Policy Name: Performance Management Policy
Date of Last Review: Summer 2018
Date of Next Review: Spring 2019
SLT Responsible: Principal
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Hayes School
(Part of the Impact Multi Academy Trust)
Performance Management Policy

Purpose

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

The annual performance management review record will form the basis of any recommendation for pay progression by the performance manager to the Principal.

This policy should be read in conjunction with the Teacher Pay Policy which provides details of the arrangements relating to teacher’s pay in accordance with the adopted National School Teachers’ Pay and Conditions Document and the Education (School Teachers’ Appraisal) (England) Regulations 2014.

Application of the policy

This policy, which covers performance management/appraisal, applies to the Principal and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school’s formal capability procedure.

Note:

The term “Appraisal” used throughout this policy relates to the “performance management” of teachers. “Appraisers” or “Performance Managers” are those members of staff with responsibility for carrying out an annual review of performance and setting objectives in collaboration with the teacher.

1. Aims/Purpose

1.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice, to develop as teachers and to demonstrate continued good performance.

1.2 Colleagues are encouraged to take ownership of their professional development, using them for personal benefit as professional development tools. The key components of the appraisal cycle should be used to motivate and enthuse individuals:

- Discussion about one’s own practice (job satisfaction)
- Reviewing progress (achievement)
Hayes School  
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- Acknowledging strengths and sharing expertise (recognition)
- Setting new developmental targets (advancement)

2. Links to School Improvement

2.1 To comply with the statutory requirement for appraisal to support the school’s plan for improving educational provision and performance and improving the education of students at the school, the appraisal process will be the main source of information for the evaluation of teaching and learning and the wider school improvement process.

2.2 Similarly the School Development Plan and analyses of examination performance are key documents for the appraisal process.

2.3 All appraisers are expected to explore the alignment of a teacher’s objectives with the school's priorities and plans. Objectives should also reflect teachers’ professional aspirations.

3. Appointing Appraisers

3.1 The Principal will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

3.2 In this school the task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

3.3 The Principal will establish an appropriate line manager as the appraiser for each teacher. Teachers will typically be appraised by a Head of Department or TLR post-holder within their department. Where teachers hold responsibilities outside their department these leadership roles will be appraised by their line manager or a member of SLT. A teacher may therefore be appraised for their teaching within their department (Achievement and Teaching & Learning); and for their leadership role (Achievement, School Development and Personal Development) by their line manager.

3.4 Where a teacher is of the opinion that the person to whom the Principal has delegated the Appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that appraiser to be replaced, stating those reasons.

3.5 Where it becomes apparent that the appraiser will be absent for the majority of the
cycle or is unsuitable for professional reasons the Principal may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the teacher’s line manager, the alternative appraiser will have an equivalent or higher status in the staffing structure as the original appraiser. An appraisal cycle will not begin again in the event of the appraiser being changed.

3.6 All line managers to whom the Principal has delegated the role of appraiser will receive appropriate preparation for that role.

4. The appraisal cycle

4.1 The performance of teachers must be reviewed on an annual basis. Appraisal reviews and planning must be completed for all teachers by 31st October and for the Principal by 31st December.

4.2 The appraisal cycle, therefore, will run for twelve months from: 1st September to 31st August for teachers and the Principal.

4.3 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

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

4.5 Where a teacher transfers to a new post within the school part-way through a cycle, the Principal shall determine whether the cycle shall begin again, whether to review objectives and whether to change the Appraiser.

5. Setting Objectives

5.1 The Principal’s objectives will be set by the Governing Body after consultation with the external adviser.
5.2 Objectives for each teacher will be set by 31st October. The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Clear success criteria will be established against which the objectives will be reviewed and support will be given to appraisers and reviewees in setting objectives and success criteria to ensure consistency.

5.3 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the National Teachers' Standards (2012) for teaching and personal and professional conduct. The Principal or governing body may consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, e.g. the standards used to pass through the threshold.

5.4 Objectives will have regard to what can reasonably be expected of any teacher in that position given the desirability of the teacher being able to achieve a satisfactory balance between the time required to discharge professional duties and the time required to pursue personal interests outside work.

