

## **PERFORMANCE MANAGEMENT POLICY (Teaching Staff)**

**Name of School: Headlands Primary School**

**Person(s) Responsible: Personnel Sub Group**

**Review Date: June 2013**

**Distribution: Governors and whole staff**

**Web Page: [www.headlandsprimary.co.uk](http://www.headlandsprimary.co.uk)**

Policy written October 2000 - Mrs. Julie Hill (Previously Staff Appraisal Policy)

Reviewed October 2001 by Mrs. Sue Deighton. Alterations to pages 1-6 inclusive.

Reviewed September 2002 by Mrs. Sue Deighton. Minor alterations pages 1,3,4,7 and 9

Reviewed September 2003 by Mrs. Sue Deighton. Alterations to pages 3, 4, 7, 8, and 9.

Reviewed October 2004 by Mrs Sue Deighton. Alterations to page 3 Performance Management Teams for September 2004.

Reviewed October 2005 by Mrs Sue Deighton. Alterations to page 3 Performance Management Teams for September 2005

Reviewed June 2006 by Sue Deighton. Alterations to be discussed with all staff at the beginning of the Autumn Term 2006. Further review to take place after training for HT, DHT and AHT in November 2006 with regard to new initiatives.

Rewritten September 2007, following RIG recommendations by Mr Andrew Lakatos.

Reviewed June 2008 by Mr Andrew Lakatos and the Personnel Sub Group – no changes needed.

Reviewed June 2009 by Mr Andrew Lakatos and the Personnel Sub Group – no changes needed.

Reviewed June 2011 by Personnel - no changes

**PERFORMANCE MANAGEMENT TEAMS FOR SEPTEMBER 2007**  
**GOVERNORS AND ASSESSOR** **Headteacher Mr A Lakatos**

**MR LAKATOS**

Mrs V Culbard      Mrs S Deighton      Mrs M Sproxton      Mrs R McAleenan  
Early Years Learning Practitioner

**MRS CULBARD**

Mrs J Gittos      Mrs C Fryers      Mrs M Brown      Mrs J Eltherington

**MRS S DEIGHTON**

Mrs J Todd      Mrs R Todd      Mrs E Lynes

**MRS M BROWN**

Mrs C Clarke      Mrs J Donohoe      Miss E Wilson      Mrs P Patel

**MRS GITTOS**

Miss J Sheldon      Mrs M Cornforth      Mrs A Fox(Y5)      Mr P Clayton

**MISS C FRYERS**

Mr B Ebsworth      Miss H Angell      Miss J Moore

## **HEADLANDS PRIMARY PERFORMANCE MANAGEMENT POLICY**

The Governing Body of Headlands Primary School adopted this performance management policy on 20 June 2007.

### **APPLICATION OF THE POLICY**

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*ie* NQTs) and those who are the subject of capability procedures.

All members of staff without QTS will undergo a Performance Management that will be similar to the processes described below. During the academic year 2007/2008 the school will be consulting with staff and unions regarding a PM policy for non teaching staff.

### **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

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

### **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

### **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

## **QUALITY ASSURANCE**

The head teacher has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

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

The Governing Body will choose not to quality assure the planning statement (of the Headteacher), having confidence in the governors appointed to carry out the headteacher's performance management. The Governing Body will review the quality assurance processes when the performance policy is reviewed.

## **OBJECTIVE SETTING**

The objectives set will be achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

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

School Teachers, including the head teacher, will not necessarily all have the same number of objectives. However, all teachers including the Headteacher, will have a whole school objective within the context of their role and responsibilities.

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

## **REVIEWING PROGRESS**

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

Teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Reviewers are expected to meet with reviewees 4 times a year (approx Oct, Dec, Mar and Jun). These meetings will be minuted and progress will be reviewed to ensure both reviewer and reviewee are fully aware of any factors that may be having an impact on achieving the targets set.

## **TOTALITY OF THE REVIEW**

When reviewing the impact of a teacher's performance, reviewers are requested to have regard to information recorded on internal monitoring proformas. These regular reports, along with performance data, will help ensure that decisions about the quality of teaching and learning in the class are as accurate as possible and are based on a range of evidence rather than one observation alone. These reports will normally be a part of the evidence to be taken account of in the annual review meeting when making judgements about overall performance and this will be noted in the planning meeting as part of the overall evidence to be considered.

## **APPEALS**

At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would still constitute only one appeal hearing. Details of the appeals process are covered in the school's pay policy.

## **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee'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. Reviewees will be told who has requested and has been granted access.

## **TRAINING AND SUPPORT**

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

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and

support agreed for reviewees.

A report of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

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 reviewee 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 have 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.

### **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

In this school the Governing Body is the reviewer for the head teacher and to discharge this responsibility appoints three governors.

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

### **APPOINTMENT OF SCHOOL IMPROVEMENT PARTNER**

The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the head teacher.

### **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In the case where the head teacher is not the teacher's direct line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that the head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

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

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

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher

is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

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

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role, (subject to that training being available) and adequate time to carry out the role.

### **THE PERFORMANCE MANAGEMENT CYCLE**

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

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

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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

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

### **RETENTION OF STATEMENTS**

Performance management planning and review statements will be retained for a minimum period of 6 years. Unless there are reasons to retain statements for longer, they will normally be destroyed after 6 years.

### **MONITORING AND EVALUATION**

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

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

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory with regards to:

- Ethnicity

- Gender
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

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

### **REVIEW OF THE POLICY**

The Governing Body will review the performance management policy every school year at its final summer term personnel meeting.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

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

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

### **ACCESS TO DOCUMENTATION**

Copies of the school improvement and development plan are published on the school's intranet and/or can be obtained from the school office.

### **INFORMAL MONITORING (drop ins)**

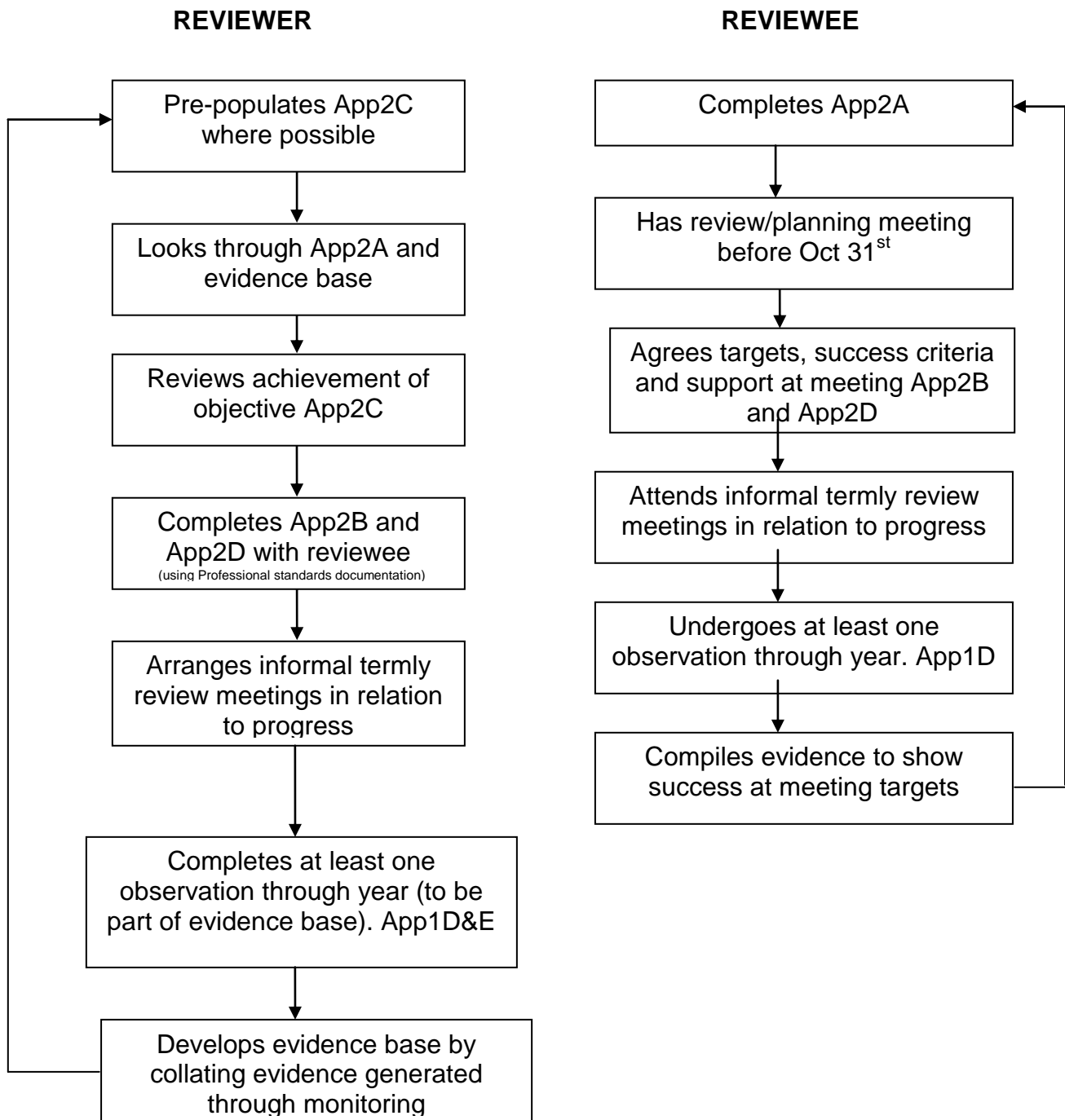
A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in (make unannounced visits) to help inform their monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school, as this school is a large school, drop-ins will be undertaken by the head teacher supported by the following appropriate and designated member(s) of the leadership team; Jennifer Gittos, Catherine Fryers, Vicky Culbard, Sue Deighton and Margaret Brown.

Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

## APPENDIX 1A - THE PERFORMANCE MANAGEMENT PROCESS



It is the joint responsibility of the reviewer and the reviewee to collate evidence that demonstrates progress towards the achievement of the objectives set at the initial meeting.

The process is intended to be a two-way conversation in which teachers are an active part of the process, rather than passive recipients.

Informal termly meetings should be minuted and should enable reviewers and reviewees to be able to openly discuss progress towards the objectives. Reviewers should also provide informal guidance and support throughout the year.

## **APPENDIX1B - CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, but there is an expectation of a minimum of one hour to enable appropriate judgements to be made.

In this school 'proportionate to need' will be determined by the headteacher using indicators such as; previous progress data, core subject scrutiny notes and consultation with line managers.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

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

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. This should be at least five working days.

Classroom observations will be undertaken by persons with QTS. In addition, in this school classroom 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. Normally only one person at a time should be carrying out an observation.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. 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.

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 (reviewee) has the right to append written comments on the feedback document. Notes made by the reviewer in addition to the written feedback will not be kept and must be shredded. Completed performance records will be kept on the administrative server and in each individual teacher's file.

## APPENDIX1C – FURTHER SUPPORT FOR OBSERVATIONS/FEEDBACK

### Observations

When observing in class, reviewers should act professionally and courteously at all times. Every effort should be made to ensure that your presence in the class has no impact on the classroom environment or the dynamics within the room. When engaging in observations the following should be adhered to:

1. Prior to the observation a mutually agreed date, time and focus will have been shared with the reviewee at the planning stage.
2. The teacher should have copies of planning available for the reviewer to peruse during the observation.
3. Whilst monitoring the reviewer should sit themselves unobtrusively.
4. Notes about the lesson that reflect the quality of learning should be made by the reviewer.
5. Judgements should be based on evidence not speculation.
6. The reviewer may wish to discuss elements of the work set for the children with the children whilst still in the class to help build an evidence base.
7. Upon completion the reviewer should thank the adults and children in class.
8. The reviewee should be given oral feedback as soon as is reasonably possible after the observation.

### Feedback

Reviewers are to offer objective feedback about the monitoring they have completed. They will base their judgements on what has been observed within the lesson in relation to the agreed focus. The feedback will remain focussed, accurate and fair. It will recognise and celebrate strengths in teaching and learning and it will recognise areas for further development with supportive comment. The feedback will focus on the activity and learning outcomes not the person. The following points need consideration when offering feedback:

- 1) If it is going to be helpful, say it.
- 2) If you cannot recommend an alternative, don't say it yet.
- 3) Think about the language which you use.
- 4) Think about the body language you use when you say it.
- 5) Don't give anything in writing which hasn't been discussed or had the opportunity for discussion.

In general, when engaged in feedback reviewers should ensure:

- Judgements that are clear and accurate that are supported by evidence.
- Feedback is balanced and recognises strengths as well as areas for further development.
- That a relaxed but focussed atmosphere is established
- The focus is on the activity and learning outcomes NOT the person.
- Opportunities for discussion are offered.
- The reviewee is not overwhelmed with areas for development.
- Priority is given to those 1/2/3 aspects which will make the biggest impact on improving learning and teaching.
- Helpful advice which leads to action underpins all targets
- Feedback refers to the pre-agreed criteria
- Judgements refer to the evidence and are specific.
- Recommendations refer only to things that can be changed, developed or improved.

