



# Performance Management Policy

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*Reviewed on September 2016*

*Principal*

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## **PERFORMANCE MANAGEMENT**

- Performance management is a continuous and systematic process that allows a company or an agency to ensure efficiency in reaching a set of business objectives. The process involves employees and entails planning , monitoring , development , rating and rewarding , all directed towards the goal of improving overall organizational effectiveness

## **PURPOSE OF PERFORMANCE MANAGEMENT**

- Performance management involves evaluating how a business is working toward its goal. This helps to ensure that a business meets all of its objectives, accomplishes its goals and increases overall employee strength.

## **1. About this policy**

This policy sets out the performance management arrangements for the Principal and teachers of **JSS** School. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members.

The Principal will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements
- Teachers employed for a fixed period of less than one school term.

## **2. Principles underpinning performance management**

The following principles will underpin our performance management arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.

A shared commitment to meeting the school's improvement plan and appropriate national priorities.

### **3. Professional standards**

Teachers are required to meet the Practising Teacher Standards (Annexure D) at the end of their induction period and must continue to meet them throughout their career. The Senior Leadership Team is required to meet the Leadership Standards (Annexure E). Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

### **4. Timing of the performance management cycle**

Annual performance management cycle will be held on:

1. May – 3rd week
2. September – 1st week
3. December – 2nd week/ January 1st week

The appraisal cycle has been timed to link with the school's annual planning cycle.

### **5. Appointment of appraisers**

The Senior Leadership Team will appoint an appraiser for every teacher in the school.

The appraisal of Senior Leadership Team will be carried out by a panel consisting of:

- The Principal and a member of senior administration team.

## **6. The performance management plan**

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the teacher/ Senior Leadership Team at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching on at least one occasion
- any sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources.

A template for the PRD Record is at Annex A. A template for recording the objectives is at Annex B

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

## **7. The review meeting**

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- Identify the need for additional support, training or development and how this will be met.

## **8. The appraisal review statement**

Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place.

A template for the 'Appraisal review statement' is at Annex C.

## **9. Appeals**

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the supervisors, an appeals panel will be appointed to conduct a review.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the management.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.
- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals panel must take into account any representations made by the appraisee.
- The appeals panel may then decide that:
  - The appraisal has been carried out satisfactorily
  - With the agreement of the appraiser(s), amend the appraisal statement
  - order that a new appraisal be carried out.
- The appeals panel cannot determine that:
  - New objectives can be set
  - Existing objectives be revised.

## **10. Use of appraisal statements**

### **Teachers**

The appraiser must give a copy of the appraisal statement to the appraisee and to the Senior Leadership Team. In turn, the Senior Leadership Team will, on request, provide a copy to:

- the appraiser
- an appeals panel
- Any representative responsible for making decisions or giving advice on matters in relation to pay.

The Supervisors will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

### **Senior Leadership Team**

In the case of the supervisors performance management the appraisers will give copies of the appraisal statement to the Senior Leadership Team members, the management of JSS School. Appraisers will also, on request, provide a copy to any representative responsible for making decisions or giving advice on matters in relation to pay.

The JSS school management will also provide, on request, a copy of the Senior Leadership Team appraisal statement to the concerned person.

The Principal will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

## **11. Managing underperformance**

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement; do not form part of any disciplinary, competency or capability procedures. However, information from the appraisal statement can be taken into account when making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

## Annex A: Practice, Review and Development Record

Practice, Review and Development Record		Name:		From:	To:
		Objective 1: Enter objective here	Objective 2: Enter objective here	Objective 3: Enter objective here	
<b>Planning</b>	<ul style="list-style-type: none"> <li>• What is the focus of my objectives – how do they relate to school priorities?</li> <li>• What is the intended impact on my practice?</li> <li>• What do I need to find out – what do other people already know about it?</li> <li>• What data and evidence will I make use of?</li> <li>• How will I use what I've found out to help me meet my objectives?</li> <li>• What actions and/or professional development activities am I planning?</li> <li>• What support will I need?</li> <li>• How will I work with others to achieve my objectives?</li> </ul>				
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• What progress am I making in meeting my objectives?</li> <li>• What impact has there so far been on my practice?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• How are others involved in monitoring?</li> </ul>				
<b>Reviewing</b>	<ul style="list-style-type: none"> <li>• How well have I met my objectives?</li> <li>• Are there any factors which have affected progress in meeting my objectives?</li> <li>• What have I found out?</li> <li>• What has been the impact on my practice and/or learner outcomes?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• What professional development activities have I undertaken?</li> <li>• What support has been provided to me?</li> <li>• Do I need any follow up development?</li> </ul>				

## Practice, Review and Development Record

### Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
  - their own assessment of their performance against their performance management objectives
  - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
  - any factors which the practitioner considers are affecting performance against the objectives
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

### Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to three objectives. The template can be adapted where additional objectives have been identified.
- The template is arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating.
- Where objectives are linked it may be more appropriate to 'write across' columns to avoid making duplicate entries.

