidence: assessment data	*Evidence: termly assessment data*	*Evidence: Planning scrutiny lesson observations*	*Evidence: lesson observations*	*Evidence: learning walks lesson observations*	*Evidence: book scrutiny & lesson observations*	*Evidence: various & on Teaching Standards*
Autumn	◯	◯	◯	◯	◯	◯	◯
Spring	◯	◯	◯	◯	◯	◯	◯
Summer	◯	◯	◯	◯	◯	◯	◯

School Improvement Objective 1	◯	School Improvement: Pupil Progress /achievement Objective 2	◯	Teaching / professional development objective	◯	Wider involvement objective	◯

Other evidence/circumstances to be taken into consideration	
Support and training required	

Current pay grade:	MPS/UPS:	Appraiser signature	date
Recommended pay award	MPS/UPS:	Appraisee signature	date

Optional

Appraisee's comment:

Appraiser's response:

SCHOOL PAY POLICY - APPEALS PROCEDURE

An employee may seek a review of any determination in relation to his pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

That the person or committee by whom the decision was made –
a) Incorrectly applied any provision of the STPCD;
b) failed to have proper regard for statutory guidance;
c) failed to take proper account of relevant evidence or took account of irrelevant or inaccurate evidence;

1.   Informal Stage

1.1   The employee receives written confirmation of the pay decision and where applicable the basis on which the decision was made.

1.2   If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 school working days of the decision.

1.3   Where this is not possible or where the employee continues to be dissatisfied, he/she may appeal in accordance with the formal stage of the appeal process.

2.   Formal Stage

2.1   If decisions taken at the informal formal stage do not resolve the problem the employee can submit an appeal, in writing, within 10 school working days of receipt of a written reply from the person who dealt with the informal formal stage

2.2   The employee should set out the facts of the grievance in writing (on the form provided at Appendix A) to Head teacher/Governing Body detailing:
- the grounds for questioning the pay decision including any information/evidence they wish to be considered
- details of any informal attempt(s) at resolution
- the pay determination/resolution sought

2.3   The person or Governing Body Appeal Panel dealing with the appeal will convene a meeting and reply to the employee. The person/Governing Body Appeal Panel should be a person or persons who were not involved in the original determination. The meeting will normally be convened within 20 working days of the receipt of the written appeal notification.

2.4   The employee will be given the opportunity to make representations in person, accompanied as above if they so wish. The person/ Governing Body Appeal Panel may seek information from sources including a representative of the first committee, the Headteacher and the Local Authority. The decision of the person/Governing Body Appeal Panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

2.5   This decision of the person/Governing Body Appeal Panel will be final.

| **APPLICATION FORM** | **CONFIDENTIAL** |

Pay Progression to and on the Upper Pay Range

Eligibility criteria:

In order to be assessed you will need to:
- Hold Qualified Teacher Status on the date of your request; and
- Be statutorily employed under the STPCD; and
- Highly competent in all elements of the relevant standards; and
- Demonstrate substantial and sustained achievement and contribution to the School (15.2 STPCD 2016)

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request/ your two most recent appraisal reports and/or planning and review statements.

One application may be submitted annually. The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31 October
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Body through it's finance/pay/personnel/other committee
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by *[insert date]*. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS on 1 September of the year in which they apply.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in the School's pay policy.

Part 1: Teacher Details (to be completed by the Teacher)

Surname ……………….

First name (s) …………….

<u>Career details</u>

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be a **2 year** period leading up to the date of your application, in order to demonstrate a substantial and sustained contribution.   Please attach details of appraisal reports or performance management statements

Name and Address of School/LA	Date(s) of Employment	Name of Headteacher/Service Manager

Summary of current responsibilities (please continue on a separate page if necessary)

<u>Supporting Statement</u>

Please provide a supporting statement, with evidence appended, detailing how you meet the required standards.

Declaration by the Teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment against the post threshold standards.

Signed………………………

Date…………………………..

Part 2: Actions for the Headteacher

Please read the Schools Pay Policy before completing this form – check that the Teacher is eligible to be assessed.

- Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied that the teacher meets the Teachers' Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers' Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.

- Make an overall judgement on whether the post-Threshold standards are met/not yet met

- Complete the 'head teacher's statement'

- Sign, date and copy the form

- Promptly inform the governing body of this decision and notify the appropriate body that deals with payroll matters for the school.

- Inform the teacher of the outcome within 10 School days of informing the governing body/LA service of this decision.

- Notify the Teacher in writing of the outcome of the assessment where the standards have not yet been met

- Where the standards have been met provide the Teacher with verbal feedback

To be completed by the Headteacher:

Name of Teacher…………………

School………………………………

Teachers' Standards met / note met (delete where applicable). Please record your overall judgements below. A copy should be provided to the Teacher concerned.

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Signature…………………………………..
Print name…………………………………
Date…………………………………………..