## APPENDIX 1Di: LESSON OBSERVATION PROFORMA

Considerations	What was actually observed happening
<p><b><u>Preparing for learning</u></b>            Children calm, settled and attentive?            Children know what they are going to be learning this lesson?            Children know why they are learning?            Children know how to succeed?</p>	
<p><b><u>Introductory Session</u></b>            Open questions used to challenge thinking?            Talk partners used to deepen understanding?            Challenges/games used?            Clear catering for different learning styles?            Chunking of discrete, linked activities?            Stimulus used to motivate children?            Children focused on learning?            Teacher animated, dynamic and enthusiastic?            Good range of subject vocabulary used?            Teacher explain task clearly?            Teacher makes link from explanation of task into meeting L.O?            Teachers shares success criteria?            Effective deployment of teaching assistants?</p>	
<p><b><u>Independent Work</u></b>            Differentiated work for specific groups?            Task/s CLEARLY relate to introductory session?            Tasks enable children to meet LO?            Children clear about success criteria?            Tasks are motivating and children enjoy them?            Task/s move children on in learning?            Task/s tightly focused?            Effective deployment of staff (incl self)?            Task/s appropriately weighted to ensure full lesson engagement?</p>	
<p><b><u>Plenary</u></b>            Teacher draws children back together effectively?            Learning is re-explored?            Children have opps to assess the quality of their learning?            Aids recall of the key facts?            Refers child back to L.O and Success Criteria</p>	

**APPENDIX 1Dii: LESSON OBSERVATION PROFORMA**

What happened as a result?	Impact on learning

## **APPENDIX 1E – SUPPORTIVE INFORMATION FOR REVIEWERS**

### **Examples of coaching questions that may be applicable in post-observation discussions**

All questions need to be relevant to the observation concerned. The purpose of these examples is to provide an indication of the style of wording that leads the teacher being observed to reflect on his/her own teaching and evaluate the impact it has on pupils' learning. Follow-up questions should be used, where relevant to explore further detail of the issues. Some generic follow up questions are included under the main bullet point questions.

Some questions are similar in their wording or content. This is deliberate in order to offer slightly different models for use and adaptation. In reality the observer will need to tailor the precise wording of questions to suit the context and the teacher being observed.

The key purposes should always be that the question:

- Is specifically relevant to the lesson observed
- Draws on evidence from the lesson
- Is open ended, i.e. cannot have a 'yes' or 'no' answer
- Requires the observed teacher to evaluate their own effectiveness in order to make a response

#### **Planning:**

- What were the learning objectives for the lesson, and for (named individual or group)?
- How were the learning objectives differentiated to meet the needs of (named individual or group)?
- How do the learning objectives for the lesson develop from previous work?
- What are the next steps in pupils' learning in this issue / area?

#### **Differentiation:**

- What did the high / medium / low ability pupils achieve in the lesson?
- What else might you do to ensure that (named individual or group) achieves well?
- What support was offered to pupils with SEN / EAL?
- How did (named individual or group) access the tasks and content in the lesson?
- How does this lesson link to previous learning / the next lesson for (named individual or group)?
- What might you do to ensure that (named individual or group) needs are met?
- What were the objectives for the teaching assistant support in the lesson?
- How did the teaching assistant support (named individual or group) needs?

**Pupil behaviour / attitude:**

- How did (named individual or group) apply themselves to the tasks / learning required?
- What was the impact of the behaviour of (named individual or group) on their own learning / the learning of other pupils?
- How would you summarise the attitude of (named individual or group) in the lesson?
- What might you do to improve the attitudes / behaviour of (named individual or group)?
- How was the teaching assistant used to support work application and behaviour expectations?  
How successful do you think the teaching assistant was in achieving this?  
What could you do to help her become more successful in managing the behaviour of (named individual or group)?

**Learning objectives / achievement / progress:**

- What were the learning objectives in the lesson for the class or (named individual or group)?
- Did (named individual or group) achieve the learning objectives set?  
What is the evidence for this?  
Was the level of challenge appropriate for (named individual or group)? What is the evidence did you use to reach this judgement?
- How much progress did (named individual or group) make in the lesson? What is the evidence for this?
- How easy / difficult did (named individual or group) find the objectives of the lesson?
- What might you do to help (named individual or group) achieve more / make better progress in lessons?

**SEN / G&T / Inclusion:**

- What individual needs does (named individual or group) have that are relevant to this lesson?
- How were the tasks / lesson content / your expectations adapted for (named individual or group) needs?
- What further provision could be made for (named individual or group)?
- How do the objectives of the lesson for (named individual or group) link to their IEP?
- What else could (named individual or group) have achieved in the lesson?  
How might you help them achieve this?

**ICT:**

- What were your objectives for the use of ICT in this lesson?
- What impact on learning did the use of ICT make in the lesson?  
How did the use of ICT extend pupils' learning in the lesson?  
How might ICT have made a greater impact on learning in the lesson?  
In what ways did the use of ICT extend the learning in the lesson?

**Learning Styles:**

- How did your teaching cater for the different learning styles of pupils in the class?
- Which pupils or groups need specific emphasis or approaches to support the effectiveness of their learning?  
How were these pupils / groups supported in this lesson?
- How might you develop your teaching / the resources used to support (named individual or group) further?

**Assessment:**

- What opportunities for assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the pupils' learning and future needs?
- How does the evaluation of the lesson contribute to your overall assessment of the pupils' achievement?

**Resources and learning environment:**

- How effective were pupils in accessing the necessary resources and equipment in the lesson?  
How might this have been further improved?
- What support for the lesson's learning objectives could pupils gain from the classroom displays and resources?  
What further resources might have extended this support for pupils?

**Pupil independence and ownership of learning:**

- What was the balance between teacher directed learning and independent pupil learning in the lesson?  
How effective was this balance in relation to the learning objectives of the lesson?  
How might any shift in this balance be achieved?
- How much independence did (named individual or group) take in their learning in the lesson?  
How might this be extended?

**Other useful phrases:**

What was your intention behind...?

What might you do differently about.....next time?

How else might you have approached .....?

Explain to me what.....(do not use 'why' here)

## APPENDIX 2A – SELF REVIEW

Overview of the year in general	
Objectives from previous PM	Evaluation (including whether <b>Ach. PAch, Not</b> )
1.	
2.	
3.	
4.	
Please describe the impact of any CPD you have undertaken this year.	Please identify your perceived training needs for this coming year.
Please identify any issues you wish to raise in relation to your job description.	National Standards areas for focus (see supporting information).
Desired area of focus for lesson observation/s alongside any whole school priorities.	Other Comments

**APPENDIX2B– PLANNING PROFORMA**

<b>Name of Reviewee:</b>		<b>Name of Reviewer:</b>		<b>Date:</b>	
<b>Responsibilities:</b>					

<b>Objective</b> (The gap – What needs to happen over the year that is not happening at present?)	<b>Performance Criteria</b> (How will we know we have achieved this? What will we be able to see that proves it?)	<b>Arrangements to support Objective-Not training</b> (What actions need to be completed that are different to the normal procedures)

<b>Observation Details 1 (Statutory)</b>					
<b>Date:</b>		<b>Time:</b>		<b>Duration:</b>	
<b>Subject:</b>					
<b>Focus:</b>					

<b>Observation Details 2 (Optional)</b>					
<b>Date:</b>		<b>Time:</b>		<b>Duration:</b>	
<b>Subject:</b>					
<b>Focus:</b>					

<b>Observation Details 3 (Optional)</b>					
<b>Date:</b>		<b>Time:</b>		<b>Duration:</b>	
<b>Subject:</b>					
<b>Focus:</b>					

**Reviewer Signature**

**Reviewee Signature**

**Headteacher Signature**

**APPENDIX2C REVIEW PROFORMA**

Review of Objectives set previously

	<b>Previous Objective (Copied from 2A)</b>	<b>Agreed Performance Criteria (Copied from 2A)</b>	<b>Arrangements fulfilled? (Y/N)</b>	<b>Evaluation (including whether <b>Ach. PAch, Not</b>)</b>

**Reviewer Signature**

**Reviewee Signature**

**Headteacher Signature**

**APPENDIX 2D TRAINING REQUIREMENTS PROFORMA (Copy to go to CPD Coordinator)**

<b>Name of Reviewee:</b>		<b>Name of Reviewer:</b>		<b>Date:</b>	
<b>Responsibilities:</b>					

<b>Training Needs that have been identified and agreed</b>	
<b>Links with School Development Plan</b>	<b>Preferred type of training</b>

Has the job description been reviewed?  Y  N

Does the job description need amending?  Y  N

Please record amendments needed in table below

<b>Job description title/s</b>	<b>Amendment needed</b>

**Reviewer Signature**

**Reviewee Signature**

**CPD Coordinator Signature**

# Continuous Professional Development Training Needs Identified Form for Teaching Staff

Name of person requiring training \_\_\_\_\_

Name of line manager \_\_\_\_\_

Training needs that have been identified \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please state what aspects of this training can be identified within the

School's Development Plan. \_\_\_\_\_

\_\_\_\_\_

Preferred type of training [course, observation, training day etc.] with

course details where appropriate. \_\_\_\_\_

\_\_\_\_\_

Signed [line manager] \_\_\_\_\_

# Headlands Primary School



# Teachers' Performance Management Policy