



Appraisal Policy

Adapted from Royal Borough of Windsor and Maidenhead Model Appraisal Policy

The Governing Body of The Cookham, Maidenhead and The Lawns Nursery School Federation adopted this policy on 16th May 2016.

It is reviewed annually.

1. Purpose of the Policy

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, Co-Headteachers and support staff, and for supporting their development within the context of the Federation's plan for improving educational provision and performance and the standards expected of teachers. It should be read in conjunction with the Federation's Pay Policy. Where staff fall below the levels of competence that are expected of them, there is a reference to capability proceedings which would be invoked.

2. Application of the Policy

2.1 The Appraisal Policy applies to the Co-Headteachers, teachers and support staff employed by the Federation, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability proceedings.

3. Appraisal

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff, including the Co-Headteachers, have the skills and support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve their professional practice and to develop.

3.2 The appraisal period

3.2.1 The appraisal period will run for twelve months from 1st October to 30th September for all staff.

3.2.2 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.



3.3 Appointing appraisers

3.3.1 The Co-Headteachers will be appraised by the Appointed Governors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. Examples of an external adviser could include: The School Improvement Partners, Local Authority Senior Advisers, External Educational Consultants.

3.3.2 In this Federation the task of appraising the Co-Headteachers, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body (the Appointed Governors). The external adviser will be present at the annual performance management meetings.

3.3.3 The Co-Headteachers will decide who will appraise other staff members.

4. Setting Objectives

4.1 The Co-Headteachers' objectives will be set by the Governing Body after consultation with the external adviser.

4.2 The Federation will use the National Standards for Schools Leaders to assess the Co-Headteachers.

4.3 Objectives for every staff member will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for everyone, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience. The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. At the same time, the appraiser and Co-Headteacher(s)/teacher/ support staff will agree what will need to be in place to enable the objectives to be met, always bearing in mind the appraisee's level of seniority and experience. Objectives may be revised if circumstances change. Normally staff members will be set no more than 3 objectives in any one appraisal period.

4.4 The job description will be used in conjunction with other reference documents (such as the Federation improvement plan, the Ofsted School inspection report and the Teacher's standards) for the process of setting and agreeing objectives.

4.5 Objectives will be adjusted throughout the appraisal period to ensure that they remain relevant to the performance of the individual and to the priorities of the Federation

4.6 Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives would normally become more challenging as staff members progress up the main pay range.

4.7 One formal review will take place half way through the appraisal period. It is the appraisee's responsibility to alert the appraiser in a timely manner if there are any perceived obstacles to achieving the targets

4.8 The objectives set for every staff member will, if achieved, contribute to the Federation's plans for improving the federation's educational provision and performance and improving the education of children at the relevant school(s).



4.9 Before, or as soon as practicable after, the start of every appraisal period, teachers will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Objectives will be set before 31st October.

4.10 Annually, all teaching staff will have their performance measured against the agreed career stage expectations based upon The Teachers' Standards "code" of good teaching practice and professional conduct

5. Reviewing Performance

5.1 Observation

5.1.1 Observation will be used to assess teachers' performance. All observation will be carried out in a supportive fashion. Observations will be made of full group times sessions and free play interactions with the children. Formal observations will be agreed in advance with the appraisee (minimum of 5 working days) and feedback will be given at a pre-agreed time following a period of reflection for the observer and the appraisee.

5.1.2 Classroom observation will be carried out by those with QTS and who are appropriately experienced. In addition to formal observation, Co-Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established, consistent and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

5.1.3 Teachers (including the Co-Headteachers) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed (for example: leading training, leading/chairing meetings).

5.2 Other evidence

5.2.1 In addition, the following other evidence, where appropriate, will be collated in order to enable the appraiser to assess performance and make a substantiated and evidence based pay recommendation. Examples of evidence may include:

- classroom observations;
- task observations;
- reviews of assessment results;
- reviews of lesson planning records;
- internal tracking;
- moderation within and across the Federation;
- children's voice;
- parents' voice;
- Co-Headteachers' walkabouts;
- evidence supporting progress against Teachers' Standards;
- teacher's own evidence.



5.3 Reviewing performance

5.3.1 At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle. In determining an appraisal, the Governing Body or Co-Headteachers will:

- assess the performance in the appraisal period;
- assess against the relevant “Standards”;
- assess performance against the agreed objectives;
- assess performance against the career stage expectations/professional skills level descriptors or other criteria as defined in the Pay Policy;
- identify the professional development needs;
- identify any action that should be taken;
- include a recommendation relating to pay.

See Federation Pay Policy for details regarding the evaluation and rating of individual performance.

5.3.2 The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the Co-Headteachers with the approval of the Governing Body. Staff are responsible for maintaining their own appraisal file with evidence of their progress towards meeting the objectives set.

6. Development and Support (CPD)

6.1 Appraisal is a process to inform and support continuing professional development. The Federation 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 Federation improvement priorities and to the ongoing professional development needs and priorities of individual teachers. In order to facilitate this process it may be appropriate to set a shorter appraisal period in agreement with the individual teacher.

7. Feedback

7.1 Teachers, including the Co-Headteachers, will receive constructive feedback on their performance throughout the year and as feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally to:

- give clear feedback about the nature and seriousness of the concerns;
- provide the Co-Headteacher/teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations);
- that will be provided to help address those specific concerns;



- make clear how, and by when, the appraiser will review progress 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 Federation but should reflect the seriousness of the concerns;
- explain the implications and process if no – or insufficient – improvement is made.

7.2 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

8. Where a Switch to Capability might be Necessary

8.1 If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be considered under the capability procedure. S/he will be invited to a formal capability meeting. The Federation or local authority would need to invoke its capability procedure.

9. Annual Assessment

9.1 Every teacher's performance will be formally assessed in respect of every appraisal period. In assessing the performance of the Co-Headteachers, the Governing Body must consult the external adviser.

9.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term.

9.3 The teacher will receive as soon as practicable following the end of every appraisal period – and have the opportunity to comment in writing on – a written appraisal report, which will include an overall rating of performance and a pay recommendation in line with the school's Pay Policy. In this Federation, teachers will receive their written appraisal reports by 31st October. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant.

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



Cookham, Maidenhead and The Lawns
Nursery School Federation



10. Appeal

10.1 For the arrangements for an appeal against the assessment and pay recommendation refer to the Federation’s Pay Policy.

11. Retention

11.1 The Governing Body and Co-Headteachers will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

11.2 The final version of the appraisal documentation will be placed on the employee’s file and a copy of their CPD will be kept by the Co-Headteachers. The sharing of such information is governed by the data protection legislation under the Data Protection Act 2018 and GDPR.

Approved by: Staffing Committee

Signed by Chair of Governors:

Date: 21st June 2019

Review Date: June 2020