## Annex B: Template – performance management objectives

Appraisee: .....

Job title: .....

Period covered by objectives: .....to.....

<b>Objectives*</b>	<b>Objective 1:</b> [Enter objective here]	<b>Objective 2:</b> [Enter objective here]	<b>Objective 3:</b> [Enter objective here]
Professional development and/or support required to meet objectives			
Monitoring procedures to be use			
Relevant data and/or information to be used			

\*If more than three objectives use continuation sheet

Date of planning meeting: .....

Appraisee comments (where required):

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....

## **Annex C: Template – appraisal review statement**

Appraisee: .....

Job title: .....

### **1. The extent to which the objectives have been met:**

### **2. Overall performance**

Determination of successful overall performance considered against the relevant professional standards as a whole:

### **3. Development needs**

Details of any identified need for additional support, training or development and how this may be met (if applicable):

### **4. Pay progression**

Recommendation on pay progression (where applicable):

### **5. Appraisee comments (where applicable):**

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....



**Annex D - LESSON OBSERVATION RECORD**  
**LESSON OBSERVATION RUBRICS 2016-17**  
**(A)**

**STUDENTS' ACHIEVEMENT**

**2.1.1 Attitudes**

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Students have very positive and responsible attitudes. They demonstrate strong self reliance and thrive on critical feedback.	Students have positive and responsible attitudes. They are self-reliant. They seek and respond very well to critical feedback.	Students have positive and responsible attitudes. They are self-reliant and respond well to critical feedback.	Students demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.	Students are willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback.	Students demonstrate negative attitudes. They ignore critical feedback and often respond adversely to it.

**1.1.1 Attainment in lesson**

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Most students (75-90%) attain Levels in terms of knowledge skills and understanding that are above curriculum standards in the lesson.	The large majority (61-74%) of students attain levels that are above curriculum standards.	The majority (50-60%) of students attain levels that are above curriculum standards.	Most students attain levels that are in line with curriculum standards and a few are above.	Less than three quarters of students attain levels that are at least in line with curriculum standards.	Few students attain levels that are in line with curriculum standards.

### 1.2.2 Progress in lessons

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few make better progress.	In lessons, only a majority of students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, only a few students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

### 1.2.3 Progress of different groups of students

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
All groups* of students make better than expected progress.	Most groups* of students make better than expected progress.	The majority of groups* of students make better than expected progress.	All groups* make at least expected progress, although there may be some unevenness in progress between groups*.	At least one significant group* of students does not make the expected progress.	There is significant disparity in progress rates between the different groups* of students.

### 1.3.1 Students' engagement in, and responsibility for, their own learning

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve.	Students are keen to learn and take responsibility for their own learning. They know their strengths and weaknesses and act purposefully to improve.	Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve.	Students have positive attitudes toward learning and can work for short periods without their teachers' intervention. They may be passive learners, but they know what they have learned and how to improve their work in general terms.	Students are easily distracted and work only with their teachers' direction. Students rarely reflect on the quality of their learning and consequently they are unsure how to improve their work.	Students are very easily distracted and work only with constant teacher direction. They do not show interest in learning. They do not evaluate the quality of their learning and consequently they do not know how to improve their work.

### 1.3.2 Students' interactions, collaboration and communication skills

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.	Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They communicate their learning effectively.	Students interact and collaborate well in a range of learning situations. They communicate their learning clearly.	Students can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.	Students work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.	Only a few students can interact and work together at an acceptable level and communicate their learning.

### 1.3.3 Application of learning to the world and making connections between areas of learning

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world.	Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world.	Students make clear connections between areas of learning and relate these to their understanding of the world.	Students make a few connections between areas of learning and relate these in simple ways to their understanding of the world.	Students find it difficult to make connections between areas of learning and to relate knowledge to their understanding of the world.	Only a few students are able to make connections between areas of learning and relate knowledge to their understanding of the world.

### 1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Students are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem	Students are innovative and enterprising. They use enquiry and research skills, and learning technologies effectively. Critical thinking and problem solving skills are key features of learning.	Students are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of	Students can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem-solving	Students find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are	Only a few students can find things out independently and use learning technologies effectively. Critical thinking and problem solving skills are not features of learning.

solving skills are intrinsic features of learning.		learning.	skills are developing features of learning.	underdeveloped features of learning.	
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## Teaching and assessment

### 3.1.1 Teachers' knowledge of their subjects and how students learn them

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher expertly apply knowledge of the subjects and how students learn it.	Teachers effectively apply their knowledge of their subjects and how students learn them.	Teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and / or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and/ or how students learn them.

### 3.1.2 Lesson planning, the learning environment and the use of time and resources

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher plans imaginative lessons, provide inspiring learning environments and uses time and resources creatively to enable all groups of students to learn very successfully.	Teacher plans engaging lessons, provide motivating learning environments and use time and resources skilfully to enable all groups of students to be very successful learners.	Teacher plans purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners.	Teacher plans lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations.	Teacher's planning, time management and use of resources are variable. Teachers do not consistently provide environments that encourage learning.	Teacher's planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring.

### 3.1.3 Teacher–student interactions including the use of questioning and dialogue

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher’s interactions with students ensure that they are always active and focused learners. Questioning challenges students’ thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection.	Teacher’s interactions with students ensure that they are keen to learn. Questioning promotes higher level thinking and critical responses. Dialogue engages students in thoughtful discussions and reflection.	Teacher’s interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Teacher’s interactions with students ensure that they are willing learners. Questioning and dialogue engages students in meaningful discussions	Teacher’s interactions with students result in disinterest. Questioning is not sufficiently challenging and dialogue does not engage students effectively.	Teacher’s interactions with students result in demotivation and disengagement. Questioning and dialogue are ineffective.

### 3.1.4 Teaching strategies to meet the needs of individuals and groups of students

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher uses strategies that very successfully meet the individual needs of students. Teacher has high expectations of all groups of students. She provides very challenging work and excellent support.	Teacher uses strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.	Teacher uses strategies that are effective in meeting the individual needs of the students. They provide appropriate levels of challenge and support.	Teacher uses strategies that adequately meet the needs of groups of students. They provide challenge and support generally but this is not always sufficiently personalized.	Teacher do not use strategies that meet the needs of groups of students. They do not provide appropriate challenge and support.	Teacher have low expectations. They lack the knowledge and understanding of how to meet the needs of students. They do not provide any challenge or support.

## Assessment

### 3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Assessment information is used skilfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to optimise their progress.	Assessment information is used very effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to enhance their progress.	Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress.	Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of groups of students.	Assessment information is not used adequately to inform teaching or curriculum planning. Consequently, the needs of groups of students are not adequately met.	Assessment information is not used to inform teaching or curriculum planning and the needs of students are not met.

### 3.2.5 Teachers' knowledge of, and support for, students' learning

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher has indepth knowledge of the strengths and weaknesses of individual students. Teachers provide excellent personalised challenge and support. Feedback to students is comprehensive and constructive. Students are routinely involved	Teacher has very good knowledge of the strengths and weaknesses of individual students. They provide personalised challenge and support. Feedback to students is constructive. Students	Teacher has good knowledge of the strengths and weaknesses of individual students. They provide wellfocused challenge, support, feedback and follow-up. Students are usually involved	Teacher has reasonable knowledge of the strengths and weaknesses of individual students. They provide some challenge, support, feedback and followup. Students are sometimes involved	Teacher has insufficient knowledge of the strengths and weaknesses of students. Students are not given enough challenge, support, feedback or follow-up. Students are rarely	Teacher's knowledge of the strengths and weaknesses of students is very limited. Students are given little challenge, support, feedback or follow-up. They are not involved in assessing their own learning.

in assessing their own learning.	are regularly involved in assessing their own learning.	in assessing their own learning.	in assessing their own learning.	involved in assessing their own learning.	
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## **Curriculum adaptation**

### **4.2.1 Modification of curriculum to meet the needs of all groups of students**

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Weak</b>	<b>Very Weak</b>
Teacher is extremely successful in modification of curriculum to meet the needs of all groups of students.	Teacher is very successful in modification of curriculum to meet the needs of all groups of students.	The Teacher is successful in modification of the curriculum to meet the needs of almost all groups of students.	The Teacher makes adequate modifications to the curriculum to meet the needs of most groups of students.	The Teacher makes few modifications to the curriculum. The needs of more than one group of students are not met.	The Teacher makes no modification to the curriculum. The needs of several groups of students are not met.



