

Appraisal Policy

Contents

1.0	Legal Framework	5
1.1	Introduction	5
1.2	Using Coaching and Reflective Practice during the Briarwood Appraisal Process	6
1.3	The COACH Method in Appraisal	6
1.4	How COACH Enhances Reflective Practice	7
1.5	Expected Outcomes of Reflective Practice	7
1.6b	Scope	8
1.7	Training and Support	9
1.8	Pay progression - Support Staff	9
1.9	Pay progression - Teachers	9
1.10	Pay progression - Leadership Group	9
2	Key Roles and Responsibilities	10
2.1	Governing Body	10
2.2	Chair of Governors'	10
2.3	Executive Headteacher	10
2.4	Employees	11
3	Appointment of Appraisers	12
3.1	For the Executive Headteacher	12
3.2	For other staff	12
4	The Appraisal Cycle	13
4.1	Transition to capability	13
4.2	The Planning Meeting	14
4.3	Setting Objectives	14
5	Lesson Visitation Observation Protocol	15
5.1	Continuing Professional Development (CPD)	16
5.2	Other Key Factors to be considered	16
6	Planning and Review Statement	16
6.1	Revision of Planning Statement	16
7	Monitoring and Supporting Performance	17
8	Reviewing	19
8.1	Mid-Cycle Review Meetings	19
8.2	End of Year Review	19
8.3	Using the COACH Model for End of Year Reviews	20
8.4	Additional evidence	22
9	Feedback	22
10	Moderation	23
11	Appeals	23
12	Retention of Statements	23
13	Monitoring and Evaluation of the Policy	23
13.1	Executive Headteacher's Report	23
13.2	Non-Discrimination	24
14	Access to Documentation	24

15	Lesson Visitation Observation Protocol	24
16	Implementation and Review of the Policy	25
A1	Appendix A – Guidance on Planning Meetings	26
A2	Appendix B – Lesson Visitation Observation Protocol	29
A3	Appendix C – Guidance for Coaching Conversations	31

1.0 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2020) 'Governance handbook'
- DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2023) 'Implementing your school's approach to pay'
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2024) 'School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions'
- DfE (2024) 'Teacher appraisal: Guidance for schools'
- DfE (2024) 'Managing Teacher's and Leader's Pay: Advice for maintained schools, MATs, academies and local authorities'

This policy operates in conjunction with the following school policies:

- Capability Procedures - Teachers
- Improving Performance – Support Staff
- Probationary Policy
- Disciplinary Policy and Procedure
- Pay Policy
- CPD Policy
- Staff Induction Policy

1.1 Introduction

This policy sets out a framework to allow a clear and consistent assessment of the overall performance of staff at the school and how to support their development needs within the context of the school's improvement plan and their own professional needs. The appraisal process serves as a vital mechanism for linking individual performance to continuous improvement, embedding structured reflective practice as a cornerstone of professional growth and self-development. To be effective, it is essential that sufficient time is allocated to appraisers and appraisees to undertake the appraisal.

The appraisal process at Briarwood School is designed to:

- Create a systematic approach to performance management that connects individual achievement to whole-school improvement priorities.

- Foster a culture of continuous professional development through regular reflection, feedback, and goal-setting using coaching based discussions.
- Establish reflective practice as an integral component of professional growth, enabling staff to critically examine their practice, identify areas for development, and implement evidence-based improvements.
- Provide structured opportunities for meaningful dialogue between appraisers and appraisees about professional practice, achievements, and aspirations.

In the event that delegated authority is withdrawn from the governing body of the school the decision-making power in this policy will pass to the Local Authority.

1.2 Using Coaching and Reflective Practice during the Briarwood Appraisal Process:

The appraisal process incorporates reflective practice through:

- Self-evaluation activities prior to appraisal meetings, encouraging staff to assess their own performance against objectives and standards.
- Structured reflection questions during planning and review meetings that prompt deeper thinking about practice and impact.
- Optional evidence portfolios that can support reflective coaching conversations and document professional growth when chosen by the individual.
- Action research opportunities where staff investigate aspects of their practice and share findings.
- Peer collaboration and observation that provides external perspectives for reflection.
- Professional development planning that is informed by reflective insights and evidence of impact.
- Coaching conversations using the COACH method to facilitate deeper reflection and professional growth.

1.3 The COACH Method in Appraisal

The COACH method provides a structured framework for appraisal conversations that enhance reflective practice:

C – Connect: Begin appraisal meetings by establishing rapport and connecting with the individual's current context, challenges, and successes. This creates a safe space for honest reflection and sets a collaborative tone.

O - Observe: Encourage staff to share observations about their practice, pupil outcomes, and professional experiences. Appraisers use active listening and observation skills to understand the full picture of performance and impact.

A - Analyse: Guide reflective analysis through powerful questioning to help staff examine their practice more deeply. Questions might include "What patterns do you notice in your teaching/leadership?" or "What connections can you make between your actions and pupil outcomes?"

C - Checking: Respectfully challenge assumptions and encourage staff to consider alternative perspectives or approaches. This might involve exploring limiting beliefs, identifying growth edges, or considering different strategies.

H - Help: Collaboratively identify specific support, resources, or development opportunities that will facilitate professional growth based on the reflective insights gained through the conversation.

1.4 How COACH Enhances Reflective Practice

The COACH method transforms appraisal meetings from evaluation sessions into coaching conversations that:

- Empower staff to generate their own insights rather than being told what to improve
- Create psychological safety for honest self-reflection and vulnerability
- Develop critical thinking skills through guided questioning
- Build capacity for ongoing self-coaching and reflection
- Strengthen the appraiser-appraisee relationship through collaborative dialogue
- Focus on solutions and growth rather than problems and deficits

1.5 Expected Outcomes of Reflective Practice

Through structured reflective practice within the appraisal process, including coaching conversations, staff are expected to:

- Develop greater self-awareness and professional insight
 - Make more informed decisions about their practice and professional development
 - Demonstrate evidence-based improvements in their performance
 - Contribute more effectively to whole-school improvement initiatives
-

- Model reflective practice for pupils and colleagues
- Build resilience and adaptability in their professional roles
- Develop stronger problem-solving and self-coaching capabilities
- Experience increased ownership and motivation for professional growth

This reflective approach, enhanced by coaching methodology, ensures that appraisal becomes a meaningful process of professional learning rather than simply a performance measurement exercise, ultimately benefiting both individual staff members and the broader school community.

1.6 Scope

The arrangements for the appraisal of teachers are under-pinned by statutory regulations. This policy meets the requirements of the law, and also best practice, and has been designed to apply to all staff employed at the school. This will minimise workload and ensure all staff have equal access to appraisal and continuous professional development.

The policy applies to the Executive Headteacher and all the staff employed by the school, except:

- Staff on contracts of less than one term
- Teachers in their induction years (ECTs – see ECT policy)
- Support staff in their probationary period (see probationary policy)
- Those who are the subject of capability procedures (see capability procedures - teachers and improving performance – support staff).

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay, DfE (2024) 'School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions', DfE (2024) 'Teacher appraisal: Guidance for schools', DfE (2024) 'Managing Teacher's and Leader's Pay: Advice for maintained schools, MATs, academies and local authorities, the Education (School Teachers' Appraisal) (England) Regulations 2019. In respect of support staff, the National Agreement (Green Book) places training and development of staff at the forefront of delivering effective services.

For staff who start their employment at the school part-way through the school's appraisal cycle, the Executive Headteacher will make appropriate arrangements for their performance to be managed during the remainder of the academic year.

For staff already employed at the school who transfer to a new post within the school part-way through a cycle, the Executive Headteacher will determine whether to begin the appraisal again and

whether to change the appraiser, depending on the extent to which the responsibilities and job description have changed.

1.7 Training and Support

The governing body will ensure appropriate resources are identified in the school budget for any training and support agreed for appraisees.

The school's CPD programme will be informed by the training and development needs identified in organisational commitments as part of identified during the help element of the coaching discussion.

In the case of competing demands on the school budget for the provision of CPD, a decision on relative priority will be taken regarding the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Employees should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

An account of the training and development needs of employees, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Executive Headteacher's annual report to the governing body about the operation of the appraisal process in the school.

1.8 Support Staff pay progression

Pay progression is automatic for support staff until the maximum of the grade is reached unless the member of staff is the subject to formal capability proceedings.

1.9 Teachers pay progression

For all staff paid under the STP&CD pay progression is automatic unless they are subject to formal capability procedures. Increments for all teaching staff can only be awarded with effect from 1 September in any academic year.

As per the School's Pay Policy, teachers on all pay ranges can be awarded an increase between the minimum and the maximum of the pay range until they reach the maximum of the range unless they are the subject of formal capability proceedings.

1.10 Leadership Group pay progression

To achieve progression for roles that are on the leadership spine the; one increment will be awarded annually unless they are subject to formal capability procedures.

2. Key Roles and Responsibilities

2.1. Governing Body

- To monitor the operation and outcomes of appraisal arrangements, and review the policy and its operation every year;
- To appoint governors to review the Executive Headteacher's performance annually;
- To use an external adviser (through the LA School Improvement Team or other provider) to provide advice and support in relation to the management and review the performance of the Executive Headteacher;
- To make final decisions regarding teachers' pay progression based on recommendations made by appraisers;
- To ensure that resources are made available in the school budget for training and support identified in the organisation commitments section of the objective setting process.
- Where the Executive Headteacher makes such a request, to action requests for evidence from the appraisal process to be transferred if they transfer mid-cycle;
- Ensure the content of the Executive Headteacher's planning and review statement is drafted, while having regard to the need to be able to achieve a satisfactory work life balance
- To ensure that in planning the school budget, resources are identified to fund pay progression;
- To hear appeals in line with the school's procedures.

2.2 Chair of Governors

- The Chair of Governors will be a member of the pay committee established to review the Executive Headteacher's performance. The Chair of Governors will retain a copy of the Executive Headteacher's planning and review statement.

2.3. Executive Headteacher

- To ensure teachers are appraised in accordance with the school's appraisal policy and the relevant regulations;
 - To maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation;
 - To report annually to the governing body on appraisal arrangements and on the training and development needs of staff;
-

- To put pay recommendations to the Governing Body and ensure they have sufficient information on which to make decisions;
- To play an active role in their own appraisal and professional development including taking action as agreed at review meetings;
- To act as performance appraiser to all staff who directly report to them, and, where appropriate, delegate the role of performance appraiser in its entirety. Ensure appraisers have the knowledge and skills to carry out appraisals;
- To retain copies of all review and planning statements and provide others with access to statements where appropriate;
- To take account of review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce;
- To action any request from a teacher for evidence from appraisal to be transferred if a teacher moves school mid-cycle;
- To evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained;
- To ensure that the planning and review statements are drafted having regard to the need for a satisfactory work life balance;
- To moderate all, or some, planning statements to ensure fairness, consistency and adherence to the requirements of equality legislation.

2.4. Employees

- To play an active role in their own appraisal and professional development, including taking action as agreed at review meetings;
 - To engage with their appraisals objectives on Bluesky and reflect on their progress towards these targets as set out through the reflective processes set out the introduction to this policy.
 - Where the role of appraiser has been delegated in accordance with the regulations, act as appraisers for other employees;
 - To contribute to the annual planning and assessment of other employees where appropriate;
 - To decide whether they wish to apply for access to the upper pay scale and provide the appropriate evidence using the schools process.
-

3. Appointment of Appraisers

3.1. For the Executive Headteacher

The Governing Body acts as the appraiser for the Executive Headteacher and in order to discharge this responsibility, they will seek appropriate external expertise, e.g. a school improvement partner.

No governor who is a teacher, or other member of staff at the school, may be appointed as an appraiser for the Executive Headteacher.

3.2. For other staff

The Executive Headteacher will decide who will appraise other employees covered by the policy. This will be notified to staff annually.

The Appraiser partners with the Appraisee to facilitate a collaborative development conversation, while the Appraisee actively engages in self-reflection and goal-setting.

Employees are normally appraised by their immediate manager because those who delegate work and monitor performance are best placed to appraise performance.

The Executive Headteacher and/or Head of Education & Skills will moderate a sample of the planning statements to check that the plans recorded in the statements of the school's staff are consistent between those who have similar experience and similar levels of responsibility; and that they comply with the school's Appraisal Policy, the regulations and the requirements of equality legislation.

In this school, the maximum number of reviews that any line manager will be expected to undertake per cycle is fifteen. In determining the number of appraisees for each appraiser account will be taken of the appraisers workload and work life balance. Teachers at Briarwood have 20% non contact time per week whilst this encompasses their 10% PPA the other 10% is to enable them to undertake other tasks without impacting on workload. Where non teaching staff are undertaking appraisals cover will be arrangements will be considered so as not to have a negative impact on workload.