5.5 All teachers will set at least one objective in each of the areas below. Appraisal plans should also detail how each objective will be achieved, clear success criteria for evaluation and identify training needs and opportunities.

**Objective 1: Achievement:**
"To promote good progress and outcomes by pupils across all classes"

*Where currently no exam classes are being taught this year a similar objective should be set to be assessed against internal review data (including assessments, controlled tests/coursework data)*

Evidence: Examination Results 2017

**Success Criteria will include:**
Students in exam classes (Y11, Y12 and Y13) to make good progress.
Neutral or positive VA, ALPS score, P8
Good or better progress from starting points (progress from KS2>KS3>4)
The majority/vast majority of students achieve/exceed benchmarks (GCSE)
Improved attainment and progress with similar students (in relation to previous results)
Improved attainment and progress of groups of students e.g. PP, HPA, SEN

**Objective 2: Teaching and Learning:**
“To embed the 9 Necessities in classroom practice to ensure the delivery of world class lessons and maximise student learning”

Evidence (possible examples):
Summative assessments, PM lesson observation(s), lesson sampling, book looks, resources and planning records, CPD attendance, student feedback, lesson study paperwork

**Success Criteria will include:**
Observations/lesson sampling/book looks etc note clear reference to the nine necessities – clear starters and plenaries, learning objectives and planning for progress is evident, there are effective classroom routines and behaviour for learning, all students have been considered via effective personalisation and differentiation, AFL is in use, powerful questioning exists in the classroom, Students receive regular written feedback from teacher (WWW/EBI) and act on this feedback, students are encouraged to develop as ACTIVE citizens and there is a clear emphasis on terminology and language for learning.

**Objective 3: Teaching and Learning**
This should be in support of whole school priorities.
To be agreed between the teacher and performance manager

**Possible objectives might relate to:**
Lifelong learning skills
Quality first teaching and differentiation
Subject specific pedagogy

**Evidence (possible examples):**
To be agreed by teacher and performance manager

TLR post-holders will be required to set leadership objectives in each of the areas as outlined below:

**TLR Achievement (Curriculum & Pastoral):**

**TLR Achievement:** To achieve key outcomes and KPIs as identified in Department Development Plan (DDP) or Year Development Plan (YDP)

**Evidence:**
Examination Results 2017
End of Year Review Data
Review of 2016-17 Department/Year Development Plan
Success Criteria may include (but will be based on DDP and YDP):
* Targets/benchmarks met at A*-A, A*-B, A*-C and A*-E
* Reduction in number of U Grades at AS
* ALPS scores/Value Added/improved P8 scores
* Numbers of students making expected/better than expected progress in Eng & Ma (KS2 to KS4)
* Improved retention
* Improved attainment and progress (including possible focus on specific grades and groups of students e.g. HPA, PP, SEN)

TLR School Development (Curriculum):
to be identified by staff member and performance manager with reference to personal development/SDP/ department/ year or key stage priorities.

Possible objectives might relate to:
Ensure accuracy of internal and current assessment to inform projected grades and action/intervention.

Keystage 3 assessment
Curriculum changes

Evidence and Success Criteria:
To be agreed with performance manager

TLR School Development (Pastoral):
to be identified by staff member and performance manager with reference to personal development/SDP/ department/ year or key stage priorities.

Possible objectives might relate to:
Attendance and PA
Performance and wellbeing of PP students
Monitoring of and development of high quality tutoring
Use of SIMS for monitoring behaviour and achievement. Development of SIMS in touch.

Evidence and Success Criteria:
To be agreed with performance manager

TLR Personal Development (Curriculum & Pastoral)

TLR Personal Development:
to be identified by staff member and performance manager with reference to personal development/SDP/ department/ year or key stage priorities.

**Evidence and Success Criteria:**
To be agreed with performance manager

Objectives should be such that, if they are achieved, will contribute to improving the achievement of students at the school.

5.6 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change e.g. change of job role, long-term sickness, maternity leave or if a teacher requires more support to meet the teachers’ standards.

5.7 Though appraisal is an assessment of overall performance of teachers and the Principal, 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 a review of the teacher’s performance against the National Teachers' Standards (2012) will take into account a teacher’s roles/responsibilities not covered by the objectives and the extent to which these are met.

