



NEWTON
COLLEGE

PART OF  ISP SCHOOLS

LAUDE NEWTON COLLEGE

Appraisal Policy

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Introduction:

Purpose.

Appraisal in Newton 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.

Appraisal policy establishes the principles that apply to all teaching staff working at Newton for a period of one term or more.

This policy does not apply to teaching staff those on contracts of less than one term, teachers undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a specific performance improvement plan (see more information later in document).

Policy document structure.

This document is structured in four sections:

Section A: covers everything related to the operation of the Appraisal.

Section B about School Improvement plan and general improvement goals of the year..

Section C: Appraisal Organogram Structure

Section D: Includes three annexes about the teacher standards and the two templates that we will use for the next academic year.

Section A: Appraisals.

1. Our philosophy for Teaching and Learning.

As a school community we are all learners, adults and children alike. We aim to foster in our learners a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

2. The aim of the policy and scope of application.

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the standards expected of teachers (see Section D- Appendix A "Teachers' Standards") and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- Have the skills and support they need to carry out their role effectively.
- Ensure that their role positively impacts learning and development.
- Can continue to improve their professional practice and to develop further in their role.

This policy applies to all teaching staff employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. Newly qualified teachers) and those who are the subject of capability procedures or a specific performance improvement plan.

3. The Appraisal Period.

The appraisal period will run for ten months from September to July for all staff.

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract. There will be a mid year appraisal review in February.

4. Appointing Appraisers.

Members of the Senior Leadership team will be appraised by the Headteacher and then the Heads of Stages will appraise other members of staff.

Normally appraisals will be completed by the Heads of Stages and Key Stage Coordinators.

5. Setting Goals.

5. 1. General.

Goals for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period.

The goals set for each appraisee will be 'SMART', this is Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience.

The teaching standards will be used as a basis for goals as well as the School Improvement plan.

The appraiser and appraisee will seek to agree the goals. Where this is not possible, the appraiser will determine the goals. goals may be revised if circumstances change.

All teaching staff will be required to complete an appraisal form (see Section D- Appendix 2 "Self-Appraisal Form") before the appraisal meetings.

5. 2. Teaching Staff.

The goals set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision, performance and improving the education of students at the school. This will be ensured by quality assuring all goals against the school improvement plan.

Teachers will have three goals based on the whole school improvement plan by stages and one or more personal goals from the teaching standards.

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal goals. Although the appraisal process may require adaptation for different roles, we will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

6. Reviewing Performance.

6. 1. “Looking for learning”.

6. 1. 1. Teachers’ Performance.

In Newton we believe that carrying out looking for learning visits is important both as a way of assessing the learning that each teacher is responsible for 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. All visits will be carried out in a supportive fashion.

The amount and type of classroom visits will depend on the individual circumstances of the teacher and the school overall needs.

In addition to this, the appraiser will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen goals and any development focus but is likely to include the following:

- Lesson plans/ schemes of learning..
- Book scrutiny.
- Assessment data.
- Pupil progress data.
- Results of internal and external examinations.
- Students and parental surveys, etc.

6. 1. 2. Staff with other Responsibilities.

SLT and teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6. 1. 3. Assistants and support Staff.

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment.

For teaching assistants, data will normally consist of evidence of student work or progress.

For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

6.2. Development and Support.

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of

staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

6.3. Feedback.

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- Give clear feedback about the nature and seriousness of the concerns;
- Give the member of staff the opportunity to comment and discuss the concerns;
- Agree any support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress;
- Explain the implications and process if no – or insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the goals or planned development activities. When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

7. Transition to Capability Procedures.

If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting to complete a personal Performance improvement plan (PIP).

In case an employee repeatedly disregards the recommendations or instructions regulated in the PIP, the Head of Stage will send a report to the Deputy Head.

8. Annual Assessment.

This final assessment of each appraisees goals is an annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year and in a mid term review (see Section D- Appendix 3 “Mid-Year Appraisal Review”), or otherwise as appropriate to the role.

The reviewer will use interim meetings to check progress against goals and that evidence gathering is on track to inform the final assessment of performance at the end of the appraisal year.

