



## Teacher Appraisal Policy 2019-20

Our plan for education to understand the world and change it for the better	
CURRICULUM Who we are	Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
INCLUSION What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
COMMUNITY How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.

**Jon Curtis Brignell October 2019**

**Governors: Resources**

**Approved by Governors: October 2019**

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## **1. Introduction**

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities 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).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to teachers, including head teachers.

## **2. Policy for appraising teacher performance**

The Governing Body of Thomas Tallis School adopted this policy on 1<sup>st</sup> September 2012. It was last reviewed in January 2019, and will be reviewed again in January 2020.

## **3. Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers (Appendix 2). It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **4. Application of the policy**

This policy applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing training or induction (i.e. ITT or NQT) and those who are subject to the Formal Capability Procedure.

## **5. Appraisal**

Appraisal in this school will be a supportive and developmental process designed to ensure all teachers have the skills and support they need to provide an outstanding level of education. At its core is the ongoing development of professional practice, and a dialogue between colleagues that identifies strengths and areas for development, with clear targets linking whole school and individual priorities.

The Governing Body of the school is committed to ensuring the consistency of treatment and fairness within the operation of the Appraisal Process. The purpose of this policy is set out the parameters and supporting framework to ensure this is the case.

The Governing Body is committed to providing high quality professional development in order to support the ongoing development of staff, and this is a central part and outcome of the appraisal process. Please read the Teachers' Professional Development Policy for further details.

### **5.1 The appraisal period**

The appraisal period will run for twelve months from October to October in each year.

Teachers 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.

### **5.2 Appointing appraisers**

The Head Teacher 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.

In this school the task of appraising the Head Teacher, including the setting of targets, will be delegated to a sub-group consisting of two or three members of the Governing Body.

The Head Teacher will decide who will appraise other teachers. All appraisers appointed by the Head Teacher will have qualified teacher status and/or relevant experience. Principal line leaders or other senior staff in each subject area will normally be the appraisers for staff in that area. If any of them are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed in their place. If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and if they are deemed valid, an alternative middle or senior leader will be offered.

## **6. Setting targets**

The Head Teacher's targets will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will make every effort to discuss and agree the targets, one of which will require the teacher to participate in a Research & Development project. If for some reason that is not possible, the appraiser will determine the objectives. Each teacher, including the Head Teacher, will have no more than 3 objectives as standard, although each teacher (not their appraiser) may choose to negotiate more than this. These objectives may be revised if circumstances change and all teachers will be advised to discuss their targets, priorities and progress mid-cycle (February-March).

The objectives set for each teacher 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. This will be ensured by using a clear structure and framework for the target setting process, and by making sure the targets are quality assured against the school improvement plan. This is outlined in Appendix 1.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards". These are outlined in Appendix 2. The head teacher or governing body (as appropriate) may agree that certain teachers should also be assessed against other sets of standards that are relevant to them, including staff on the Upper Range of the Pay Spine (The UPR standards – Appendix 3) and staff on the Leadership scale (The Leadership standards – Appendix 4).

## 7. Reviewing performance

### 7.1 Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Please refer to the 'Observation Protocol' appended to this policy for further details of observation practice at Thomas Tallis (Appendix 6).

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## 8. Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## 9. Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no - or insufficient - improvement is made.

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

## 10. Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the School's Capability procedure.

## 11. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the Governing Body must consult the external adviser.

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

The teacher will receive as soon as practicable following the end of each appraisal period - and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). The appraisal report will include:

- details of the teacher's targets for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their targets and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for the Head Teacher and by 31 October for other teachers);

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

## Appendices

- Appendix 1.1: MPS, UPS and Leadership Appraisal Review Records
- Appendix 1.2: Appraisal Planning Record
- Appendix 1.3: MPS, UPS and Leadership Self Reviews
- Appendix 2: Teachers' Standards 2012
- Appendix 3: Upper Pay Range Progression Criteria
- Appendix 4: Leadership Standards
- Appendix 5: Lesson Plan Pro Forma
- Appendix 6: Lesson Observation Protocol
- Appendix 7: Lesson observation framework – teaching, learning and assessment
- Appendix 8: Useful Evidence to support the Appraisal Review Process



## Appendix 1.1

### MPS APPRAISAL REVIEW RECORD (against 2018/2019 targets)

NAME:	APPRAISER:
DATE:	PAY RELATED: YES/NO

Targets: *Please circle the appropriate assessment and write comments on each.*

1. Student Progress			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
2. School Improvement-related			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
3. Research & Development			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			

*If more than 3 targets were set, please use a second review sheet*

Teacher's signature:

Appraiser's signature:

## Teachers' Standards

1 = Exceeded 2 = Met 3 = Requires Attention 4 = Not Met

Standard	1	2	3	4	Comment (if necessary)
Sets high expectations which inspire, motivate and challenge pupils.					
Promotes good progress and outcomes by pupils.					
Demonstrates good subject and curriculum knowledge.					
Plans and teaches well structured lessons.					
Adapts teaching to respond to the strengths and needs of all pupils.					
Makes accurate and productive use of assessment.					
Manages behaviour effectively to ensure a good and safe learning environment.					
Fulfils wider professional responsibilities.*					

\* Including contribution to the wider life and ethos of the school, professional relationships, deployment of support staff, action on own professional development and that of others, and communication with parents/carers.

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team					
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## PAY RELATED PROGRESSION

NAME:	PAY RELATED: MPS
DATE:	AWARDED: YES/NO

If the pay progression is not being awarded please detail the reasons below.	
Appraisal Targets	Teachers' Standards
Commentary	
What support and development needs to be seen to achieve this award in the future?	

Head Teacher's signature:

Date:

## UPS APPRAISAL REVIEW RECORD (against 2018/2019 targets)

NAME:	APPRAISER:
DATE:	PAY RELATED: YES/NO

Targets: *Please circle the appropriate assessment and write comments on each.*

1. Student Progress			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
2. School Improvement related			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
3. Research & Development			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			

*If more than 3 targets were set, please use a second review sheet*

Teacher's signature:

Appraiser's signature:

**Upper Pay Range Progression Criteria**  
 1 = Exceeded 2 = Met 3 = Requires Attention 4 = Not Met

Standard	1	2	3	4	Comment (if necessary)
Contribute significantly and actively promote the ethos, policies and practices of the school.					
Act as a positive role model across the school.					
Be proactive in your own development and the contribution it made to school improvement and the wider life of the school.					
Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, providing opportunities for all learners to achieve their potential.					
Have extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas you teach.					
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.					
Have an excellent depth and breadth of knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them.					
Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.					
Have a high level of competency in your own planning which meets and extends the needs of learners and supports other colleagues to do the same.					
Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.					
Promote collaboration and work effectively as a team member.					
Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.					
Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.					
Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.					

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team					
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## PAY RELATED PROGRESSION

NAME:	PAY RELATED: UPS
DATE:	AWARDED: YES/NO

If the pay progression is not being awarded please detail the reasons below.	
Appraisal Targets	UPR Progression Criteria
Commentary	
What support and development needs to be seen to achieve this award in the future?	

Head Teacher's signature:

Date:

## LEADERSHIP APPRAISAL REVIEW RECORD (against 2018/2019 targets)

NAME:	APPRAISER:
DATE:	PAY RELATED: YES/NO

Targets: *Please circle the appropriate assessment and write comments on each.*

1. Student Progress			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
2. School Improvement related			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			
3. Research & Development			
Exceeded	Fully Met	Partially Met	Not Met
Evidence:			

*If more than 3 targets were set, please use a second review sheet*

Teacher's signature:

Appraiser's signature:

## Leadership Standards

1 = Exceeded 2 = Met 3 = Requires Attention 4 = Not Met

Standard	1	2	3	4	Comment (if necessary)
Leading Colleagues, Building Teams					
Managing Personal Professional Development					
Acting on Evidence					
Developing Teaching & Learning					
Accountability					
Managing Resources					

## PAY RELATED PROGRESSION

NAME:	PAY RELATED: L
DATE:	AWARDED: YES/NO

If the pay progression is not being awarded please detail the reasons below.	
Appraisal Targets	Leadership Standards
Commentary	
What support and development needs to be seen to achieve this award in the future?	

Head Teacher's signature:

Date:

## Appendix 1.2



### APPRAISAL PLANNING RECORD 2019-20

NAME:	APPRASIER:
DATE:	*PAY RELATED: YES/NO

\*If pay related, please indicate the category    UNQ    MPS    UPS    LP (AST)    LG

#### Targets:

Please state how each target will be measured and what information will be needed. It is also important that the target describes what success would look like.

Please refer to the Teachers' Standards, UPS Progression Criteria or Leadership Standards as appropriate.

<p>1. Student Progress</p> <p>Outcomes for Year 11 and Year 13 groups will be evaluated in relation to the contribution they make towards our whole school targets, which are:</p> <ul style="list-style-type: none"> <li>• GCSE - VA greater than or equal to 0.00 (National Average)</li> <li>• A2/BTEC - VA of ALPS 3 or better</li> </ul> <p>Appraisers will use school data in order to set appropriate targets for staff in order to work towards these broader targets. Where teaching staff do not have an externally assessed examination group, internal targets will be agreed with the appraiser and the Deputy Headteacher: Curriculum.</p>	
<p>Success Criteria:</p>	
Measured by:	Information needed:
<p>2. School Improvement Related (should be different from the research focus)</p>	
<p>Success Criteria:</p>	
<p>Teacher standards/UPR criteria / Leadership standards ref:</p>	
Measured by:	Information needed:
<p>3. Research &amp; Development: Identify type (e.g. Action Research) and proposed project.</p>	
Measured by: <i>Completion of project and sharing of outcome.</i>	Information needed:

You may choose more than 3 targets. If so please use a second record sheet

### Training Needs and Professional Development

Which aspect of your practice are you seeking to develop this year? What support, if any, will you need from the school in order to do this?

Your line manager may wish to collate and share the team's targets. This will aid communication and support for individuals. Please state whether or not you are happy for this to happen.

Yes/No

Teacher's comments:

Teacher's signature:

Appraiser's signature:



### Appendix 1.3

### MPS Appraisal Self Review

NAME:	DATE:
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Your Progress against your previous targets								
1. Student progress	Exceeded	<input type="checkbox"/>	Fully met	<input type="checkbox"/>	Partially met	<input type="checkbox"/>	Not met	<input type="checkbox"/>
2. School improvement	Exceeded	<input type="checkbox"/>	Fully met	<input type="checkbox"/>	Partially met	<input type="checkbox"/>	Not met	<input type="checkbox"/>
3. Research & Development	Exceeded	<input type="checkbox"/>	Fully met	<input type="checkbox"/>	Partially met	<input type="checkbox"/>	Not met	<input type="checkbox"/>

Your Performance against the Teachers' Standards	
Standard	Comment (give examples of your impact for each standard – bullet points are fine)
Set high expectations which inspire, motivate and challenge pupils.	
Promote good progress and outcomes by pupils.	
Demonstrate good subject and curriculum knowledge.	
Plan and teach well structured lessons.	
Adapt teaching to respond to the strengths and needs of all pupils.	
Make accurate and productive use of assessment.	
Manage behaviour effectively to ensure a good and safe learning environment.	
Fulfil wider professional responsibilities.*	

\* Including contribution to the wider life and ethos of the school, professional relationships, deployment of support staff, action on own professional development and that of others, and communication with parents/carers.

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team.	
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Can you describe at least one way you have developed your practice over the last year which has had an impact on the quality of learning and progress for students?

Please explain the impact of this development on your practice and students' learning (include reference to any changes in student attainment or achievement).

How have you shared your professional learning with other colleagues?

Are there any other developments/changes you have made to your teaching, learning and assessment practice over the last year?

What kind of professional development is most effective for you? Please give reasons.

If you have made a contribution to school life above and beyond your specific role please give details in the space below and continue overleaf if necessary. (If you are going for a pay related review you MUST fill this part in).

Would you like other supporting evidence to be taken into account?

Yes                  No

If yes, please give details below.



## UPS Appraisal Self Review

NAME:

REVIEWER:

DATE:

### Your Progress against your previous targets

1. Student progress	Exceeded		Fully met		Partially met		Not met	
2. School improvement	Exceeded		Fully met		Partially met		Not met	
3. Research & Development	Exceeded		Fully met		Partially met		Not met	

### Your Performance against the Upper Pay Range Progression Criteria

Standard	Comment (give examples of your impact for each standard – bullet points are fine)
Contribute significantly and actively promote the ethos, policies and practices of the school.	
Act as a positive role model across the school.	
Be proactive in your own development and the contribution it made to school improvement and the wider life of the school.	
Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, providing opportunities for all learners to achieve their potential.	
Have extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas you teach.	
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Have an excellent depth and breadth of knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them.	
Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.	
Have a high level of competency in your own planning which meets and extends the needs of learners and supports other colleagues to do the same.	
Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	
Promote collaboration and work effectively as a team member.	
Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.	
Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.	
Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.	

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team.

Can you describe at least one way you have developed your practice over the last year which has had an impact on the quality of learning and progress for students?

Please explain the impact of this development on your practice and students' learning (include reference to any changes in student attainment or achievement).

How have you kept your professional knowledge up to date and then shared your professional learning with other colleagues?

Are there any other developments/changes you have made to your teaching, learning and assessment practice over the last year?

Can you describe how you have promoted collaboration and worked effectively as a team member?

If you have made a contribution to school life above and beyond your specific role please give details in the space below and continue overleaf if necessary.

Would you like other supporting evidence to be taken into account?

Yes                    No

If yes, please give details below.

# Leadership Appraisal Self Review

NAME:

REVIEWER:

DATE:

## Your Progress against your previous targets

1. Student progress	Exceeded		Fully met		Partially met		Not met	
2. School improvement	Exceeded		Fully met		Partially met		Not met	
3. Research & Development	Exceeded		Fully met		Partially met		Not met	

## Your Performance against the Leadership Standards

Standard	Comment (give examples of your impact for each standard – bullet points are fine)
Leading Colleagues, Building Teams <ul style="list-style-type: none"> <li>Build a vision and communicate clear purpose and sense of direction</li> <li>Exemplify the vision and values of the school</li> <li>Anticipate, lead and manage change</li> <li>Inspire, challenge, motivate and empower others to reach challenging outcomes</li> <li>Give feedback and provide support to improve performance</li> <li>Develop a culture of learning and continuous professional development</li> <li>Celebrate achievement and acknowledge excellence</li> <li>Develop and maintain relationships within the wider educational community</li> </ul>	
Managing Personal Professional Development <ul style="list-style-type: none"> <li>Receive and act on feedback to build on strengths and improve personal performance</li> <li>Maintain knowledge of current educational issues and curriculum developments.</li> <li>Commitment to continued professional development</li> </ul>	
Acting on Evidence <ul style="list-style-type: none"> <li>Manage and use performance data to monitor and evaluate effectively</li> <li>Evaluate, review and develop systems and structures</li> <li>Think strategically, analytically and creatively</li> <li>Use research to support and challenge practice</li> </ul>	
Developing Teaching & Learning <ul style="list-style-type: none"> <li>Design, develop and deliver the curriculum effectively</li> <li>Use developmental models for teaching and learning</li> <li>Create flexible and comprehensive learning opportunities for all pupils</li> <li>Develop and use effective assessment and moderation systems</li> <li>Achieve the best possible learning outcomes for all</li> <li>Capitalise on appropriate sources of external support and expertise</li> </ul>	

<p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>• Support the Headteacher and Governing Body with their strategic vision for the school.</li> <li>• Hold people to account and challenge underperformance</li> <li>• Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning</li> <li>• Negotiate and manage conflict, providing appropriate support</li> </ul>	
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• Manage the school's financial, human and physical resources</li> <li>• Create a working environment which takes account of workload and work-life balance</li> </ul>	

Can you describe at least one way you have developed your practice over the last year which has had an impact on the quality of learning and progress for students?

Please explain the impact of this development on your practice and students' learning (include reference to any changes in student attainment or achievement).

How have you kept your professional knowledge up to date and then shared your professional learning with other colleagues?

Are there any other developments/changes you have made to your practice over the last year?

If you have made a contribution to school life above and beyond your specific role please give details in the space below and continue overleaf if necessary.

Would you like other supporting evidence to be taken into account?  
Yes                    No

If yes, please give details below.

## Appendix 2: Teachers' Standards



Department  
for Education

# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## 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 and extend the knowledge and understanding pupils have acquired
- 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; and 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.

### 8 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 British 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, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

## 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
  - 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 and extend the knowledge and understanding pupils have acquired
  - 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; and 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.
8. 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
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  - showing tolerance of and respect for the rights of others ◦ not undermining fundamental British 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.
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## Appendix 3: Upper Pay Range Progression Criteria

### Professional Attributes

Contributes significantly and actively promotes the ethos, policies and practices of the school in which they teach.

Acts as a positive role model across the school.

Proactive in their own development and the contribution it makes to school improvement and the wider life of the school.

### Professional Knowledge and Understanding

Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have an excellent depth and breadth of knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### Professional Skills

Have a high level of competency in their own planning which meets and extends the needs of learners and supports other colleagues to do the same.

Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.