6. **Quality Assurance and Consistency**

6.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this, appraisal records and objectives are moderated and quality assured by the Principal to ensure they:

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

7. **Reviewing Performance - Observation**

7.1 Observation of classroom practice and other responsibilities is important, both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally.
7.2 Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7.3 All classroom observation will be undertaken in accordance with the appraisal regulations and this classroom observation protocol.

7.4 Classroom observation will be developmental and supportive. Staff 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, subject to the requirements of paragraph 15 below.

7.5 Each teacher will be formally observed at least two times in a performance management cycle, by one or more of the following – head of department, performance manager.

7.6 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 appraisal cycle the observation will take place and who will conduct the observation.

7.7 Where evidence emerges about the teacher’s teaching performance that gives rise to concern during the cycle or where additional needs are identified, 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.

7.8 Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school’s commitment to streamlining data collection and minimizing bureaucracy and workload burdens on staff.

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

7.10 Classroom observations will only be undertaken by persons with QTS. In addition, observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
7.11 Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day (or later as agreed by the teacher). It will be given during directed time unless otherwise agreed, in a suitable, private environment.

7.12 Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

7.13 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. No written notes in addition to the written feedback will be kept.

7.14 The Principal, SLT, Heads of Department, TLR holders and Achievement Co-ordinators have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. They have the right at any time to drop in and spend time in lessons to inform monitoring of the quality of learning and to support the good order of the school.

7.15 “Drop-ins” will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement, in accordance with the provisions of the regulations and in discussion with the appraiser and teacher.

8. Development and support

8.1 Appraisal is a supportive process which will be used to inform continuing professional development. 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.

8.2 Where a lesson has been observed and judged to be "Training and Development Need" follow up support will be provided through the school’s ensuring good or better teaching support programme. (Appendix 4) This will involve a learning walk, support from Head of Department and/or lead teacher and follow up observation(s). Where follow up observations are judged to be " Training and Development Need " or "Serious Concern" a review of the planning record objectives will take place with the Appraiser, Head of Department (if not the Appraiser) and teacher to identify additional support and training.

Where a lesson has been observed and judged to be ‘Serious Concern’ follow up support will be provided through the school’s ensuring good or better teaching support programme. A review of appraisal objectives and of support and training will take place with the Appraiser, Head of Department (if not the Appraiser) and teacher to identify additional support and training. (Appendix 4)
9. Feedback

9.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally to:

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

9.2 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.

10. Transition to capability

10.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in the school’s capability policy.

11. Mid-term review and annual assessment

11.1 Each teacher’s performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Body must consult the external adviser.

11.2 The annual assessment is the end point to the annual appraisal process, but performance and development priorities may be reviewed and addressed on a regular basis throughout the year in interim meetings. A mid-term review meeting will take place in the Spring.
Term and teachers will review the progress they are making towards the agreed objectives for the appraisal cycle and identify any further support or training required.

11.3 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.

11.4 The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period of 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 next cycle.

11.5 The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written annual appraisal report. Teachers will receive their written appraisal reports by 31 October (31 December for the Principal).

The appraisal report will include:

- details of the teacher’s objectives for the appraisal period in question;
- an assessment of the teacher’s performance of their role and responsibilities against their objectives and the Teacher Standards;
- an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay (for all eligible teachers and those wishing to apply for UPR progression)

11.6 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

12. Appeals

12.1 At specified points in the performance management process teachers and Principal have a right of appeal against any of the entries in their planning and review statements. Where an appeal is lodged on multiple entries they will all be determined at the same appeal hearing. Details of the appeals process are in the school’s Teacher Pay
13. Training and Support

13.1 The school’s CPD programme will be informed by the training and development needs identified in appraisal planning records.

13.2 The Principal 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.

13.3 An account of the training and development needs of teacher, including the instances where it did not prove possible to provide any agreed CPD, will form part of the Principal’s annual report to the governing body about the operation of appraisal in the school.