9. Confidentiality.

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher or Deputy Head to assure the operation and effectiveness of the appraisal system.

10. Monitoring and Evaluation.

The Senior Leadership team will monitor the operation and effectiveness of the school's appraisal arrangements.

11. Status of Policy and Review

This policy will be reviewed annually and its content and operation will be adapted as and when deemed necessary by the Senior Leadership Team.

SECTION B: SCHOOL IMPROVEMENT PLAN.

Annually during the month of July the staff reviews, scores and evaluates thirteen areas of the school through the School Educational Review. After analyzing the results obtained, the SLT prepares the School Improvement Plan (SIP) for the following academic year. This academic year 2020-2021 our goals are the following:

Newton College 2020-21

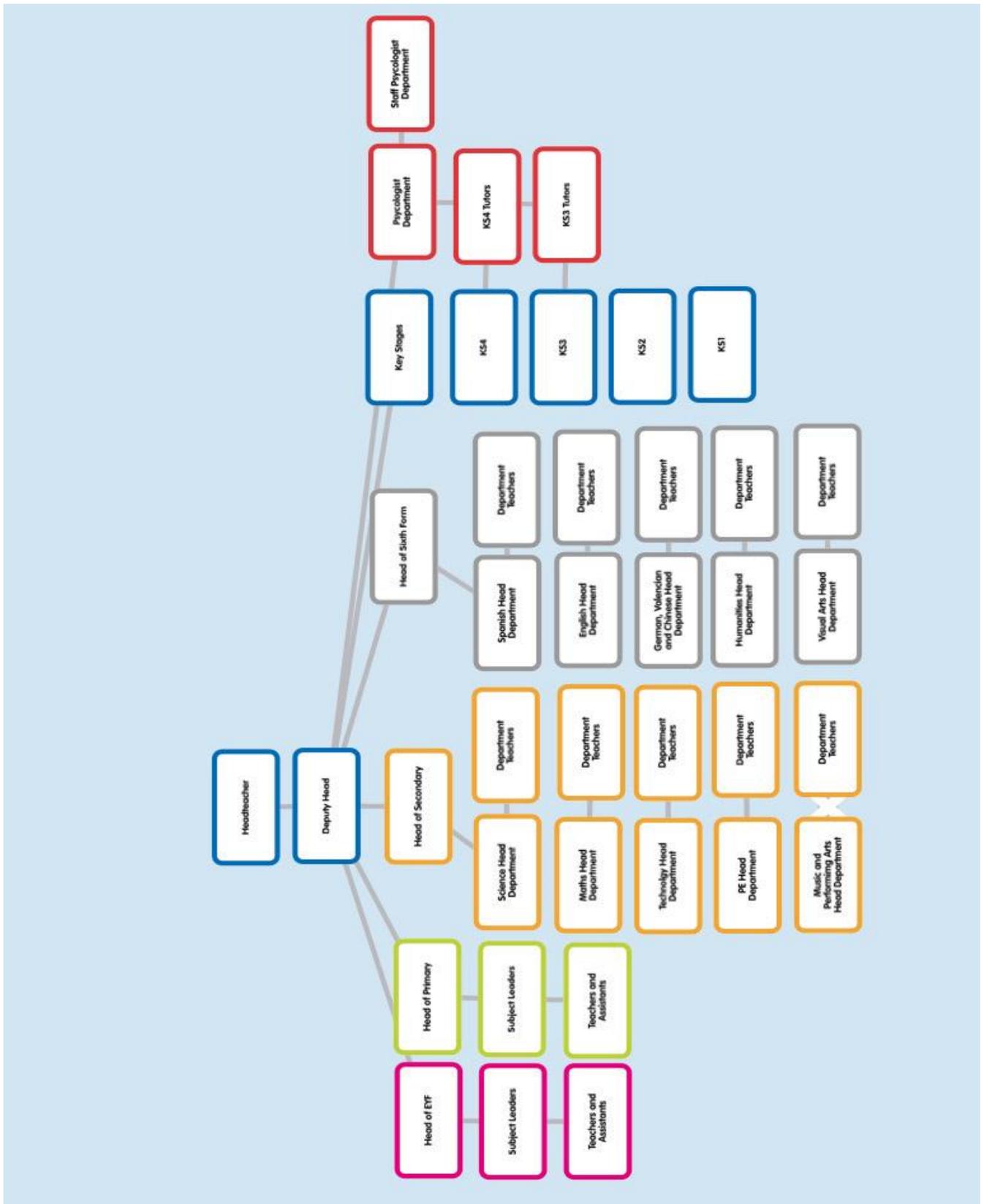
Improvement Objectives



opening minds

	Objective	Why?	How?
Whole School	80% of teaching staff are able to accurately recognise and talk about learning that is happening in classrooms.	Because we want to talk more consistently about what good struggle looks like and start to share ways to promote it.	<ul style="list-style-type: none"> Regular class visits (2/term) Training on L for L Dedicated team time Shared information for middle leaders
	70% of students are able to demonstrate what they are getting better at and how their activity helps them to improve.	Because we want to more consistently see how activity is supporting and challenging student to get better.	<ul style="list-style-type: none"> Class visit focus Assemblies, Tutorial and displays. Parental opportunities to get involved in learning.
	60% of all visited lessons in each stage are learning lessons (80% of good struggle 80% of the time).	Because our understanding of good struggle is helping us to improve the quantity and quality of learning.	<ul style="list-style-type: none"> Feedback from class visits to teams Training to address barriers to learning lessons. Share good practice.
EYFS	Teachers can accurately evaluate the quantity and quality of learning using the Early Years framework.	Because our understanding of the framework will improve learning and help us to gather reliable evidence.	<ul style="list-style-type: none"> Training to develop understanding Moderation of evidence Sharing good practice and feedback from visits
Primary	Teaching staff can more accurately evaluate learning in reading and writing using internal and external assessments.	Because we see inconsistent evidence of learning across key stages and subject areas.	<ul style="list-style-type: none"> By agreeing targets with subject leaders. Developing exam techniques and skills. Tracking and intervention.