Have skill in the use of assessment for learning strategies to respond immediately and effectively to the needs of all pupils within their own class, and through supporting colleagues, in other classes over a sustained period.

Have experience of effectively leading a school initiative with sustained impact.

Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.

Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team

## Appendix 4: Leadership Standards

### Introduction

These standards are based on the NCSL Leadership Standards and identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils.

### Leading Colleagues, Building Teams

- Build a vision and communicate clear purpose and sense of direction
- Exemplify the vision and values of the school
- Anticipate, lead and manage change
- Inspire, challenge, motivate and empower others to reach challenging outcomes
- Give feedback and provide support to improve performance
- Develop a culture of learning and continuous professional development
- Celebrate achievement and acknowledge excellence
- Develop and maintain relationships within the wider educational community

### Managing Personal Professional Development

- Receive and act on feedback to build on strengths and improve personal performance
- Maintain knowledge of current educational issues and curriculum developments.
- Commitment to continued professional development

### Acting on Evidence

- Manage and use performance data to monitor and evaluate effectively
- Evaluate, review and develop systems and structures
- Think strategically, analytically and creatively
- Use research to support and challenge practice

### Developing Teaching & Learning

- Design, develop and deliver the curriculum effectively
- Use developmental models for teaching and learning
- Create flexible and comprehensive learning opportunities for all pupils
- Develop and use effective assessment and moderation systems
- Achieve the best possible learning outcomes for all
- Capitalise on appropriate sources of external support and expertise

### Accountability

- Support the Headteacher and Governing Body with their strategic vision for the school.
- Hold people to account and challenge underperformance
- Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- Negotiate and manage conflict, providing appropriate support

### Managing Resources

- Manage the school's financial, human and physical resources
- Create a working environment which takes account of workload and work-life balance

NAME OF  
TEACHER

## Appendix 5: Lesson Plan pro forma



Learning context				
Before this lesson	During this lesson	After this lesson		
<u>Learning Objective(s)</u> <ul style="list-style-type: none"> <li><i>What will students learn?</i></li> <li><i>How will this help them to make progress?</i></li> </ul>	<u>Assessment for Learning</u> <ul style="list-style-type: none"> <li><i>Questioning?</i></li> <li><i>Feedback?</i></li> <li><i>How will you know how well the students have learned?</i></li> </ul>	<u>Habits of Mind</u> <ul style="list-style-type: none"> <li><i>Which learning habits?</i></li> <li><i>How will the lesson enable students to develop these habits?</i></li> </ul>		
<u>Learning Episodes</u> <ul style="list-style-type: none"> <li><i>How will you structure the lesson and why?</i></li> <li><i>Which teaching strategy/strategies have you employed specifically?</i></li> <li><i>How will students work in the lesson (eg in groups, pairs or individually)? Why is this?</i></li> </ul>	<u>Stretch, challenge and scaffolding</u> <ul style="list-style-type: none"> <li><i>How is your lesson pitched and structured so as to stretch and challenge all students without leaving anyone behind?</i></li> </ul>			
Teacher led? Student led?	Teacher led? Student led?	Teacher led? Student led?	Teacher led? Student led?	

## Appendix 6: Lesson Observation Protocol

*Given the complexity of teaching, it is surprisingly difficult for anyone watching a teacher to judge how effectively students are learning. We all think we can do it, but the research evidence shows that we can't. Anyone who wants to judge the quality of teaching needs to be very cautious.* - Professor Robert Coe

From the new Ofsted framework:

- School's own evaluations of the quality of teaching and its impact on learning
- Strong, positive correlation between judgements on teaching quality and outcomes for learners

*Great teaching is defined as that which leads to improved student progress.*

*We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students.* - The Sutton Trust, *What makes great teaching?*

At Tallis, we believe that observation of classroom practice and other responsibilities is important, both as a way of evaluating teachers' performance in order to identify particular strengths and areas for professional development, and as a way of gaining useful information which can inform school improvement more generally.

All observations are formative; we have moved away from focusing on one-off lesson observation as the source of our evaluation of the quality of teaching and its impact on learning, replacing it instead with a stronger positive correlation between judgements on teaching quality and outcomes for learners. This means using student progress as the yardstick by which teaching quality should be assessed, and then evaluated.

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

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate in order to improve teaching and learning; and
- respect the confidentiality of the information gained.

Teachers at Thomas Tallis School will be observed on a maximum of three occasions in one academic year, apart from where the teacher is being supported under section 10 of the Appraisal policy, or NQTs serving their induction period.

The total time occupied by all observations should not exceed three hours. However, this limit does not apply where a teacher believes that they would benefit from being observed by a colleague of their choice or from observing a colleague of their choice, or to NQTs. The outcome of the observation is simply a matter of professional discussion between the observed teacher and the observer.

### Planning for observation

In keeping with the school governing body's commitment to supportive and developmental classroom observation the head teacher will:

- consult teachers on the pattern of classroom observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;
- ensure that those being observed will be notified at least five working days in advance;
- arrange, as far as possible, for all observations to take place at a time agreed between the teacher and the observer;
- ensure that there is a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:

- the frequency of observation;
- the focus of the observation;
- the duration of the observation;
- when during the performance management/appraisal cycle the observation will take place; and
- who will conduct the observation.

In order that classroom observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the school to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Before any classroom observation is conducted, there will be an opportunity for the observer(s) and teacher to meet within directed time in order that the context of the lesson to be observed can be discussed.

#### Conducting Observation

All observation will be carried out in a supportive fashion, and will be conducted by staff with QTS. Staff will get at least two days notice of a formal observation, and may prepare a lesson plan using the school's pro forma. Observations will be made using the lesson observation framework, which has been written to support what we value in teaching, learning and assessment as a school. Teachers can also use the questions on the framework as a pre-planning guide.

A lesson observation will include: conversations with students in the lesson; evaluation of learning in books and in other sources (such as online blogs and e-portfolios); analysis of progress data about the group/cohort of students, as well as direct observation of the teaching in the lesson. Observation of a lesson is just one part of the process of evaluating a teacher's performance; progress data, other evidence and a sequence of observations are what inform the evaluation of their performance.

Following the observation, oral feedback will be given as soon as possible, and no later than the day afterwards. This will include a high level of professional dialogue around the areas that have been observed. Written feedback will be available no later than two working days after the observation has taken place. If issues emerge 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 discussed with the teacher.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. Areas of strength and for development will be identified for each of teaching, learning, assessment and in general. The teacher has the opportunity to add written comments on the feedback document. No further written notes in addition to the written observation form and teacher's comments will be kept. Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

Other observations and learning walks will take place throughout the year as peer observations where staff working together will collaborate and observe each other's practice. This supports the development of ongoing reflection as well as the development, sharing and dissemination of best practice across the school.

Although lesson observations are no longer judged individually according to Ofsted criteria, where there are concerns raised as a result of a lesson observation the observer has a duty to report these concerns. This would be done via the line manager of the person being observed, the line manager of the observer, or to the Assistant Head for Teaching, Learning & Development, whichever is most appropriate to the context. Any such concerns will also be reflected in the departmental self-evaluation of the quality of teaching, learning and assessment.

#### Preparation for observation

- It is recommended that teaching staff familiarise themselves with the lesson observation framework prior to being observed. This will help to establish the areas of focus around which any feedback is likely to be framed.
- It is recommended that teaching staff submit a written lesson plan using the school pro-forma when being formally observed.
- It is required that teaching staff share a thumbnail record of their class in order to demonstrate their knowledge and understanding of the students in the teaching group. This may take the form of a 'RAG' seating plan, or another format of the teacher's choice.

The above are all recommendations and are not compulsory. Once they have familiarised themselves with the lesson observation process, teachers should use their professional judgement to decide how best to prepare for observation.

## Appendix 7: Lesson observation framework – teaching, learning and assessment

This framework is not a checklist – you will not see everything here in one lesson. It is intended to provide an indication of the kinds of things to notice in a lesson observation and around which feedback might be framed.

