

ISO STAFF APPRAISAL POLICY 2017-18

Aim

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the ISO Development Plan.

The Appraisal

ISO Board of Directors appraises the performance of the Principal's. The Principal is responsible for ensuring the review of the performance of every other school leader, teacher and member of support staff employed at the school.

The Appraisal period

Teacher appraisal is an on-going commitment to support and improve performance. The appraisal process will begin with Primary Year Leaders (YL's) and Secondary Heads of Departments (HOD's) planning a year group or department meeting to discuss the aims and objectives of the department and the teachers abilities to facilitate improvements; individual strengths and areas for development will be shared during the meeting. The team will discuss group targets and individual targets in an open forum. The teachers will complete the targets sections in their own appraisal folders. The review of appraisal targets will become a regular focus on planning meeting agendas.

SMT will appraise HOD's and Year Leaders. Discussions will take place throughout the year, appraisal folders will be reviewed and planning meeting visits will take place when appraisal targets are the focus.

The Appraisers

Performance management is a shared responsibility. It involves the Director, SMT and the teachers, working together to ensure that objectives are discussed and agreed, and regular and objective feedback is given.

The Director, and Year Leaders are responsible for Appraisals in their areas of the school. All class and subject teachers are involved in the peer review process that runs complementary to the appraisal system.

All appraisers should be provided with appropriate training.

Target Setting

The setting and agreement of targets is fundamentally important to the effective operation of our appraisal system. Targets shall be discussed as a primary year group or secondary department. Group targets and individual targets are shared and strategies to support through peers and or additional training shall be set in place and steps to achieving the targets are recorded through the appraisal action plans and appraisal journal. These documents are to be completed by the teacher and updated regularly.

Targets may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school.

Targets should be CSMART

- C = Challenging
- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Timed

The targets must be set such that they will contribute to the improvement of a school's educational provision and performance and YL's and HOD's will therefore be expected to align individual targets with the school's priorities.

Teachers' standards

The performance of all teachers, regardless of their career stage, will be assessed against the teachers' standards

The teachers' standards effectively set out a 'code' of good teaching practice and professional conduct and as such, teachers at ISB are evaluated against all the elements set out in the teachers' standards.

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 one (teaching) and part two (personal and professional conduct).

Applying the teachers' standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Gathering the evidence

Judgements relating to performance should be supported by evidence. This will be recorded in the reflective appraisal journal and this may be supplemented with photocopied evidence (eg response marking, test results, certificates). Evidence should show and demonstrate a contribution towards:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvement in specific elements of practice, eg lesson planning; and
- a positive contribution to the work at the school.

The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed targets and/or the teachers' standards. Examples of evidence may include:

- Classroom observations
- Task observations
- Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- SMT walkabouts

- Evidence supporting progress against teachers' standards

'Walk through' or 'spotlight' classroom visits will take place on a regular basis. The focus will be agreed in planning meetings. These may also take place between other year groups or departments on agreement with the YL's and HOD's. Comments or reflections on these visits should be recorded in the appraisal journal.

There will be one formal observation completed by a member of SMT throughout the academic year. At least 2 working days' notice of the date and time of the observation will be given and verbal feedback will be provided within 24 hours. In cases where this is not possible an agreed time will be arranged. The feedback meeting time will be arranged directly after the observation and this will take place in a suitable, private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive 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.

Reviewing performance

Work towards appraisal targets will be on-going and integral to school improvement and professional development. As targets are achieved, new targets will be agreed and added. Teacher Appraisals will be discussed with SMT and any concerns will be shared as they materialise.

Continuing professional development

The appraisal procedure will inform the school's CPD through identification of staff training and development needs. Appropriate resources will be made available for any agreed training, support and continuing professional development.

Conflict of interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Staff, especially teachers, experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy. The school will follow medical advice and assess the member of staff's health and fitness for continued employment and or whether continuing with informal monitoring or formal a procedure is deemed to be appropriate.

As a final check and balance to invoking the capability procedure, it is advised that line managers ensure that the following have been put in place:

- The employee has undergone an appropriate period of induction to their role
- An up to date job description has been issued to the employee
- Professional standards and overall expectations of performance have been made clear
- The employee's performance has been monitored and feedback has been provided

Cause for concern

If a teachers performance is giving cause for concern this should be dealt with through the staff appraisal system but if progress towards addressing performance

concerns is insufficient or the concerns are sufficiently serious, a ‘capability’ meeting should be held. The employee, their line manager and the Deputy Principal will be present at the meeting.

Guiding principles to the overall approach to the meeting:

- Ensure that practical support, advice and guidance is provided to the employee
- Training should be provided where this is a reasonable expectation
- Performance criteria should be clear and monitored within agreed time schedules
- The employee’s shortcomings are clearly set out in writing

The meeting will consider the following matters:

- The evidence that has given rise to the specific concerns about the employee’s performance
- The seriousness of the concerns and their impact on the performance of the school
- The support that has been provided to date
- The time for which the concerns have persisted
- The degree of improvement that has been achieved and whether or not this has been sustained
- The extent to which the employee has shown insight and has engaged with the support provided throughout the appraisal process
- Any mitigating factors

Once these matters have been considered, SMT will reflect on the findings, take advice and reach a decision as to how to proceed.

The transition to the capability procedure will not normally be made unless there is evidence that:

- under-performance against agreed targets and / or standards has prevailed for some time; and
- the underperformance is either serious or has persisted despite the provision of support.

Capability procedure

The principle purpose of a capability procedure is to support and ensure that staff are able to perform their duties and to deal with under-performance on a formal basis. The aim is to deal with those cases, where, despite appropriate management support (normally provided through the appraisal process), a member of staff is deficient in key areas of ability, skill, competence or knowledge and is consequently unable to carry out their required duties to an acceptable standard.

It is important that under-performance is managed to ensure that the quality of teaching and learning is unaffected and that the overall performance of the school is not compromised. The overall approach to capability should be supportive, constructive and helpful to the employee.

Employees should be made aware that whilst they are and remain the subject of the capability procedure; the normal appraisal arrangements will be suspended. Employees are expected to cooperate constructively with arrangements that are put in place to address under-performance. Where an employee believes that they are being unfairly treated, they may raise an informal complaint or a formal grievance as appropriate.

As is the case in all formal procedures, clear written records must be kept, in particular, the management concerns about the employee's performance.

Timescales

Under the procedure, timescales may be adjusted as appropriate:

- this model procedure proposes a period of between four and ten weeks for the implementation of the informal stage where a member of staff is typically supported by a support plan or what may also be known as an action plan. The agreed period may be adjusted to suit the merits and circumstances in each individual case; for example, you would expect an experienced teacher or other member of staff to make improvements in a short period of time whereas you may wish to grant a longer period of time to an employee at early career stage
- In particularly serious cases where the education, health or wellbeing of pupils may be at risk, a shorter period for monitoring is, in all likelihood, going to be more appropriate (eg where a teacher's control of the class is poor or where pupil progress is inadequate, despite support)

Formal capability meeting

The first meeting under the capability procedure, often referred to as the formal interview initiates the capability procedure. At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, details of the date and time of the meeting and will confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or a trade union representative.

The chair of the capability meeting will aim to

- a) identify the teacher's professional shortcomings;
- b) give clear guidance on the improved standard of performance needed;
- c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure;
- d) set out the timetable for improvement and explain how performance will be monitored and reviewed; and
- e) warn the teacher formally that failure to improve within the set period could lead to dismissal (in very serious cases, the warning could be a final written warning).

Notes will be taken of the formal meeting and a copy sent to the member of staff.

There are three possible outcomes from the formal capability meeting:

1. A return to the appraisal process, where it is determined that there is insufficient evidence to progress the matter further within the capability procedure
2. A first written warning
3. A final written warning

Options two and three are relevant to any case where continued concern/s about the standards of performance is justified. The level of warning should be determined by the seriousness of the concerns that relate to the performance of the teacher or other member of staff. Lower level concerns are likely to lead to a first written warning and a period of up to 8 weeks may be granted for improvement; conversely, higher level concerns would normally lead to a final written warning and a shorter monitoring period of no more than four weeks.

The employee will be notified of the decision arising from the meeting and of the timescales for monitoring and the anticipated next steps in the process.

An employee may appeal against the decision arising from the first formal meeting within five working days of receiving notification of the decision and will normally be heard with a period of ten working days, unless alternative timescales are agreed between the parties to the dispute.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. This period will include regular task/classroom observation, performance evaluation and monitoring, training, management support and guidance.

Formal review meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will re-start. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

A further monitoring period will be set and a subsequent and final review meeting will be scheduled. If, following a final written warning, performance does not improve to an acceptable standard; the case will be referred to the Director.

Decision meeting

At the decision meeting, if an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end and the appraisal process will re-start.

If performance remains unsatisfactory (ie where sufficient improvement cannot be achieved despite comprehensive support or where performance concerns are of particular gravity), a decision, or recommendation to the Director, will be made that the teacher should be dismissed or required to cease working at the school as soon as possible.

Dismissal

Once the decision to dismiss has been taken, the Director will dismiss the teacher with notice.

Employee representation

If the employee's chosen companion is not available at the time proposed for the interview, meeting or hearing and the employee proposes an alternative date and time that is reasonable and falls within 5 working days of the original date, this should be given careful consideration and advice should be sought to ensure that revised arrangements can be made.

Monitoring arrangements

Any monitoring undertaken should be across the full range of job responsibilities so that a balanced view can be reached to support the evaluation of performance.

Written records

Formal warning should be disregarded after a specified period of satisfactory performance.

First written warning - 12 months

Final written warning - 24 months

Grievances

Where an employee raises a grievance that relates to the capability procedure and its management and/or implementation, it may be appropriate to suspend the capability procedure until the grievance can be considered but such a delay should only be considered where there is a strong indication that the employee has been mistreated.

Review Date Summer 2017

Appendix 1

ISO Academic Appraisal

Teacher Name

The Process

The ISO Appraisal process is continuous cycle of target setting, review and reflection. At ISB we encourage the whole community to embrace the principal of life -long learning and ‘growth mindset’

At ISO we believe one of ‘the most important norms to model with our learners is that of being a curious and engaged learner – one who is eager and open to try new things, who seeks feedback to help themselves improve, grow, and develop, and who is willing to take whatever risks are necessary.

This is your appraisal folder. Please take the time to read through the document and consider your professional development for this year.

In Primary: Year leaders (YL’s) will allocate time in a year group meeting to discuss targets within the team. As a group targets will be set collaboratively for individuals and for the year group.

In Secondary: Heads of Departments (HOD’s) will allocate time in a department meeting to discuss targets within the department. Targets will be set collaboratively for individuals and for the department.

Review and Reflect and Adjust YL’s and HOD’s will allocate time during meetings throughout the year to review and reflect upon targets and adjust targets as necessary.

Peer Observations

ISO teachers feel one of the most valuable forms of CPD is to share good classroom practice with time taken for professional dialogue between colleagues. Teachers organise a minimum of 2 peer observations per year- In addition to this teachers are encouraged to arrange ‘whirlwind’ observations as appropriate. Peer observations are organised in discussion with YL’s and HOD’s. It is hoped that teachers will be able to observe in different Key Stages, crossing over both primary and secondary.

Appraisal Journal

As part of the appraisal process teachers are expected to maintain a journal. This will contain teacher reflections on the process and progress taken towards meeting targets and records and notes of professional observations made. Teacher journals should contain information of a qualitative and quantitative nature. Journals will be reviewed by HOD's and YL's periodically throughout the year. SMT will review all teacher journals during the Spring and Summer term.

SMT

The senior management team will support teachers to achieve their targets, working with HOD's and YL's to monitor the appraisal process. Under normal circumstances, each teacher will be formally observed by a member of SMT on one occasion per year. However there will also be regular learning walks and informal visits throughout the year.

ISO's Targets for the 2017/18 Academic Year

In 2017/2018 ISB management will:

- Ensure that the school is a "Healthy" and "Safe" environment for both students and staff.
- Provide a supportive, well-resourced environment which will enable staff and students to meet their objectives to the best of their abilities.
- Focus on the continual improvement of learning outcomes for each student.
- Introduce strategies and training which enable teachers to identify and measure the value added by assessment data.

For 2017/2018 each teacher will provide evidence:

- That behaviour is managed effectively to ensure a good and safe learning environment.
- Of differentiation in planning and teaching to cater for individual students.
- That they have supported each student to achieve their personal best academically, socially, creatively and physically
- That the information gathered from assessments is being used accurately and productively.
- That intervention strategies initiated as a result of analysing assessment data has made a measurable impact on the pupil outcomes.
- Of commitment to on-going, personal, professional development.
- Of a positive contribution to the 'wider life' of the school.

This evidence should be included in the teacher's appraisal journal

Target Setting and Action Planning

Personal Targets

Targets will be agreed upon collaboratively in department and year group meetings. Each member of staff should consider the School targets and consider as a team how best each individual within the team can strive to meet them.

Targets should be SMART (Please refer to final page of document)

Teacher Performance – *(a demonstration of what you can do well)*

Teaching and Learning Goal – *(Finding out something new and trialling in the classroom, improving practice)*

Contribution to the School Community -

Assessment Review/ Reviewing performance

Working towards appraisal targets will be on-going and integral to school improvement and professional development. Appraisal targets will be discussed as regular item on the planning meeting agendas and as such progress towards targets will be discussed and monitored throughout the term. As targets are achieved, new targets will be agreed and added. Teacher Appraisals will be discussed with SMT and any concerns will be shared as they materialise.

The Appraisal journal will be maintained as a teacher's reflections on the process undertaken towards meeting targets and provide evidence of the targets being met. This will be a comprehensive journal supplemented with evidence related to the specific targets. This may include (photocopies of students work demonstrating a marking target being achieved, copy of a certificate of a course undertaken, assessment results of a target group of students, planning documents etc. Appraisal journals will be periodically reviewed by HOD's and YL's. All journals will be reviewed by SMT during the summer term.

Continuing professional development

The appraisal procedure will inform the school's CPD through identification of staff training and development needs. Appropriate resources will be made available for any agreed training, support and continuing professional development.

Targets 2017/2018 Academic Year

Teacher Performance

1

2

3

Teaching and Learning Goal

1

2

3

.....

Contribution to the School Community

1

.....

2

.....

3

.....

NB There must be a minimum of 1 target for each category.

It is not essential to have 3 targets for each category.

It is possible to have more than 3 targets per category.

Target	Action Taken	Support/Resources	Estimated date of Completion/ Implementation	IMPACT

At ISO we refer to the Guidelines from the Department of Education when addressing teaching standards

Teaching Standards DFE 2013

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of 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 be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of 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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
- not undermining fundamental European values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, expectations required in the school policies which set out their professional duties and responsibilities.

ISO LESSON OBSERVATION/APPRaisal CHECKLIST

Teaching	✓	Observations and Judgements
What are different groups and individual pupils <i>actually</i> learning as opposed to <i>doing</i>?		
✓ The teacher sets high expectations which inspire, motivate and challenge pupils.		
✓ The teacher promotes good progress and outcomes by pupils.		
✓ The teacher demonstrates good subject and curriculum knowledge.		
✓ The teacher plans and teaches well -structured lessons.		

✓ The teacher adapts teaching to respond to the strengths and needs of all pupils.		
✓ The teacher makes accurate and productive use of assessment.		
✓ The teacher manages behaviour effectively to ensure a good and safe learning environment.		
Enjoyment of learning and attitudes	✓	Observations and Judgements
✓ Pupils are engaged, working hard, making a good effort, applying themselves, concentrating and productive.		

✓ Pupils are developing habits of good learning.		
✓ Pupils are happy and proud of their work.		
✓ Pupils are interested in their work and in what they are learning and not easily distracted		
✓ There is smooth transition from teacher input to group work; pupils settle to work easily		
Professional Conduct and Contribution	✓	Observations and Judgements

<p>✓ The teacher treat pupils with dignity, builds relationships rooted in mutual respect, and at all times observes proper boundaries appropriate to a teacher's professional position</p>		
<p>✓ The teacher has regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>		
<p>✓ The teacher shows tolerance of and respect for the rights of others</p>		
<p>✓ The teacher has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.</p>		

Wider Professional Responsibilities	✓	Observations and Judgements
✓ The teacher makes a positive contribution to the wider life and ethos of the school.		
✓ The teacher develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.		
✓ The teacher deploys teaching assistant effectively.		
✓ The teacher takes responsibility for improving his/her teaching through appropriate professional development, responding to advice and feedback from colleagues.		

Points for discussion and reflection with regard to:	Areas of Strength	Areas for Development
Teaching		
Enjoyment of Learning and Attitudes		
Professional Conduct and Contribution		
Wider Professional Responsibilities		

Judgement: 1 Outstanding 2 Good 3 Satisfactory 4 Inadequate	
Signature of Appraisee	Signature of Appraiser:

(If you would like to make any additional comments please do so overleaf)

Appraisal Journal (add more pages as required)

Appendix 1

Self -Assessment tool for teachers for discussion with line managers

		Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
P u p i l s	Progress	Rapid and sustained for almost all.	Most pupils, including groups, and pupils with SEN achieve well over time.	Progress is broadly in line with national from similar starting points.	Some, or all pupils are making inadequate progress.
	Learning	Pupils learn exceptionally well.	Pupils learn well.	<i>Pupils' learning is satisfactory.</i>	<i>Learning limited; pupils underachieve.</i>
	Attitudes	(Very) high levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.	Most pupils are motivated to participate. They are resilient, confident, independent, considerate, respectful and courteous.	Most pupils want to work hard and to improve. They work cooperatively.	Pupils, or specific groups (e.g. boys or SEN), are not excited, enthused or engaged by the teaching.
A t t i t u d e s s a	Disruption to learning	Lesson proceeds without interruption.	Disruption to lesson is unusual.	Major disruption is uncommon. There may be occasional low-level disruption, but it is not endemic.	Persistent low-level disruption occurs more than occasionally. <i>It hinders learning.</i> The lesson is disorderly.
	Pupils' response	Pupils make every effort to ensure that others learn and thrive.	Pupils respond very well to the teacher's behaviour systems. They consistently meet the teacher's expectations.	Pupils respond promptly to the teacher's directions. <i>Nearly all students are engaged in learning.</i>	Some or all pupils are not engaged by the teaching.

n d B e h a v i o u r		There is an atmosphere of respect and dignity.			
	Behaviour management	Behaviour management is systematic and consistently applied.	Behaviour management strategies are applied consistently.	There are clear procedures for managing behaviour. These are usually applied, but not always consistently.	<i>Procedures for managing behaviour are not clear or are not used consistently.</i>
	Safety	Pupils understand unsafe situations and are highly aware how to keep themselves and others safe.	Pupils understand unsafe situations and how to stay safe.	Pupils know the main risks they face and understand how these may threaten their own/others' safety.	<i>Pupils do not understand risk and may endanger themselves or others.</i>
T e a c h i n g	Subject knowledge	Excellent.	Well-developed.	<i>Secure.</i>	<i>Limited.</i>
	Planning	Astute	Effective	<i>Adequate.</i>	<i>Planning fails to take account of needs.</i>
	Use of time	Time is used very well.	<i>Time is used well.</i>	<i>Little time is wasted.</i>	<i>Time is wasted by some or all pupils.</i>
	Challenge and match to needs	Tasks are challenging. They match pupils' needs accurately.	Tasks are challenging. They match most pupils' needs.	Individual needs are usually met.	<i>The level of challenge is inappropriate for some or all pupils.</i>

	Activities	Well-judged and often imaginative.	Effective.	<i>Mostly appropriate, but do not meet all needs.</i>	Not sufficiently well matched to pupils' needs.
	Expectations	Consistently high ... of all pupils.	High.	<i>Sufficient for satisfactory progress.</i>	Not high enough.
	Interventions	Sharply focused and timely. Match individual needs accurately. Notable impact.	Appropriate. <i>Good impact on learning.</i>	Additional support is deployed carefully.	<i>Additional support has little/no impact on learning. Gaps are not narrowing.</i>
	Key skills (Literacy and Numeracy)	Exceptional. Every opportunity taken to develop crucial skills, including RWCM.	Very effective. A range of skills, including RWCM, is taught.	<i>Some support for skills, but provided inconsistently.</i>	Pupils cannot use RWCM skills as well as they should.
A s s e s s m e n t	Of prior learning	Systematic and accurate.	Accurate.	Careful, but may lack rigour. Some repetition of work/lack of challenge.	<i>Assessment takes too little account of pupils' prior learning or understanding.</i>
	During the lesson	Understanding is checked systematically and effectively, anticipating interventions.	Progress is assessed regularly and accurately. Teacher listens astutely to pupils, observes carefully and questions skilfully ... to reshape tasks ... to improve learning.	Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or relevant.	<i>Assessment is not used effectively to help pupils improve.</i>

Homework	Appropriate and regular homework contributes very well to pupils' learning.	Appropriate and regular homework contributes well to learning.	Appropriate homework is set. This contributes reasonably well to learning, including for SEN.	<i>Homework is not set regularly or it does not contribute to learning.</i>
Feedback and marking	Marking and feedback are frequent and of a consistently high quality. Pupils know how to improve their work.	Assessments are discussed with pupils so that they know how well they have done and how to improve. <i>Marking is regular.</i>	Pupils are informed about their progress and how to improve. This is usually timely and encouraging.	<i>Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal.</i>

Appendix 2

<p>S Specific</p>	<p>Is the objective precise and well defined? Is it clear? Can everyone understand it?</p>
<p>M Measurable</p>	<p>How will the individual know when the task is completed? What evidence is there to confirm it? Have you stated how you will judge whether it has been completed or not?</p>
<p>A Achievable</p>	<p>Is it within their capabilities Are there sufficient resources available to enable this to happen? Can it be done at all?</p>
<p>R Realistic</p>	<p>Is it possible for the individual to perform the objective? How sensible is the objective in the current school context? Does it fit into the overall pattern of the individual's work?</p>
<p>T Timely</p>	<p>Is there a deadline Is it feasible to meet this deadline? Is it appropriate to do this work now? Are their review dates</p>