(B)

## LESSON OBSERVATION SUMMATIVE COMMENTS

DATE : \_\_\_\_\_ TEACHER : \_\_\_\_\_ SUBJECT: \_\_\_\_\_ CLASS : \_\_\_\_\_ OBSERVER :

NO. OF STUDENTS : \_\_\_\_\_ NO. OF SEN STUDENTS : \_\_\_\_\_ FOCUS

\_\_\_\_\_

**Overall grading of lesson:**

**Strengths observed:**

**Agreed targets for development:**

**Teacher signature:** \_\_\_\_\_

**Observer signature:** \_\_\_\_\_

**Teacher comment:**

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Class: \_\_\_\_\_ Observer : \_\_\_\_\_

## STUDENTS' ACHIEVEMENT

### 2.1.1 Attitudes

<u>Outstanding</u> <input type="checkbox"/>	<u>Very Good</u> <input type="checkbox"/>	<u>Good</u> <input type="checkbox"/>	<u>Acceptable</u> <input type="checkbox"/>	<u>Weak</u> <input type="checkbox"/>	<u>Very Weak</u> <input type="checkbox"/>
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### 1.1.1 Attainment in lesson

<u>Outstanding</u> <input type="checkbox"/>	<u>Very Good</u> <input type="checkbox"/>	<u>Good</u> <input type="checkbox"/>	<u>Acceptable</u> <input type="checkbox"/>	<u>Weak</u> <input type="checkbox"/>	<u>Very Weak</u> <input type="checkbox"/>
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### 1.2.2 Progress in lessons

<u>Outstanding</u> <input type="checkbox"/>	<u>Very Good</u> <input type="checkbox"/>	<u>Good</u> <input type="checkbox"/>	<u>Acceptable</u> <input type="checkbox"/>	<u>Weak</u> <input type="checkbox"/>	<u>Very Weak</u> <input type="checkbox"/>
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### 1.2.3 Progress of different groups of students

<u>Outstanding</u> <input type="checkbox"/>	<u>Very Good</u> <input type="checkbox"/>	<u>Good</u> <input type="checkbox"/>	<u>Acceptable</u> <input type="checkbox"/>	<u>Weak</u> <input type="checkbox"/>	<u>Very Weak</u> <input type="checkbox"/>
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### 1.3.1 Students' engagement in, and responsibility for, their own learning

<u>Outstanding</u> <input type="checkbox"/>	<u>Very Good</u> <input type="checkbox"/>	<u>Good</u> <input type="checkbox"/>	<u>Acceptable</u> <input type="checkbox"/>	<u>Weak</u> <input type="checkbox"/>	<u>Very Weak</u> <input type="checkbox"/>
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### 1.3.2 Students' interactions, collaboration and communication skills

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### 1.3.3 Application of learning to the world and making connections between areas of learning

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### 1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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## Teaching and assessment

### 3.1.1 Teachers' knowledge of their subjects and how students learn them

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### 3.1.2 Lesson planning, the learning environment and the use of time and resources

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### 3.1.3 Teacher-student interactions including the use of questioning and dialogue

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### 3.1.4 Teaching strategies to meet the needs of individuals and groups of students

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### Assessment

#### 3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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#### 3.2.5 Teachers' knowledge of, and support for, students' learning

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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### Curriculum adaptation

#### 4.2.1 Modification of curriculum to meet the needs of all groups of students

<b><u>Outstanding</u></b> <input type="checkbox"/>	<b><u>Very Good</u></b> <input type="checkbox"/>	<b><u>Good</u></b> <input type="checkbox"/>	<b><u>Acceptable</u></b> <input type="checkbox"/>	<b><u>Weak</u></b> <input type="checkbox"/>	<b><u>Very Weak</u></b> <input type="checkbox"/>
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## Appendix: Training and development needs

Appraisee: .....

Job title: .....

Needs	How needs may be met	Timescale
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....