Aspect of pedagogy	Possible considerations:
Teaching	<ul style="list-style-type: none"> <li>• Is deep knowledge and understanding of the content being taught demonstrated?</li> <li>• Is questioning highly effective and does it demonstrate understanding of the ways students think about subject content and probe and identify gaps in knowledge?</li> <li>• Are common misconceptions identified and acted upon to ensure they are corrected?</li> <li>• Are threshold concepts and powerful knowledge used explicitly to foster depth of understanding?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is the lesson planned so that maximum use is made of the available time?</li> <li>• Is the lesson planned very effectively, with careful thought given to the pedagogy required to enable students to make progress?</li> <li>• Are lesson resources well coordinated?</li> <li>• When appropriate, does the lesson review students' previous learning so that they have a secure base from which to develop their knowledge and understanding?</li> <li>• Is students' behaviour managed highly effectively with clear rules that are consistently enforced?</li> <li>• Are students engaged through good relationships?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is adequate time provided for structured deliberate practice to embed knowledge, understanding and skills securely and to craft and improve work?</li> <li>• Is subject content introduced progressively and is it sequenced in order to challenge students?</li> <li>• Are students who are falling behind identified, supported and enabled to catch up?</li> <li>• When appropriate, is the learning process modelled using a range of strategies?</li> <li>• When appropriate, is necessary scaffolding put in place which enables all students to achieve quality outcomes?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is home learning set in line with the school's policy and as appropriate for the age and stage of students?</li> <li>• Is home learning used to consolidate learning, deepen understanding and / or to prepare students very well for work to come?</li> </ul>
	<ul style="list-style-type: none"> <li>• Are reading, writing and communication well embedded within learning, equipping all students with the necessary skills to make progress?</li> <li>• Where appropriate, do students read widely and often to a high standard, with fluency and comprehension appropriate to their age?</li> <li>• Where appropriate, is mathematics well embedded within learning, equipping all students with the necessary skills to make progress?</li> </ul>
	<ul style="list-style-type: none"> <li>• Does the lesson demonstrate that students in the class are expected to achieve well?</li> <li>• Are students encouraged to try hard and to take pride in all aspects of their work?</li> <li>• Are students' efforts recognised?</li> <li>• Are consistently high expectations of all students' attitudes to learning demonstrated?</li> <li>• Is lesson content challenging and does it make students think hard?</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Is formative assessment used to identify strengths and weaknesses in students' knowledge, understanding and skills?</li> <li>• Is students' understanding systematically and effectively checked?</li> <li>• Is support offered which is clearly directed and timely?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is feedback provided which is incisive and in line with the school policy?</li> <li>• Does feedback highlight what students can do to improve their knowledge, understanding and skills?</li> <li>• Do students use this feedback effectively?</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Do students love the challenge of learning?</li> <li>• Are students resilient to failure?</li> <li>• Are students curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills?</li> <li>• Are students thriving?</li> <li>• Is explicit focus on the Tallis Habits used to develop students' learning dispositions?</li> </ul>
	<ul style="list-style-type: none"> <li>• Are students eager to know how to improve their learning?</li> <li>• Do students capitalise on opportunities to use feedback, written or oral, to improve?</li> <li>• Do students demonstrate a growth mindset?</li> <li>• Does the lesson cultivate a culture of critique, a safe and challenging environment in which students are eager to improve their learning?</li> </ul>
General	<ul style="list-style-type: none"> <li>• Are students making substantial and sustained progress and developing excellent knowledge, understanding and skills, considering their different starting points?</li> <li>• Is the progress of disadvantaged, disabled and SEN students matching or improving towards that of other students with the same starting points?</li> <li>• Are students typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations with each other and adults?</li> </ul>
	<ul style="list-style-type: none"> <li>• Have parents of students who are falling behind been provided with clear and timely information about how well their child is progressing in relation to the standards expected and how to support their child to improve?</li> </ul>
	<ul style="list-style-type: none"> <li>• Where applicable, are stereotypes and / or the use of derogatory language quickly challenged?</li> <li>• Do resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience?</li> <li>• When appropriate, does the lesson encourage the development of particular character traits (Tallis Character)?</li> </ul>

## Appendix 8: Useful Evidence to Support the Appraisal Review Process

Quantitative	Qualitative
Data about the achievement and progress of students compared to similar students nationally. The national transition matrices as published by the DfE and in Raiseonline are excellent for illustrating this comparison.	<p>Feedback from staff who have been supported by the member of staff in questions or who have been involved in professional development led by them. A survey is the most reliable source of such evidence.</p> <p>Evidence from book looks, work audits and moderation.</p> <p>Evidence of feedback from students – again structured interviews or a survey are the most reliable source of such evidence.</p> <p>Evidence of feedback from parents – again a structured interview or a survey are the most reliable source of such evidence.</p> <p>Evidence from lesson observations and/or learning walks of the impact of curriculum development or the impact of professional development with other colleagues.</p>

It is crucial that the evidence is shared during the Appraisal Review process – and that it is open to scrutiny. Thus is it vital that the evidence is robust and not anecdotal or ad hoc, and to ensure that any judgement about pay progression is being made equitably, transparently and also robustly.