13.4 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which (a) the CPD identified is essential for a teacher to meet their objectives and (b) the extent to which the training and support will help the school to achieve its priorities. The school’s priorities will take precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

14. Retention of Statements

14.1 Appraisal planning and review statements will be retained for a minimum period of 6 years.

15. Confidentiality

15.1 The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the teacher's line manager/head of department or, where s/he has more than one, each of her/his line managers will be provided with access to the teacher's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Teachers will be told who has requested and has been granted access. Copies of lesson observations completed within the appraisal process form a central part of the school's self-evaluation of teaching and learning and must be provided to the Deputy Headteacher (Teaching & Learning) and relevant Head of Department. Copies of training and development needs must be provided also to the Assistant Headteacher (Training), who carries the responsibility for training issues.

16. Monitoring & Evaluation

16.1 The Governing Body will monitor the operation and outcomes of the school’s appraisal arrangements.
16.2 The Principal will provide the Governing Body with a written report on the operation of the school’s appraisal 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 policy;
• the effectiveness of the school’s appraisal procedures;
• teachers’ training and development needs.

The Principal will also report whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

17 Review of the Policy

17.1 The Governing Body will review the Appraisal Policy every school year at a meeting of the Leadership & Management Committee.

17.2 The Governing Body will take account of the Principal’s report in its review of the Appraisal Policy.

17.3 The policy will be revised as required to introduce any changes in regulation, associated guidance and statutory guidance to ensure that it is always up to date.

17.4 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.

17.5 To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

18. Access to documentation

18.1 Copies of the school self-evaluation, development plan and examination analyses are published on the school’s staff shared drive (Sharepoint). Copies of appraisal paperwork are available here and in Blue Sky.
Appendix 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;
- respect the confidentiality of the information gained.

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

In this school proportionate to need will be determined by the judgement reached on the quality of teaching and learning as written on the Annual Review documentation for the previous year and by any emerging needs and identified support through the Ensuring good or better teaching support programme.

Strong Practice = 2 Performance Management Lesson Observations.
Training and Development Need/Serious Concern = 3 Performance Management Lesson Observations

The arrangements for classroom observation will be included in the planning and review statement and will identify those who will carry out observations (professional trio and performance manager), the amount of observation and any particular aspects of the teacher’s performance which will be assessed; e.g. evidence of meeting/addressing performance management objectives.

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.

Although classroom observation is undertaken for this specific purpose, other 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. Information gathered from classroom observation will assist the Principal in the exercise of his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional practice are established and maintained.

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 QTS (although those in training may be involved as additional observers within a professional trio/quad for their own development). In addition in this school, classroom observation will only be undertaken by those who have been trained in classroom observation and in the provision of constructive supportive feedback in the context of professional dialogue between colleagues.

A framework for lesson observation and standard lesson observation form supports a consistency of judgements across the school and ensures quality written and verbal feedback is supportive and developmental and leads to further development (see Appendix 2 & 3).

Verbal feedback will be given as soon as possible after the observation and always within 24 hours of the observation taking place. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement or agreed as the focus of the observation these may be recorded in the written feedback and the appropriate action taken in accordance with the regulations.

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. No written notes in addition to the written feedback will be kept.

The Principal will seek to discharge his responsibility for monitoring the quality of teaching and learning primarily through the planned classroom observations. Additional drop in observations, where conducted, will be undertaken by the Principal supported by senior and middle leaders. The purpose of these will be to support the evaluation of teaching and learning across the school.

Drop-ins will only inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement in accordance with the provisions of the regulations.
Appendix 2: Framework for lesson observations at Hayes School
(Appraisal & Non-Appraisal Observations)

Key principles:

- To ensure lesson observations are developmental for staff and proportional to need.
- To meet statutory requirements for performance management and support staff with evidence for pay progression.
- To keep the number of lesson observations to a minimum for staff.
- To support middle leaders and senior leaders to make necessary judgments on the quality of teaching and learning in school to inform OFSTED and self-evaluation.

1) **All** staff will be observed by their performance manager [30 mins]
   The focus of the observation is likely to relate to performance management objectives.

2) **All** staff will be expected to participate in lesson study (within/beyond department) in support of addressing a key area for development identified from the performance management observation. This will be the focus of peer observation and will be discussed and agreed with the performance manager.

3) **All** staff will be observed by their performance manager [30 mins] with a focus on performance management objectives and the previously identified area for development and progress made in developing practice in this area.