Where an employee has more than one line manager, the Executive Headteacher will determine which line manager will be best placed to manage and review the employee's performance, and inform the employee.

If an employee's appraiser is absent or likely to be absent for the majority of an appraisal cycle, or if the line manager is unsuitable to carry out appraisal for professional reasons, alternative arrangements will be made. The Executive Headteacher may perform the duties themselves or delegate them in their entirety to another employee. Where this employee is not the appraisee's line manager the employee will have an equivalent or higher status in the staffing structure as the employee's line manager.

An appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Executive Headteacher has delegated the role of appraiser will receive appropriate support in carrying out their responsibilities.

An employee has the right to request, in writing, that an appraiser is changed. Any request will be considered by the Executive Headteacher. The Executive Headteacher's decision will be final and there is no right of appeal. An employee cannot make more than one request (in any review cycle).

4. The Appraisal Cycle

The appraisal cycle is a continuous annual cycle that links performance and the drive for continuous improvement. It is a rigorous approach to defining, assessing and rewarding achievement in the workplace. It ensures strong links to the School Improvement Plan and it increases the individual's understanding of how their job adds value to the organisation. A coaching approach underpins this cycle by fostering a collaborative partnership between appraiser and appraisee, focusing on unlocking potential and facilitating professional growth. This coaching methodology transforms the appraisal process from a purely evaluative exercise into a process, encouraging reflective practice, self-awareness, and ownership of professional development.

The appraisal cycle consists of at least six meetings per year September to July including;

- Planning Meeting at which objectives are agreed and a personal planning and review statement is produced in the term 1. The coaching approach ensures this meeting is collaborative, with the appraiser using powerful questioning techniques to help staff identify their own development priorities and co-create meaningful objectives.
- Monitoring and support which is on-going throughout the cycle as required but consisting of a minimum of 6 meetings per cycle. These regular touchpoints adopt a coaching stance, providing a safe space for honest dialogue, problem-solving, and celebrating successes while addressing challenges through guided reflection rather than directive feedback.
- Term 6 - An end of year evaluation and review meeting at which an overall assessment is made of the individual's progress considering the objectives set at the beginning of the cycle; Evaluation and appraisal report is produced which includes details of the assessment. The coaching approach ensures this final review focuses on learning and future growth, with the appraiser facilitating self-evaluation and helping staff articulate their achievements and identify next steps for continued development.

The performance of all staff must be reviewed on an annual basis. Performance, planning and reviews must be completed for all teaching staff by 31 October and for Executive Headteacher by 31 December.

Appendix C gives examples of coaching questions that can be used to facilitate all stages of the appraisal process.

4.1. Transition to Capability Procedure

If the appraiser is not satisfied with progress and a professional guidance package has been implemented, the staff member will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure for teachers and improving performance policy for support staff. The staff member will be invited to a capability meeting. Please see separate capability procedure (teachers) and improving performance policy (support staff) as relevant.

4.2. Objective setting

The objective setting is undertaken in the Autumn term and three objectives are agreed and a plan to meet these is produced.

Objective setting takes place at the start of the appraisal cycle and is a one-to-one meeting between the employee and the appraiser, structured around the COACH model. (For the Executive Headteacher the meeting will be between the Executive Headteacher and Governors as necessary.) Through focused **Connect**, the employee and appraiser explore current performance and future aspirations. Together they discuss their **Observations** through examining the appraisee own self reflections and other means such as lesson visits outcomes or data (pupil data will only ever be used as part of reflective activity and never as a tool of judgment for teachers appraisals) and therefore identifying the employee's key job outcomes based on their job description and setting up three performance objectives. The conversation moves on to **Analyse** these desired outcomes and establish the appraisee and appraiser accountability is established through clear agreement on roles, responsibilities and success measures. The process includes **Checking** understanding to ensure both parties have shared clarity on expectations and requirements. Finally, **Help** is identified by discussing the support, resources and development opportunities needed to achieve the agreed objectives.

The appraiser and appraisee will always seek to agree the objectives and content of the planning and review statement through this structured coaching approach. In exceptional circumstances where agreement cannot be reached despite following the COACH process, the appraiser will make the determination.

Appendix A provides further guidance on objective setting.

