



# Teacher Appraisal Policy

## 2025 - 2026

The Governing Body of Adderley Primary School adopted this policy in

September 2025

It will review it in *September 2026* or as and when legislation changes

<b>Agreed by:</b>	Governing Body
<b>Review date:</b>	September 2026

# Adderley Primary School Teacher Appraisal Policy

## Purpose

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

## Application of the Policy

The policy covers appraisal and applies to all teachers and school leaders employed by Adderley Primary School, except those on contracts of less than one term, those undergoing induction (i.e., ECTs), and those who are subject to capability procedures. The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders, and governing bodies.

The policy also applies to Teaching Assistants and Support Staff, where applicable.

## Appraisal

Appraisal at Adderley Primary School will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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 and to develop as teachers.

## The Appraisal Period

The appraisal period will run for twelve months from September 1st to August 31st. 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, and an individual teacher's objectives should take account of the length of the contract. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school or when unattached teachers change posts within the same authority.

## Appointing Appraisers

The Headteacher 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. In this school, the task of appraising the school leader, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body. The school leader will decide who will appraise other teachers.

The Headteacher will appraise members of the Strategic Leadership Team (SLT) and will decide who will appraise other teachers. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where appropriate an alternative appraiser will be offered.

Due regard must be given to the workload of appraisers when decisions about the choice of appraisers are made. Appropriate time must be made available for appraisers to carry out their role, whatever the number of appraisers.

Where it becomes apparent that an appraiser will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties or delegate them to another appraiser for the duration of the absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom he/she delegates those duties will have appropriate knowledge, skills and training to undertake the role.

## Setting Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. The Governing Body has a duty to have regard to the work-life balance of the school leader, and objectives will reflect this.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The school leader has a duty to have regard to the work-life balance of the teacher, and objectives will reflect this. 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.

Objectives and appraisal discussions will not be based on teacher-generated data and predictions or solely on the assessment data for a single group of pupils. The appraiser and teacher will seek to agree on the objectives, but if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement, and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change, such as a teacher going on maternity leave or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Governing Body or Head Teacher to decide which standards are most appropriate.

Teachers' performance is assessed against their objectives and the relevant standards. The appraiser will need to set out what they will take into account when making judgments as to whether teachers have met their objectives and the relevant standards. Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the teacher's control to achieve them. This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy, or providing feedback,
- impact on the effectiveness of teachers or other staff,
- wider contribution to the work of the school.

## Reviewing Performance

Adderley Primary School will set out what evidence they will take into account when making judgments about a teacher's performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process. This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our school that methods of assessing teacher performance do not add to teacher workload.

## Development and Support

Appraisal is a supportive process that 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.

## Feedback

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 require further development.

## Assessment Against Teachers' Standards

Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgment when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers, and teachers should not be expected routinely to provide evidence that they meet all the standards.

## Informal Support

Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and organisation, teachers should not ordinarily be placed in capability procedures without first undergoing a period of informal support as

part of the appraisal process. Where there are concerns about any aspects of the teacher's performance, the appraiser will meet the teacher to:

- inform the teacher that they are going to be receiving informal support due to performance concerns;
- give clear and specific feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives and timescales for required improvement;
- agree on any support (e.g., coaching, mentoring, structured observations) that will be provided to
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.

There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The line manager/appraiser should partner with the teacher in a collaborative manner to establish objectives and timelines, taking into account the teacher's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. Schools could decide this is a minimum of 6 weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, 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.

## Learning Walks

This school believes that 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.

1. Purpose of Learning Walks: Learning Walks serve two main purposes:
  - To assess teachers' performance, identifying strengths and areas for development.
  - To gather information to inform school improvement more broadly.
2. Frequency and Type of Learning Walks:
  - The frequency and nature of Learning Walks depend on individual teacher circumstances and the school's needs.
  - These walks are conducted by those with Qualified Teacher Status (QTS).

- "Drop-in" Learning Walks by the Head Teacher or other leaders may occur to ensure teaching standards are maintained.
3. Confidential and Supportive Process:
    - Learning Walks should be constructive and conducted in a supportive atmosphere.
    - They will be objective, accurate, and take into account the teacher's overall performance rather than focusing solely on any particular day.
  4. Appraisal Learning Walks:
    - For appraisal purposes, teachers will undergo Learning Walks an appropriate number of times, agreed upon by the appraiser and appraisee.
    - The specific number and duration of these walks will follow the school's Learning Walks and Visits Protocol, which includes provisions for exceptional circumstances or concerns.
  5. Feedback:
    - Verbal feedback will be provided within 2 working days after formal Learning Walks.
    - Written feedback will only be given if it was agreed beforehand.
    - Feedback should be developmental, in line with the school's protocol.
  6. Leadership Visits to Classrooms:
    - In addition to formal appraisals, the Head Teacher and other leaders may conduct Learning Walks to ensure overall school performance and support good practice.
    - These visits are separate from the formal appraisal process.
  7. Use of Findings:
    - Findings from Learning Walks, including those for appraisal, may be used for other leadership purposes (e.g., subject area deep dives).
    - Efforts will be made to ensure that the total number of Learning Walks remains reasonable.
  8. Observation of Responsibilities Beyond the Classroom:
    - Teachers with responsibilities outside the classroom should expect their performance in those areas to be observed and assessed as well.

If a teacher fails to meet the required Teacher Standards following Learning Walks and there are ongoing concerns regarding the quality of teaching, the following steps will be taken:

1. Identification of Concerns: If, after multiple Learning Walks, it is evident that the teacher's performance is not meeting the established standards, the concerns will be clearly identified and communicated to the teacher. The school leadership will ensure that feedback is provided in a timely, supportive, and constructive manner, outlining specific areas for improvement.
2. Support and Development: Following the identification of concerns, the teacher will be offered appropriate support and professional development opportunities aimed at addressing the issues. This may include targeted training, mentoring, or additional observation. A development plan will be put in place, clearly outlining expectations, timelines, and specific goals for improvement.
3. Review and Monitoring: The teacher's progress will be closely monitored through further Learning Walks and regular meetings with their appraiser or line manager to assess improvement. Regular feedback will be provided, and additional support will be offered as necessary.
4. Transition to Capability Procedures: If there is no significant improvement in the teacher's performance despite the support provided, the situation may transition into formal capability

procedures. This process will involve a more structured and formal approach, including setting specific performance targets, providing additional support, and establishing a clear timescale for improvement. Should the teacher fail to meet the required standards within this period, further actions may be taken, which could include a recommendation for dismissal. **Please refer to Teacher Capability Policy.**

Throughout this process, the school is committed to ensuring fairness, transparency, and a focus on supporting the teacher's development. The aim is to help the teacher improve and succeed, but the school will also act in the best interests of the pupils to maintain high standards of teaching and learning.

## Other evidence

As well as Learning Walks, other evidence will be used in the appraisal process in making an assessment of a teacher's overall performance, whether they have met their objectives and their level of competence against the Teachers' Standards. Other evidence might include;

- Self-assessment
- Peer-review
- Pupil progress data
- Pupil attainment data
- Lesson planning and evaluation
- 'Pupil voice' where pupil comments are systematically gathered by school leaders in assessing the quality of teaching and learning
- Recorded information concerning the teacher's conduct, performance and attendance

The latter may only be known to the Head Teacher or Senior Leaders if it is an outcome of formal procedures. If so, the Head Teacher or Senior Leaders may use the information in moderating appraisal outcomes.

## TEACHING ASSISTANT/SUPPORT STAFF MY APPRAISAL PROCESS

The appraisal period will run for 12 months, normally from September to September. Support Staff 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. Where a member of Support Staff starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first appraisal cycle for the member of Support staff, with a view to bringing his/her cycle into line with the cycle for other Support Staff as soon as possible.

Where a member of Support Staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

## Setting Objectives

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role. In setting the objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a manageable workload for all staff.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher. Appraisees may at any point append their comments alongside their objectives.

The school is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. Support Staff objectives and written appraisal records will be reviewed to check consistency of approach. Support Staff will have no more than 3 objectives.

The objectives set for Support Staff will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school.

## **Evidence**

Evidence considered for the achievement of objectives may include data, written documentation, observation or evidence from others with professional knowledge including self-assessment from the Appraisee and Appraiser.

Appraisal is a supportive process which will be used to inform continuing professional learning and development. The school wishes to encourage a culture in which all Support Staff take responsibility for improving their practice and effectiveness in role through appropriate professional development. Professional Learning and Development will be linked to school improvement priorities and to the on-going professional development of individual practitioners.