Sec & 6th	At least 60% of all external examination results are above national or international averages.	Because we want the planning and evaluation of learning to be based upon even more reliable evidence.	<ul style="list-style-type: none"> ISA Assessment tests Weekly Education City activities + assessment Weekly Bug club activities + assessment Daily T4W practice

Section D: Appraisal organogram structure



Section D: Appendix.

Appendix 1:

1. Teachers' Standards.

1. 1. Teaching:

A teacher must:

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS	
1a	Set an example in providing a safe and stimulating environment for pupils of all abilities, needs and ages, rooted in and encouraging mutual respect that significantly develops learning.
1b	Set differentiated goals and targets based on an in-depth knowledge of individuals and groups of pupils that enthuse, motivate and challenge all pupils.
1c	Effectively promote and demonstrate the positive attitudes, values and behaviour which are expected of pupils.

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS	
2a	Be accountable for continuously high levels of pupils' attainment, progress and outcomes.
2b	Demonstrate a clear knowledge of pupils' individual capabilities within differentiated SOW's and lesson plans to develop independent learning.
2c	Create opportunities for pupils to reflect on the progress they have made and enable them to set individual targets to significantly develop their performance.
2d	Demonstrate an excellent knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in classroom teaching and sharing this with other staff.
2e	Inspire pupils to take a mature and conscientious attitude to their own work and study, enabling them to help develop the learning of others.

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

3a	Have an up to date and excellent and/or extensive knowledge of the relevant subject(s) and curriculum areas, including the different types of qualifications and specifications and their suitability for meeting learners' needs.
3b	Contribute to the professional development of colleagues by sharing critical /and extensive understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
3c	Promote collaboration and develop high standards of literacy, articulacy and the correct use of standard English, in specialist subject and cross curricular activities.

4. PLAN AND TEACH WELL-STRUCTURED LESSONS

4a	Embed knowledge and develop high levels of understanding through clear and effective goals and lesson time.
4b	Promote and encourage a love of learning and stimulate and develop children's intellectual curiosity. Enable other staff to do the same.
4c	Continually set challenging and differentiated homework and extension work. Plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
4d	Reflect systematically on the effectiveness of lessons and approaches to teaching, developing own and other's teaching practice to improve the learning of pupils.
4e	Support and enable others to provide an engaging curriculum within the relevant subject area(s).

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

5a	Promote effective differentiation and personalized approaches to learning which ensure pupils are taught effectively. Use a range of strategies to develop the effectiveness of LSA support.
5b	Promote understanding of how a range of factors can inhibit pupils' ability to learn, and show others how to put effective systems in place to help overcome these.
5c	Use an in-depth awareness of the physical, social and intellectual development of children to share teaching skills and techniques, which supports pupils' education at different stages of development.

5d	have a clear understanding and respond to the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to demonstrate to others a variety of teaching approaches to enable pupils to achieve and make significant progress.
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6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

6a	Use effective assessment processes within the relevant subject and curriculum areas, including statutory assessment requirements to develop learning.
6b	Make effective use of formative and summative assessment to ensure high levels of pupils' progress.
6c	Effectively use relevant data to develop progress, set targets, and plan subsequent differentiated lessons for the promotion of high levels of learning.
6d	Give individual pupils regular, positive and effective feedback, both orally and through a range of marking strategies, and enabling pupils to respond to the feedback.

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

7a	Model effective routines for behaviour in classrooms that promote learning, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
7b	Model high expectations of behaviour, and implement a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
7c	Manage all classes effectively, using a range of approaches which are appropriate to pupils' needs in order to involve and motivate them and improve standards of achievement.
7d	Model excellent relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8a	Make a positive and effective contribution to the wider life and ethos of the school, encouraging others to do the same.
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8b	Model effective professional relationships with colleagues, knowing how and when to draw on and give advice and specialist support.
8c	Deploy support staff effectively.
8d	Take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues.
8e	Communicate effectively with parents to develop pupils' achievements and well-being.

1. 2. Personal and Professional Conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions.
3. Showing tolerance of and respect for the rights of others.
4. Not undermining fundamental British and Spanish values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. The legal frameworks of reference are regulated in the policies of the school, in the current Collective Agreement for private schools and the Spanish Statute of Workers Rights.

Appendix 2:

Self-Appraisal Form

Please complete this with your designated appraiser and email to your Appraiser and copy to your Stage Coordinator

Name:	Role: <input type="checkbox"/> Support <input type="checkbox"/> Assistant <input type="checkbox"/> Teacher <input type="checkbox"/> HoD/ Subject leader <input type="checkbox"/> KS <input type="checkbox"/> Head of Stage
Year Group/ Main subject:	Stage: <input type="checkbox"/> EYF <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Sixth Form

1. What have been your achievements in the last 12 months or since taking up appointment if sooner?

	ACHIEVEMENTS	COMMENT
1		
2		
3		
4		

2. What are your targets for the coming academic year? How are you going to achieve them?

We have set two targets for all teaching staff by stages– please do not amend these

	GOALS AND PRIORITIES (2020-2021)	COMMENT (How will you meet these SIP goals?)
1	FROM SIP	
2	FROM SIP	
3	FROM SIP	
4	Personal if wanted	

3. What would you have liked to have got better at but did not?

4. What were the main obstacles you faced?

5. Which are you most proud of professionally?

SIGNED APPRAISEE	SIGNED APPRAISER
<p>Date:</p>	<p>Date:</p>

Appendix 3:

Mid-Year Appraisal Review

APPRAISEE NAME	POST TITLE
DATE OF REVIEW:	APPRAISER NAME:

TARGET 1	STRENGTHS	DEVELOPMENT AREAS

Target Met Target not Met

TARGET 2	STRENGTHS	DEVELOPMENT AREAS

Target Met Target not Met

TARGET 3	STRENGTHS	DEVELOPMENT AREAS

Target Met Target not Met

TARGET 4: PERSONAL or LEADERSHIP	STRENGTHS	DEVELOPMENT AREAS

Target Met Target not Met

APPRAISEE COMMENTS	APPRAISER COMMENTS	FUTURE CPD NEEDS OR FOLLOW UP ACTIONS

SIGNED APPRAISEE	SIGNED APPRAISER