APPRAISAL POLICY

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APPRAISAL POLICY

The Governing Body of Ravenswood School adopted this policy on 21st October 2026.

1. INTRODUCTION

1.1 The Education (School Teachers' Appraisal) (England) Regulations 2012 set out the principles that apply to teachers in all maintained schools where they are employed for one term or more. For more information and further recent guidance see DfE Teacher Appraisal Guidance for schools July 2024

1.2 Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection including the General Data Protection Regulation (GDPR) and the Data Protection Act 2018). For academies, where the Governing Body agree to adhere to the STPCD this policy is relevant.

1.3 Schools must have an appraisal policy for teachers. Consultation has taken place with staff and/or recognised trade unions. This model policy applies to teachers, including Headteachers and support staff (support staff refers to all non-teaching staff).

2. PURPOSE

2.1 Ravenswood School needs all staff to perform effectively in order to deliver the aims and vision of the School. To achieve this, the School aims to ensure that effective recruitment is undertaken, performance expectations and standards are defined, performance is monitored and that employees are given appropriate feedback, support and training.

2.2 This policy sets out the framework for a clear and consistent appraisal of the overall performance of staff, and for supporting their development within the context of the school's plan for improving educational provision and performance and of the standards expected.

2.3 It also sets out the arrangements that will apply when employees fall below the levels of performance that are expected of them.

2.4 Appraisal in this School will be both a developmental and supportive process designed to ensure that staff are able to continue to improve their professional practice. Appraisers will set objectives and provide support so staff have the skills they need to carry out their role effectively and with reference to the appropriate standards. Appraisal is only one element of the performance management of an individual member of staff. The appraisal process should be seen in this context.

3. APPLICATION OF THE POLICY

3.1 This Policy applies to all school leaders and all teachers and support staff **employed by the School, except those on contracts of less than one term, those undergoing induction (i.e. Early Careers Teachers (ECTs) and those who are subject to the**

Capability Procedure. Where provisions are specific to teachers or to support staff this will be made clear.

3.2 The processes/procedures in this policy should be conducted in line with any safe working practices in the school.

4. THE APPRAISAL PERIOD

4.1 **The appraisal period will run for twelve months** from 1st September to *31st August* ***and 1st February to the 31st January for support staff***

4.2 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.**

4.3 There is flexibility to have a longer or shorter appraisal period when employees begin or end employment with the School.

4.4 For support staff who are new to the school short term objectives will be set under the Probationary Policy. Once the Probationary Procedure no longer applies, the new colleague will be appraised under this Policy.

5. APPOINTING APPRAISERS

5.1 **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.**

5.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

5.3 The Headteacher will decide who will appraise other staff.

5.4 Only members of staff with Qualified Teacher Status (QTS) may be appraisers for teachers.

6. SETTING OBJECTIVES

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

6.2 **Objectives for each teacher** and member of support staff **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 workload and work-life balance of all employees and objectives will reflect this. In this school, employees will be set objectives by 31 October, wherever possible. The objectives set for each appraisee will be Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to role and level of experience and will reflect priorities for an individual for the cycle. Objectives will clearly identify success criteria and specify how progress will be measured. Objectives will allow employees to demonstrate performance rather than simply results. Objectives and appraisal discussions will not be based on employee generated data and predictions or, where the employee is classroom-based, solely on the assessment data for a single group of pupils. Objectives related to pupil performance will not be used in isolation and objectives will not relate solely to quantitative assessment metrics such as test outcomes. The number of objectives set should be reasonable and objectives will be reasonable in the circumstances. The appraiser and appraisee will seek to agree 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. Normally, there will be up to three annual appraisal objectives. Objectives should be revised if circumstances change, such as but not limited to an employee going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the employee to meet reduced and attainable objectives. See below (final paragraph of A4). (Refer to Appendix Form A5.)

6.3 Though appraisal is an assessment of overall performance, objectives cannot cover the full range of roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.

6.4 At the report stage, it will be assumed that any aspects of an appraisee's roles/responsibilities not covered by the objectives have been carried out satisfactorily, with reference to the appropriate standards, unless otherwise stated.

6.5 The appraiser will judge whether objectives set in one cycle should continue to be relevant in the next cycle because of the progress towards this objective and the circumstances; such a judgement will be recorded in the review report.

6.6 **The objectives set for each teacher** and member of 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 that school.** For support staff objectives may also relate to the effective deployment and use of resources, administration and organisation. Objectives should also have a strong focus on effective professional development to ensure that employees stay up to date (for example, with the latest methodologies, technologies and educational research).