4) **All** staff will be visited as part of the whole School learning walks by members of the senior leadership team [30 mins] and/or Middle Leaders to *support school-wide judgements* on the quality of teaching and learning in school. Advance notice of learning walks will be given but the exact time of the visit will remain unknown.

5) **Some** staff will receive an additional performance management lesson observation to support their development ¹. (This will be decided at annual review [October], following a review of teacher performance in relation to objectives set in the previous year and also taking into account the records of lesson observations and available data on the progress of students) [i.e. number of PM observations to be carried out in the year is 2 or 3]
Additional Notes:
Staff in training (NQTs/GTPs etc.) may be observed more than this as required to fulfil statutory induction/training requirements and will not be subject to performance management observations.

Staff in departments undergoing Department Review will be expected to be observed within the context of this review. Furthermore, where staff members are identified as in need of additional support or might be subject to formal monitoring or capability procedures a need for additional lesson observations will be identified and discussed.

Teaching and learning is the core aim of the school and lesson observation is central to securing high quality teaching and learning in support of staff and students. It is a professional entitlement for all staff to be observed and to receive quality feedback following observation which should recognise areas of strength and be developmental in identifying areas for further development.
Lesson Observations at Hayes School

Sept-Oct
- Performance Management Annual Review
  - Completion of Annual Review
  - Correlation of Planning Record
  - Disc Performance Manager

Nov-Feb
- Performance Management Observation (30 mins)
  - Focus: PH Objectives
  - By: Performance Manager

Verbal & Written Feedback

Feb-May
- Peer Observation (Lesson Study)
  - [30-60 mins]
  - Focus: Key areas for development identified from lesson observation
  - This could be within/beyond department and will be discussed with performance manager

Verbal & Written Feedback

Jun-July
- Performance Management Observation (1 hour)*
  - Focus: PH Objectives and area for development from previous observation

Verbal & Written Feedback

Learning Walks (30 mins)

Staff will be advised in which term this observation will be carried out.

Staff will receive notification 3 days in advance and observation will occur within a 2-day period.

This lesson observation is not part of performance management but supports the evaluation of whole school teaching and learning.

These will be carried out by Senior and Middle Leaders.

Verbal & Written Feedback

NB: Where observations occur as part of an SSK these will be carried out by SLT and relieve the need for these staff to receive an
# Appendix 3: Hayes School Lesson Observation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed focus (if applicable):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progress:
- **Significant concern**: Students make significant progress in a range of teaching
- **Tranquil**: Impact of teaching strategies build effectively on prior learning for all students
- **Strong practice**: Students demonstrate excellent behaviour and attitudes

### Planning:
- **Significant concern**: Teachers provide inclusive feedback about how to improve; students use this effectively
- **Calm**: Agreed Focus:

### Engagement:
- **Significant concern**: Students make significant progress in a range of teaching
- **Rooted**: Impact of teaching strategies build effectively on prior learning for all students
- **Strong practice**: Students demonstrate excellent behaviour and attitudes

### Feedback:
- **Significant concern**: Students make significant progress in a range of teaching
- **Velvet**: Impact of teaching strategies build effectively on prior learning for all students
- **Strong practice**: Students demonstrate excellent behaviour and attitudes

### Focus:
- **Significant concern**: Students make significant progress in a range of teaching
- **McDowell**: Impact of teaching strategies build effectively on prior learning for all students
- **Strong practice**: Students demonstrate excellent behaviour and attitudes

### Free Flow Observation Notes:

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**To be completed by the Observer**
Areas for Training and Development (including specific actions)

Teacher Comment:

Exceptional Practice seen (9 Necessities)
1. Engaging starter, meaningful plenary
2. Clear Learning Objectives and planning for progress
3. Behaviour for learning and classroom routines
4. Differentiation and personalisation
5. Assessment for Learning
6. Powerful questioning
7. High Quality Feedback
8. Developing ACTIVE learners
9. Language for learning
Other:

Training and Development Need (9 Necessities)
1. Engaging starter, meaningful plenary
2. Clear Learning Objectives and planning for progress
3. Behaviour for learning and classroom routines
4. Differentiation and personalisation
5. Assessment for Learning
6. Powerful questioning
7. High Quality Feedback
8. Developing ACTIVE learners
9. Language for learning
Other: