



# Milford Haven School

## Performance Management Policy

Date approved by Policy Committee:

Date to be reviewed: Autumn 2022

Policy created and reviewed by: Headteacher

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Also to be read in conjunction is the agreed pay policy [MHS Customised ERW Pay Policy 2020\\_21.docx](#) - to be updated once the 2021-22 policy has been agreed between the LA and unions.

## 1. About this policy

This policy sets out the performance management arrangements for the head teacher and teachers of Milford Haven School. It has been agreed by the Governing Body, Head Teacher and Local Authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members.

The head teacher will provide the Governing Body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current Appraisal Regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations:

[https://www.legislation.gov.uk/wsi/2011?title=School%20Teacher%20Appraisal%20\(Wales\)%20Regulations%202011](https://www.legislation.gov.uk/wsi/2011?title=School%20Teacher%20Appraisal%20(Wales)%20Regulations%202011)

Guidance:

[https://docs.google.com/document/d/1IOmrU\\_uyy4hu8EUX4IzMliUvLtoW1UMg/edit](https://docs.google.com/document/d/1IOmrU_uyy4hu8EUX4IzMliUvLtoW1UMg/edit)

<https://hwb.gov.wales/professional-development>

This policy does not apply to:

- newly qualified teachers undergoing their statutory period of induction who are exempted from performance management arrangements; or
- teachers employed for a fixed period of less than one school term

Performance Management arrangements 2012 from Welsh Government can be found here:

<https://hwb.gov.wales/api/storage/068248bb-698a-46a9-b120-5520268f6762/performance-management-for-teachers.pdf>

## 2. Principles underpinning performance management

Performance management is a school improvement tool which is fully inclusive. It sets a framework for teachers and school leaders to agree and review priorities and objectives in the context of the school's improvement plan. Performance management provides the opportunity of a shared commitment to achieving high standards. It helps to focus attention on more effective teaching and, therefore, benefits pupils, teachers and the school.

The following principles will underpin our performance management arrangements:

- Trust, confidentiality and professional dialogue between appraiser and appraisee
- Consistency so that all staff are treated fairly
- Recognition of strengths and a commitment to share effective practice
- A commitment to provide constructive feedback on performance
- Rigorous and evidence based
- A shared commitment to meeting the school's improvement plan and appropriate national priorities

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

The Governing Body recognises the entitlement of a work/life balance for teachers and the headteacher as established within the School's Pay and Conditions Document (STPCD). Consequently, the policy has been workload impact assessed (Refer to Appendix A) and the school will organise all performance management activities within the school day (1265 for teachers) but not within planning, preparation and assessment (PPA) time.

### **3. Professional standards**

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The head teacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

[www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en)

### **4. Professional Learning Passport (PLP)**

The Professional Learning Passport (PLP) is a fully bilingual and flexible online tool that is available to all registrants.

Your PLP is packed with features that are designed to support you in capturing, reflecting upon, sharing and planning your learning with the ultimate aim of improving your practice. We all have different ways of learning and the PLP has been designed to meet a wide range of needs.

Your PLP belongs to you: it is confidential and portable. As long as you are registered with the EWC (Education Workforce Council), you will have access to any content you have created in your PLP.

Further information can be found direct here:

<https://www.ewc.wales/site/index.php/en/professional-development/professional-learning-passport.html>

## **4. Timing of the performance management cycle**

The school's annual performance management cycle will start on 1<sup>st</sup> September and be completed by 31<sup>st</sup> August annually.

The appraisal cycle has been timed to link with the school's annual planning cycle.

## **5. Appointment of appraisers**

The head teacher will appoint an appraiser for every teacher in the school.

The head teacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority

## **6. The performance management plan**

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the teacher/head teacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching on at least one occasion
- any sources of information and data relevant to the objectives – these should include an up to date Practice Review and Development (PRD) Record and data/information drawn from existing sources

A template for the PRD Record is at Annex A. A template for the recording of the objectives is at Annex B.

In the case of the head teacher's performance plan only, the chair of the governing body will provide, on request, a copy of the head teacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

## **7. Preparing Objectives**

The objectives will be clear, concise, measurable, challenging, and relevant. Objectives should be challenging but realistic and take into account the appraisee's job description and knowledge base.

The headteacher's objectives should, if they are achieved, contribute to improving the progress of pupils at the school and must take account of relevant evidence including the School Performance information.

The agreed objectives will have regard to what can reasonably be expected of any teacher or the Headteacher given the desirability of the appraisee to achieve a satisfactory work/life balance. All teachers, including the headteacher should have no more than three objectives.

The objectives will relate to whole school objectives, departmental objectives based on the School Improvement Plan (SIP), and objectives that reflect the professional development aspirations of the appraisee.

If objectives are not agreed the appraiser must set out in writing the objectives the appraiser considers appropriate and the headteacher/teacher may add any comments in writing.

Objectives may be revised by the appraiser in exceptional circumstances having consulted with the appraisee and the reasons must be recorded.

Any objections may be recorded as above.

## **8. Monitoring Procedures**

The appraiser and appraisee must seek to agree the monitoring procedures. If procedures cannot be jointly agreed, the appraiser will have the final decision and will set and record in writing the procedures to be used.

The appraisee will be allowed to add comments in writing.

As a minimum, the appraiser is required to observe the appraisee teaching on at least two occasions during the cycle. Although there is no maximum requirement, lesson observations will not ordinarily exceed one per term with the lesson observations lasting no more than one hour. The focus and timing of the observations will be agreed and recorded at the planning meeting or mutual agreement for organising during the allocated calendared performance management observations in November and February of each year.

Following discussion during the appraisal cycle, the appraisee and the appraiser may agree to revisit the amount of lesson observation in order to support the achievement of meeting any objectives. Any such changes will be formally recorded within the appraisal documentation and signed by the appraisee and the appraiser.

The agreed Welsh Government classroom observation protocol will support the monitoring process. (Annex D).

Classroom observation will be undertaken solely by persons with Qualified Teacher Status (QTS).

The appraisee will be given oral feedback within 24 hours unless there are exceptional circumstances and written feedback within 5 days of the lesson observation

Lesson observation will normally be undertaken by the appraisers, who must observe the appraisee on at least one occasion. However, it may be agreed at the planning meeting that some of the observation will be carried out by a person other than the appraiser.

Where the observation is undertaken by a person other than the appraiser, a written record of the lesson observation must be kept and given to the appraiser and the appraisee.

The selection of the lessons to be observed will be balanced to reflect the range of work undertaken by the appraisee.

The appraiser will take into account the effects of the appraisee's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.

Where the appraisee returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment. The appraisee is entitled to consideration for pay progression in the same way as other teachers, whether or not they have returned to service following the period of absence. In such cases, however, appraisal reviews may not have been completed and the governing body may not have any reviewer's recommendation to consider. Governing bodies should take decisions by reference to such information as is available. This might include information from the most recent appraisal review or information from any part of the period when the teacher was present with the consent of the appraisee.

All judgmental lesson observations, as referred to in the Welsh Government guidance on observation will be undertaken through performance management. This does not include the following:

1. an Estyn inspection,
2. Estyn in circumstances where an inspection report categorises a school as requiring significant improvement;
3. special measures;
4. a teacher becoming subject to capability procedures;
5. a teacher on induction or a graduate teacher programme assessment.

An appraiser may not obtain information from any other person whether written or oral, relevant to the school teacher's performance unless the school teacher consents or the information is obtained in accordance with the procedures agreed in the School Teacher Appraisal (Wales) Regulations 2011.

In the case of the headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s). If monitoring procedures cannot be agreed, the appraiser must set out in writing the procedures for monitoring performance as they consider appropriate.

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting.

Appraisees are required to maintain an up-to-date PRD record (Annex A) during the course of the appraisal cycle.

The purpose of the PRD record is to support appraisees in:

1. meeting the requirements of the appraisal regulations to keep an up-to-date record of their own assessment of their performance against their performance management objectives;
2. professional development undertaken, or other support provided, and how this is contributing to the achievement of objectives; and
3. any factors which the practitioner considers are affecting performance against the objectives.
4. providing a focus for discussion at the review meetings and may be discussed informally during the cycle and at the planning meeting for the next cycle.

The PRD record is a personal record held by an appraisee but it will be required for use in the review meetings and should inform the planning meeting for the next cycle. Teachers are encouraged to use the Professional Learning Passport on the EWC website.

The PRD record will not form part of the appraisal statement.

## **9. The review meeting**

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- identify the need for additional support, training or development and how this will be met

Good progress towards the achievement of a challenging objective will be assessed favourably.

The five Professional Standards for Teaching and Leadership should be used by the appraiser as a backdrop to help make a professional judgement about the overall effectiveness of the teacher's performance in demonstrating that they continue to meet the standards.

No information may be sourced from another person, either written or verbal, without the consent of the appraisee, in accordance with the procedures agreed in the School Teacher Appraisal (Wales) Regulations 2011.

## **10. The appraisal statement**

Within 10 school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

Although, the appraisee may, within 10 school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

A template for the Appraisal Review Statement is at Annex C.

## **11. Appeals**

The appraisee may appeal against the appraisal statement within 10 school days of receiving the appraisal statement. An appeals officer or, in the case of the head teacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages:

- Appraisee lodges appeal with the Governing Body
- Appeals officer/panel appointed – the current Governors' Appeals Panel would carry out this role.
- Appeals officer/panel provided with copy of appraisal statement within 5 school days of receiving notice of appeal
- Appeal review will be carried out within 10 school days of receiving appraisal statement
- The appeals officer/panel must take into account any representations made by the appraisee
- The appeals officer/panel may then decide that:
  - the appraisal has been carried out satisfactorily;
  - with the agreement of the appraiser(s), amend the appraisal statement; or
  - order that a new appraisal be carried out

- The appeals officer/panel can not determine:
- that new objectives can be set: or
- that existing objectives be revised

## **12. Use of appraisal statements**

### **Teachers**

The appraiser must give a copy of the appraisal statement to the appraisee and to the head teacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser;
- an appeals officer; or
- any governors responsible for making decisions or giving advice on matters in relation to pay

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The head teacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the head teacher in a safe and secure place until at least 3 years after the next appraisal statement has been finalised.

### **Head teacher**

In the case of the headteacher's performance management the appraisers will give copies of the appraisal statement to the head teacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of head teachers; or
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least 3 years after the next appraisal statement has been finalised. The head teacher will also keep a copy of the appraisal statement for the same period of time.

Information from the head teacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the head teacher or in relation to any discretion over pay.

### **13. Managing under performance**

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent under-performance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures. However, information from the Appraisal Statement can be taken into account when making decisions about pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

If a teacher's performance is causing serious concern and evidence has been provided to demonstrate this, then the informal support procedure of the capability procedure should be applied.

The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary or capability procedures. However, good management, with clear expectations and appropriate support will go a long way towards identifying and handling any weakness in performance.

Procedures to address under-performance are the subject of separate regulations. The review meeting and the appraisal statement do not form any part of any formal disciplinary, competency or capability procedures, but any relevant information from appraisal statements may be taken into account by those responsible for taking decisions about performance, pay, promotion, dismissal or disciplinary matters, triggered by other procedures.

Where a decision is taken to enter into a formal competency or capability procedure then that procedure supersedes performance management arrangements. The performance management process may be suspended at any time during the cycle where such a decision is made.

<b>Learning and Development Record</b>	<b>Name:</b>	<b>From:</b>	<b>To:</b>
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		Objective 1: Enter objective here	Objective 2: Enter objective here
<b>P l a n n i n g</b>	<ul style="list-style-type: none"> <li>• What is the focus of my objectives – how do they relate to school priorities?</li> <li>• What is the intended impact on my practice?</li> <li>• What do I need to find out - what do other people already know about it?</li> <li>• What data and evidence will I make use of?</li> <li>• How will I use what I've found out to help me meet my objectives?</li> <li>• What actions and/or professional development activities am I planning?</li> <li>• What support will I need?</li> <li>• How will I work with others to achieve my objectives?</li> </ul>		
<b>M o n i t o r i n g</b>	<ul style="list-style-type: none"> <li>• What progress am I making in meeting my objectives?</li> <li>• What impact has there so far been on my practice?</li> <li>• How do I know - what data and evidence am I using?</li> <li>• How are others involved in monitoring?</li> </ul>		
<b>R e v i e w i n g</b>	<ul style="list-style-type: none"> <li>• How well have I met my objectives?</li> <li>• Are there any factors which have affected progress in meeting my objectives?</li> <li>• What have I found out?</li> <li>• What has been the impact on my practice and/or learner outcomes?</li> <li>• How do I know – what data and evidence am I using?</li> </ul>		

	<ul style="list-style-type: none"><li>• What professional development activities have I undertaken?</li><li>• What support has been provided to me?</li><li>• Do I need any follow up development?</li></ul>		
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## Practice Review and Development Record

### Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- Meeting the requirements of the Appraisal Regulations to keep an up-to-date record of:
  - their own assessment of their performance against their performance management objectives
  - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
  - any factors which the practitioner considers are affecting performance against the objectives
- Reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- Providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle

### Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to 3 objectives. The template can be adapted where additional objectives have been identified
- The template is arranged to reflect the PM cycle of Planning, Monitoring and Reviewing. Each section has a number of “prompts” designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a ‘bullet point’ style approach
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating
- Where objectives are linked it may be more appropriate to ‘write across’ columns to avoid making duplicate entries

## Performance Management Objectives

Appraisee: .....

Job Title: .....

Period covered by objectives: .....to.....

<b>Objectives*</b>	Objective 1: [Enter objective here]	Objective 2: [Enter objective here]	Objective 3: [Enter objective here]
Professional development and/or support required to meet objectives			
Monitoring procedures to be used			
Relevant data and/or information to be used			

\*If more than 3 objectives use continuation sheet

Date of planning meeting: .....

Appraisee comments (where required):

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....

## Appraisal Review Statement

Appraisee: .....

Job Title: .....

**1. The extent to which the objectives have been met:**

*(Fully met, Substantially met, Partially met or Not met)*

**2. Overall performance:**

Determination of successful overall performance considered against the relevant professional standards as a whole

**3. Development needs:**

Details of any identified need for additional support, training or development and how this may be met (if applicable):

**4. Pay progression:**

Recommendation on pay progression (where applicable):

*(recommend pay progress, pay progression not applicable, decline pay progression with a reason)*

**5. Appraisee comments (where applicable):**

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....

**Annex to Appraisal Review Statement**

**Training and development needs**

Appraisee: .....

Job Title: .....

<b>Needs</b>	<b>How needs may be met</b>	<b>Timescale</b>
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

Appraiser: .....

Date: .....

Appraisee: .....

Date: .....

## Classroom Observation Protocol

Wales Government - Classroom Observation – Purpose and protocols 2013

Classroom observation can be an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. Whilst there is no upper limit placed on the number of occasions in which observation may take place it is essential that the emphasis is firmly placed on the quality of experience rather than quantity.

To ensure that observation is purposeful, supportive and developmental, all those involved in arranging carrying out, or participating in observation should observe the following guidance which sets out the purpose and protocols that characterise effective practice.

What is meant by 'Classroom Observation'?

'Classroom observation' refers to all occasions when learning and/or teaching activities are observed for a specific purpose by someone other than the class teacher and support staff normally attached to the class.

Principles and protocols

Classroom Observation should observe the following principles:

- ❖ All those involved in each observation should have a shared understanding of its specific purpose. Disputes about observation procedures etc. should be dealt with through the school's complaints process and/or recognised collective issue resolution processes where applicable.
- ❖ Where practicable and appropriate efforts should be made to combine observations for different purposes so that the most efficient use is made of opportunities for classroom observation.
- ❖ Careful thought should be given to the choice of observer so it reflects the purpose of the observation.
- ❖ Observation should support and develop teaching and learning – there should be minimal disruption to normal classroom activity.
- ❖ Observation arrangements should be planned in advance so those involved have adequate notice.
- ❖ Observation should be objective, developmental and supportive and conducted with professionalism, integrity and courtesy.
- ❖ Successful observation requires preparation and appropriate consideration.
- ❖ As part of the school's overall arrangements for classroom observation those involved in the observation should seek to agree in advance the nature and timing of any feedback to be provided and with whom it is to be shared.
- ❖ Planning and feedback arrangements should take account of directed time and statutory terms and conditions of employment.
- ❖ In addition, for observation involving judgements on the performance of individual practitioners, the following principles should also apply:
- ❖ Only a person holding QTS can carry out observation of teaching for the purpose of teachers' performance management (including NQT and GTP assessment) and as part of Capability procedures.

- ❖ The nature, purpose and amount of observation, as well as the areas to be focused on should be determined at a planning meeting.
- ❖ The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be excessive in total.
- ❖ It is important that total time of observation is limited to no more than that required to form sound and evidenced judgements as frequent observation sessions are disruptive and counterproductive.
- ❖ Careful consideration is required at the planning meeting of the timing and number of observation sessions to be carried out during the academic year. This consideration should also include the requirements of the appraiser to adequately prepare, carry out and report back on each session. In order to reduce bureaucracy in schools some appraisers, for example, find it helpful to link each session to natural breaks in the academic year such as terms.
- ❖ At least 5 working days' notice should be given of observation for these purposes.
- ❖ It is important that the observed sessions should precede in as normal an atmosphere as possible.
- ❖ Constructive oral feedback should always be provided as soon as possible after the observation and confirmed in writing within 5 working days.
- ❖ Teachers should be given the opportunity to add their own written comments to this feedback.
- ❖ All those with access to information gained from the process should respect its confidentiality and ensure that the provisions of the Data Protection Act 1998 must be followed at all times.

### Purposes of Classroom Observation

The purposes of observation can be grouped under the following areas - these are not necessarily exhaustive or exclusive:

1. To observe the learning of individual learners and/or groups of learners, for example:
  - o Tracking progress of individuals and/or groups across the curriculum
  - o Learners' experiences in different settings
  - o Awareness-raising for Governors
  
2. As part of continuing professional development, for example:
  - o Sharing effective practice
  - o Shared learning and collaborative development
  - o Peer observation
  - o As part of coaching and mentoring arrangements
  - o Specialist guidance or advice – such as on teaching techniques, curriculum areas, use of ICT equipment, etc.
  
3. To monitor the quality of teaching, including:
  - As part of the annual performance management cycle as defined in the school's Performance Management Policy
  - As part of capability procedures as defined in the school's Capability Policy
  - As part of the statutory induction process for newly qualified teachers (NQTs) as defined in Welsh Government regulations and guidance
  - As part of the Graduate Teacher Programme (or other teacher entry programmes) as defined in Welsh Government regulations and guidance
  - For the purposes of making judgements about teaching and learning in the school as a whole
  - As part of inspection arrangements

## MHS Lesson observations guide:

### Summary:

There are three lesson observations per year. Two are formal observations, the first in the Autumn term, the second\* in the Spring term using the lesson observation criteria in the booklet. The third is a peer-observation and can be a whole or part of a lesson, focusing on targets from the formal observations, or trialing a new strategy from your PM3 target (research task).

\*There is an optional choice of incremental coaching for the second formal lesson observation. Teachers can opt for this in liaison with their Director.

### Process – before, during and after the lesson:

- Arrange a lesson observation in advance.
- Discuss your lesson plan with your observer, sharing your plan\* and resources.
- The observer should complete the lesson observation form during the lesson, by ticking or highlighting the appropriate box, either on the paper copy or digitally, and making notes in the appropriate column.
- The observer needs to have the class data, to ensure a stronger link between observations and standards.
- The observer sets up to three targets.
- Feedback should occur as soon as possible after the lesson, this should be no later than 3 days.
- Agree CPD opportunities to support and/or challenge the teacher observed. This could be shared planning, observing other teachers in the school, buddying teachers with other teachers, incremental coaching, Good Practice coaches (GP's), providing resources to support a particular part of the lesson (eg starters, plenaries) and using the deliverers of the twilight carousel to provide expert advice.

***Lesson observation dates are arranged through the Directors QA processes.***

***Deadline 1: December 10th, 2021***

***Deadline 2: April 1st, 2022***

\*Lesson plans – as agreed with unions, teachers are not enforced to produce a completed lesson plan on the proforma. It is considered good practice though, and will support the teacher before, during and after the lesson observation. The lesson plan proforma outlines our school expectations and non-negotiables which will be expected to be seen during the lesson.

## Lesson Observation Follow-Up and Support Plan:

Key target (s) from lesson observation 1:

NEXT STEPS	How/ Who?	When?	Notes
Share good practice (Peer obs.)			
Observe other teaching (Peer obs.)			
Joint planning			
Being assigned and working with a 'buddy'			
Follow-up observation (if requested by teacher)			
Incremental coaching			
Refer to a Good Practice coach (GP)			
INSET/CPD			
(Other)			

Lesson obs form - Lesson observation criteria can be found in the 'Dysgu Doith' folder in the shared Teaching and Learning drive.

[Lesson OBS 2020 to 21 Criteria.docx](#)

**W** Lesson OBS 2021 to 22 Criteria.docx

PM Lesson Observation Form: Teacher:	Observer:	Year:	Date:	Subject:	Context:
	Many strengths, including examples of sector leading practice	Many strengths, no important areas requiring significant improvement	Strengths outweigh areas for improvement	Important areas for improvement outweigh strengths	Additional Comments
<b>Connect – APK/Engage</b>					
<b>Pay special attention to 'uplifted' eFSM learners throughout the lesson.</b>					
<b>APK</b>	Nearly all pupils accurately recall and build on prior learning and are able to expand on this and apply to new situations.	Most pupils recall prior knowledge and make better than expected progress. Good growth in knowledge.	Majority of pupils achieve expected and build adequately on prior knowledge. Some growth in knowledge.	Minority of pupils able to recall prior learning and unable to concentrate. No growth in knowledge.	
<b>Activate – LO's/Acquiring new knowledge &amp; skills</b>					
<b>HOQ</b>	Perceptive, thoughtful questioning leads to extended responses both orally and written by nearly all pupils. Nearly all pupils develop questioning skills.	Good open questioning leads to extended responses both orally and written by most pupils. Uncovers misconceptions.	Frequent questioning leads to responses both orally and written by the majority of pupils. Little thinking time built in.	Limited, closed questions leads to few extended responses.	
<b>Demonstrate – Collaborative/Independent activity</b>					
<b>DIFF</b>	Fully differentiated activities tailored to meet the needs of nearly all pupils ensuring rapid progress.	Effective differentiated activities ensuring good progress of most pupils.	Some differentiation so that the needs of the majority are met.	Work not matched to the needs of majority of pupils, so many majority make unsatisfactory progress.	
<b>SKILLS</b>	Nearly all pupils are able to discuss and produce written work, read confidently, use rich vocabulary and give extended answers. Nearly all can use and apply numeracy skills confidently. Nearly all pupils are able to use and apply ICT skills confidently.	Most pupils are able to discuss and produce written work, use varied vocabulary, read confidently and give extended answers. Most pupils able to use and apply numeracy and ICT skills confidently.	Majority of pupils are able to discuss and produce written work, use suitable vocabulary and read with expression. Majority of pupils are able to use numeracy and/or ICT skills at an appropriate level.	Majority unable to discuss work, use basic vocabulary and lack extended answers. Majority reticent to read and spelling errors not corrected. Overuse of worksheets limits writing and spelling. Majority have difficulty applying Numeracy/ICT skills learnt, level of work is low.	
<b>F-BACK</b>	Nearly all pupils' work is marked up to date, with clear success criteria, actionable targets and pupil upgrades completed and raised standards.	Most pupils' work is marked up to date, with success criteria, actionable targets and pupil upgrades completed to a good standard.	Majority of pupils' work is marked up to date, with success criteria, actionable targets and pupil upgrades completed to suitable standard.	Majority of pupils' work is unmarked, with little or no assessment tasks completed, low expectation targets set and limited opportunities to upgrade.	
<b>Consolidate – Plenary - Assess progress made</b>					
<b>PROG</b>	Nearly all pupils make well above expected progress in their learning. Ongoing review of rapid progress.	Most pupils are making good progress in their learning and know how to address gaps.	Majority of pupils' learning is broadly in line with what is expected.	A majority of pupils are making limited progress and underachieve. Majority make little progress towards LO.	
<b>BEHAV &amp; ENGAGE</b>	Nearly all students: engaged, on task, enjoy learning, highly motivated, work productively. Nearly all: high levels of courtesy, collaboration, co-operation; consistently high standard of behaviour.	Most pupils: on task, enjoy learning, highly motivated, work productively. Most pupils: good behaviour, most pupils concentrate, persevere.	Majority of pupils: on task, enjoy learning. Motivated, work productively. Majority of pupils work cooperatively. Low level disruption evident.	Minority of pupils: on task, not keen to get on with activities. Majority of pupils not motivated and do not work productively, show lack of respect, persistent low level disruption.	

Key targets for improvement:

Nearly all = with very few exceptions; Most = 90% or more; Many = 70% or more; Majority = over 60%; Half = 50%; Around half = close to 50%; Minority = below 40%; Few = below 20%

## WORKLOAD IMPACT ASSESSMENT

### CHECKLIST

- The school has an agreed system to monitor the workload and working hours of teachers and the headteacher.
- The policy complies with and is consistent with the teachers' contractual entitlements as per STPCD.
- The policy and any related procedures were introduced following full consultation with trade unions.
- The policy and any related procedures include a specific statement regarding workload impact.
- The policy has been piloted/trialled to enable an assessment of workload impact to be made.
- The impact of the policy and related procedures is that they have not added additional hours of working.
- The policy does not duplicate any other existing policy.
- The policy have been reviewed in order to assess whether any are outdated and unnecessary.
- The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
- Implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar. All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
- The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.

**If the policy does not meet all of the tests above, then the headteacher should address the deficiencies immediately.**