6.7 Where they apply, for whole school or team objectives especially, where appropriate, objectives should reflect published school improvement priorities or the school's strategic development plan.

6.8 The nature and level of challenge of objectives will reflect the nature and level of challenge of the role and / or the career stage of the employee. In the case of teachers, the level of challenge of the objectives should increase to reflect the differences between

unqualified, main range and upper pay range roles and between classroom teaching and leadership group roles. At least one objective for teachers should relate to pupil progress.

6.9 Objectives for members of the leadership group should reflect their whole school and leadership and management responsibilities and therefore reflect their leadership role in the context of school improvement (including improving pupil achievement).

6.10 **Before, or as soon as practicable after, the start of each appraisal period, each teacher** and, where applicable, member of support staff **will be informed of the standards against which that teacher's** or member of support staff **performance in that appraisal period will be assessed.**

6.11 **The performance of all teachers should be assessed against the set of standards contained in the document called "Teachers' Standards"** and relate to the quality of teaching. **The Teachers' Standards underpin the appraisal process and the assessment process for accessing the upper pay range.** In order to meet the Teachers' Standards a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 'Teaching' and Part 2 'Personal and Professional Conduct'. The School will assess the performance of the Headteacher against the "National Standards for Excellence for Headteachers". The Headteacher or Governing Body will consider whether certain teachers should also be assessed against any other sets of standards published by the Secretary of State that are relevant to them.

6.12 Since employees' performance is assessed against their objectives, and any relevant standards, the appraiser will need to set out what they will take into account when making judgements as to whether employees 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 employee's control to achieve them.

6.13 Objectives can be set for periods of less and for longer than a year where appropriate (for example in the case of those on fixed terms or those leaving or joining the School during the appraisal year). It may be appropriate to set longer term objectives (for example linked to longer term school improvement for members of the leadership group). Where longer term objectives are set, intermediate annual objectives can be specified.

6.14 On occasions during a review cycle, usually as a result of unplanned circumstances, it may be considered that an objective set at the start of the process is no longer appropriate or requires some adjustment. Either at the Interim Review stage or an additionally scheduled meeting, changes can be agreed using the Revision Statement - Appendix Form A8.

7. REVIEWING PERFORMANCE

7.1 The School will set out what evidence they will take into account when making judgements about an employee's performance and whether they have met any 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 and determined by the nature of the agreed objectives.

7.2 This School believes that a range of different methods should be utilised, in a supportive fashion, to assess employee' performance and that judgments relating to performance should be supported by a range of evidence.

7.3 It is important to our school that methods of assessing employee performance are proportionate and do not add to employee workload.

8. OBSERVATION *(for the Observation Protocol please refer to Annex 4)*

8.1 This school believes that observation of classroom practice (including that of classroom based support staff) and key responsibilities is important both to assess performance and identify any particular strengths and areas for development a colleague may have and for gaining useful information which can inform school improvement more generally. All observations will be carried out to support a culture of improvement and will be a developmental activity.

8.2 Teachers will be observed from time to time. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school - the principle of 'proportionate to need' - and will normally be decided through discussion with the individual but, other than in cases of under-performance, it will not normally be for more than three hours a year. The appraiser and appraisee will seek to agree the amount and type of classroom observation, but, if that is not possible, the appraiser will determine the amount and type of classroom observation. Classroom observations will be carried out by those with Qualified Teacher Status and in accordance with the 'Classroom Observation - Appraisal Protocol', Annex 4.

- All observations should be planned, with an agreed focus and may be linked to objectives. (See Appraisal Form A5.)
- Observations should be agreed with at least 5 working days' notice.

8.3 Observations will be externally verified (that is, use of a qualified independent observer will be made) on occasion where warranted by circumstances.

8.4 Members of support staff who are not based in the classroom may be involved in a work review/observation process, where this is agreed as being appropriate to role. The number of observations will vary depending on the developmental objectives of individual colleagues and the principle of 'proportionate to need' and will be decided through discussion with the individual.

9. DEVELOPMENT AND SUPPORT

9.1 Appraisal is a developmental and supportive process which will be used to inform continuing professional improvement. The School wishes to encourage a culture in which all 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 individuals and teams.

9.2 As such, the school's CPD programme will be informed by the development needs identified in the appraisee's training plan. (Refer to Appendix Form A6).

9.3 As part of facilitating high quality professional development for teachers and school leaders, the School will consider how National Professional Qualifications (NPQs) can support individuals' and the School's development needs. The School will consider any request from a member of staff to study for professional qualifications, including the suite of National Professional Qualifications (NPQs) for teachers. For details of when courses are funded by the Department for Education see https://www.gov.uk/guidance/funding-for-national-professional-qualifications-npqs.

9.4 The Governing Body will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher will report, when required, to the full Governing Body each year on CPD activities.

9.5 Where CPD is identified as key to the improvement of an individual, they should not be held responsible for lack of progress against agreed priorities if the resources are not forthcoming/have not been provided.

10. FEEDBACK

10.1 Colleagues will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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. It is important to address any concerns in relation to performance when they emerge. This should be done in a constructive, supportive way.

10.2 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 judgement when appraising teachers' performance. Teachers should not be expected routinely to provide evidence that they meet all the standards.

11. INFORMAL SUPPORT

11.1 Except in the most serious cases of persistent failure to meet job expectations and relevant standards, resulting in substantial negative consequences for the pupils or the School, employees should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process.

11.2 Where there are concerns about any aspects of the employee's performance they will receive appropriate informal support under a performance improvement plan as part of the appraisal process. The support to be offered will be agreed in advance and may, for example, for teachers include classroom observation alongside additional training or visits to other classes.

11.3 In these circumstances the appraiser will meet the employee to:

- Inform the employee they are going to be receiving informal support due to performance concerns;
- Give clear and specific feedback about the nature and seriousness of the concerns with examples of where standards have not been met;
- Give the colleague the opportunity to comment and discuss the concerns;
- Set out the performance improvement required by the end of the review period;
- Identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress but allowing sufficient time for the required improvement and this may include further supportive observations. The length of the review period will normally be a minimum of six weeks but should reflect the seriousness and the nature of the concerns;
- Explain the implications and process if no or insufficient improvement is made, (i.e. commencement of the capability procedure - see Transition to Capability Section).

The outcome of the meeting will be confirmed in writing to the employee.

11.4 There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. For example, it may be that the employee only requires informal support in a particular area that is aligned with their professional development needs. The appraiser should partner with the employee in a collaborative manner to establish objectives and timelines, taking into account the employee's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation. The pay (including movement up their range/grade) of staff on informal support will not be affected.

11.5 Informal support should be provided for a reasonable period to allow for performance improvement, normally for a minimum of six 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 employee regularly to assess progress and ensure the agreed-upon support is being provided. The facility to talk openly and honestly is considered by the School to be central to the informal support process.

11.6 When progress is reviewed, after the agreed upon period, if the appraiser is satisfied that the employee is making sufficient improvement under the performance improvement plan, this will be acknowledged and celebrated and the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

11.7 Schools could choose to allow the employee's trade union representative to attend meetings at the employee's request if concerns arise about the employee's performance and there is a possibility that there could be a transition to the capability procedure.

12. TRANSITION TO CAPABILITY

12.1 In the most serious cases of failures to meet job expectations and any employee standards, resulting in substantial negative consequences on the pupils and organisation or where the employee has not responded to support provided within the informal support process (i.e. if the appraiser or other colleague is not satisfied with progress

under the performance improvement plan), the employee will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure and they will be invited to a formal capability meeting. Please refer to the School's Capability Policy. When assessing whether an employee should be subject to formal capability, the case should be discussed/evaluated with The School's HR Advisor in the first instance.

12.2 Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Any misconduct or breach of professional standards will be dealt with through the School's Disciplinary Policy and should not form part of any Capability procedure. Whilst, therefore, the capability and disciplinary procedures should not be conflated, if appropriate to the circumstances, they can run concurrently.

13. ANNUAL ASSESSMENT

13.1 **Each teacher's** and member of support staff's **performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body Board must consult the external adviser.** (Refer to Appendix Form A4)

13.2 An annual appraisal cycle of review, planning and monitoring should be followed and an annual Review and Planning Meeting held at the end of each appraisal period. The performance and development priorities set at this meeting will be reviewed throughout the year. A formal Interim Review Meeting (Refer to Appendix Form A7) will take place approximately mid year from the start of the process. Appraisers/line managers should have less formal one-to-ones or 'catch-ups'. It is good practice to meet with the appraisee several times during the year to monitor progress towards the set objectives.

13.3 Meetings should be conducted in line with any safe working practices in place in the School. Consideration can be given to holding meetings remotely.

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

13.5 If an appraisee is due to commence maternity leave during an appraisal period, the school will, wherever practicable, conduct an interim review in order to inform the end-of-year assessment. If an appraisee leaves the school mid-cycle to take up another post, they may request an interim review meeting to conclude the progress made to date so that they have a completed Appraisal record to take to their next post.

13.6 **Teachers** and members of support staff **will receive their written appraisal report as soon as is practicable following the end of each appraisal period** – and have the opportunity to comment in writing on this. In this school, teachers will receive their written appraisal reports by 31 October, wherever possible (31 December for the Headteacher) and support staff will receive their written appraisal reports by **March 31st**.

13.7 **The appraisal report will include:**

- Details of their objectives for the appraisal period in question;
- **An assessment of the teacher's** or member of support staff's **performance of their role and responsibilities, including the quality of teaching, against their objectives and the relevant standards, their level of responsibility and experience.**
- **An assessment of the teacher's** or member of support staff's **training and development needs and identification of any action that should be taken to address them;**
- Details of a discussion on well-being and workload and career progression aspirations;

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

14. WORKLOAD AND STAFF WELL-BEING

14.1 The procedures and processes followed under this Policy will be proportionate. Evidence used to assess progress against appraisal objectives will relate directly to those objectives, be agreed in advance and be readily available from day to day practice in the school. Staff well-being will be considered in setting appraisal objectives and in all arrangements related to appraisal. Assessment of performance will take appropriate account of individual employees' circumstances.

15. MONITORING AND EVALUATION

15.1 The Governing Body will review the impact of appraisal.

15.2 The Headteacher will provide the Governing Body Board with a written evaluation of/report on the operation of the school's appraisal policy annually. The evaluation/report will not contain any information which would enable any individual to be identified. The report should include:

- The operation of the appraisal policy;
- The effectiveness of the school's appraisal procedures;
- Staff training and development needs.

15.3 The Governing Body Board is committed to ensuring that the appraisal process is fair and non-discriminatory. The Headteacher should assess the impact of the process and of performance objectives to ensure that they do not represent possible grounds for unlawful discrimination in regard to any of the relevant protected characteristics under the Equality Act 2010, part-time work, fixed term contracts or trade union membership.

15.4 The Headteacher should, therefore, also report annually to the Governing Body, in a confidential section, appropriate details of:

- Any representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to appraisal.
- Any instances where the training and development set out in the training and

development annex of an appraisal has not been provided.

- Number who have fully achieved objectives.
- Number who have partially achieved objectives but with acceptable reasons.
- Number who have partially achieved objectives but with unacceptable reasons.
- Number who have not achieved their objectives.

ANNEX 1: GENERAL PRINCIPLES UNDERLYING THE APPRAISAL POLICY

Support

The emphasis within the Appraisal process is on supporting an employee to achieve the standards of performance required from them. The School will seek to establish appropriate support arrangements through discussion with an employee and such arrangements may include developing more specific guidance in the area(s) within which the employee is under performing, in service training, observation by the employee of recognized good practice, within the same school or at another school, a temporary change in role and responsibilities, support, counselling, “in-class” or on the job support.

Training courses or assistance from colleagues should be arranged as soon as possible but should not interrupt the timing of the procedure.

Confidentiality

The appraisal process will be treated with confidentiality. However, the principle of confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The school may achieve this, for example, by the Headteacher or appropriate colleague reviewing all employees’ objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

Equality, Consistency of Treatment and Fairness

In implementing the Appraisal Policy the Governing Body Board will abide by all relevant equality legislation including the duty to make reasonable adjustments for all employees with protected characteristics, that there is consistency of treatment and fairness and that the needs of employees are given careful consideration. The School will, if necessary, apply an equality impact assessment to the policy in the interests of ensuring the avoidance of any unintentional disadvantage to those with a protected characteristic.

Standards of performance

The relevant standards of performance and personal objectives against which an employee is to be assessed will be agreed with an employee through the appraisal process on an annual basis.

Delegation

Normal rules apply in respect of the delegation of functions by Governing Bodies Boards and Headteachers.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the appraisal process, the case will be dealt with in

accordance with the school's Attendance Management Policy. This may involve an immediate referral of the employee to the Occupational Health Service to assess the employee's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or informal processes during the employee's absence from the workplace.

Monitoring and Evaluation

The Governing Body Board and Headteacher will monitor the operation and effectiveness of the School's appraisal arrangements. This will include ensuring that the arrangements minimise workload for all parties involved.

Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained and stored in line with the School's Retention and Disposal Policy.

ANNEX 2: THE APPRAISAL CYCLE

Below is set out the key elements that should be adhered to during the appraisal process, which spans the academic year. In addition to these key elements, employees will benefit from regular and ongoing dialogue with their line manager throughout the appraisal cycle to support their development, performance and wellbeing.

Autumn Term

- All objectives, success criteria, and evidence to be used will be finalized between the appraiser and appraisee. If agreement cannot be reached, they are set by the appraiser. The appraisee can record their disagreement in writing which should then be taken into account at the review stage.

Spring and Autumn Term

- Performance is reviewed against objectives and standards as set out in the School's Appraisal Policy.

Additional support can be provided to the employee if a need is identified at any point in the appraisal cycle, and this should be documented as set out above. Further information can be found in the informal support section of the Appraisal Policy.

Summer and Autumn Term

At the end of the appraisal year, employees will receive an appraisal report which includes an assessment against their objectives and success criteria and the relevant standards.

In addition to assessing employees' achievement of objectives, line managers will also discuss workload, well-being, working hours, flexible working, opportunities, and career aspirations in a supportive manner. This is In order to help the employee identify strategies to effectively manage their workload and well-being and provide feedback to management for further improvement and retention.

The appraisals process will be intrinsically supportive and developmental, conducted within a School culture that values openness and fairness. Throughout the appraisal cycle, employees will receive informal feedback on their performance and development areas. There will be early dialogue with employees that have emerging performance issues, with prompt support put in place to ensure employees have the appropriate guidance and opportunity to improve in the relevant areas.

ANNEX 3: ROLES AND RESPONSIBILITIES

School leaders, governing bodies and teachers all have a role to minimise burdens on staff, including in relation to paperwork and evidence collection.

School Leaders

- Review, develop and streamline the Appraisal Policy as necessary, consulting staff and union representatives as appropriate.
- Submit the Policy to the governing body for approval.
- Ensure that all employees are made aware of the policy and that they have the knowledge and skill ls to apply procedures fairly and effectively.
- Ensure that employees are appraised in accordance with the School's Appraisal Policy and, where applicable, the relevant regulations.
- Moderate appraisal outcomes.
- Keep records of the appraisal outcomes in order to demonstrate that all judgements have been made objectively and in compliance with the School's policy and equalities legislation.
- Ensure that employees receive the applicable appraisal documents and are notified in writing of the outcomes of any meetings, where applicable.
- Ensure appraisers receive suitable training and development to undertake this role.
- Ensure that appraisers alongside appraisees identify relevant sources of evidence, at the point of objective setting, ensuring that these are those that are routinely gathered as part of normal school activity, including those monitoring the quality of provision.

Governing Body Board

- Review and adopt the Appraisal Policy.
- Ensure impact on employee workload minimised.
- Agree the extent to which specific functions relating to the appraisal process will be delegated to others, such as the school leader.
- Monitor the outcome of appraisal decisions and check that processes operate fairly.
- Ensure eligible governors receive relevant training on the appraisal process.

Employees

- Participate in arrangements for their own appraisal in line with the School's Appraisal Policy and ensure that they understand their responsibilities and the arrangements within the School.
- Keep records of their objectives and identify evidence readily available through day-to-day practice as part of review throughout the appraisal process.
- Where applicable, appraise the performance of other employees (as delegated by the school leader; in the case of teachers, such delegation would only be to those teachers in receipt of a Teaching and Learning Responsibility (TLR) payment, in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD)). Full training to carry out this task will be provided, and it is expected that the employee participates fully in the training.

ANNEX 4: CLASSROOM OBSERVATION - APPRAISAL PROTOCOL FOR TEACHERS

This protocol may be adapted, as may be appropriate, for support staff.

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

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The arrangements for classroom observation will be included in the appraisal documentation and will include the purpose of observation, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

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

In keeping with the commitment to developmental and supportive classroom observation of those being observed will be notified in advance. Classroom observations will only be undertaken by persons with QTS. In addition, in this School classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and unless this is not feasible, no later than the end of the following working day. It will be given in a suitable, private environment and unless this is not feasible, during directed time.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the Policy and guidance.

The written record of feedback should also include the date on which the observation took place and details of the lesson observed. Any areas of disagreement should be recorded. The teacher has the right to append written comments on the feedback document. The employee will be referred to the Grievance Policy if required. No written notes in addition to the written feedback will be kept, except where a concern about a colleague's performance requires this.