4.3. Setting Objectives

Performance objectives must:

- For teachers, be assessed against the Teachers' Standards
- 3 Targets should be set for each appraisee
- For class (support / non teaching) -based roles, be linked to the progress of the school's pupils and clearly link to the school improvement plan
- Take into account the employee's job description and the relevant professional standards / job competencies

- Reflect a whole school or team objective that is in the school improvement plan or department improvement plan;
- Be SMART (specific, measurable, achievable, relevant and resourced and timed)
- Balance the employee's professional aspirations whilst allowing him/her to have a reasonable work-life balance.

NB:- Objectives linked to pupil progress and the school improvement plan should also be the source of information as appropriate for school self-evaluation and the wider school improvement process. The COACH model approach ensures that objective-setting conversations remain supportive and developmental, fostering professional growth while maintaining focus on school priorities.

An objective can also cover two cycles (two years). Where this is the case the objective will require milestones to be assessed on the progress made at the end of the first year. This will be recorded in the planning and review statement at the beginning of the cycle.

As soon as practical after the start of each appraisal period, staff will be informed of the standards against which their performance will be assessed; these standards can be found within the software, BlueSky which the school is using to streamline processes and workload.

5. Lesson Visitation Observation Protocol

The planning and review statement will set out the arrangements for classroom visitation including the names of the coaching observer/s. The lesson visitation observation protocol is set out in Appendix B.

This school believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is a valuable opportunity for collaborative professional learning and reflective dialogue. Observations serve as a foundation for coaching conversations that support individual growth, celebrate strengths, and explore development opportunities while contributing to our collective understanding of effective practice across the school.

All observations will be conducted as collaborative learning experiences, following a coaching approach detailed in Appendix C. The process emphasises partnership between observer and observed, with both parties engaged in reflective inquiry about teaching and learning.

Teachers' practice will be observed through a variety of approaches tailored to individual professional development needs and career stage. This will be up to three times per year unless the teacher is in their ECT period or are subject to capability procedures where the need for increased observation has been identified as part of a supportive package.

Classroom observations will be conducted by senior or middle managers with QTS. These observers act as critical friends, facilitating post-observation reflection through structured coaching conversations that promote deep thinking about practice and impact.

Employees who have responsibilities outside the classroom should also expect collaborative observation and coaching conversations about their performance in these areas, with observers supporting reflective analysis of leadership, pastoral, or specialist roles.

Post-observation discussions will follow the COACH method, creating space for the observed professional to reflect on their practice, analyse impact, and identify next steps for development in partnership with their coaching observer.

5.1. Continuing Professional Development (CPD)

All staff have a responsibility to identify their own CPD needs and participate in any development that has been agreed. Staff should be supported to create a personal development plan at the beginning of each appraisal cycle, which clearly links professional development activities to their agreed performance targets and career aspirations.

The planning and review statement will include any training and development needs highlighted during the planning meeting and the agreed CPD for the cycle.

In agreeing the arrangements for CPD, the appraiser will consider the extent to which the developments that are identified are essential for an appraisee to meet their objectives.

5.2. Other Key Factors to be considered

(In the drafting of the planning and review statement)

Key people who may be required to assist staff in achieving a performance objective must be identified and any (CPD) training and development needs considered and included in the planning statement.

6. Planning and Review Statement

At the end of the Planning Meeting a draft planning and review statement will be prepared by the appraiser and available to the employee within five working days. This is undertaken via online platform Bluesky.

On receipt of the draft planning and review statement, the appraisee may add comments before final agreement of the objectives and planned actions.

Within 10 working days of the objective setting the agreed planning and review statement must be available to the Executive headteacher or Head of Education and Skills.

Within 10 working days of the Executive Headteacher or Head of Education & Skills reviewing the statement, they may instruct the appraiser to make changes. If there are changes the appraisee may appeal against the contents of the statement.

If there are changes:

Within 10 working days of the Executive Headteacher or Head of Education & Skills asking the appraiser to make changes:

- the appraiser must consult with appraisee
- the appraiser must prepare a new planning and review statement to which the appraisee can add comments, agree it and resubmit it to the Executive Headteacher
- the appraisee must also lodge any appeal against the contents of the statement
- where an appeal is lodged on multiple entries they will all be determined at the same appeal hearing
- appeals will not be heard until the moderation process has been completed.

6.1. Revision of Planning Statement

There may be occasions during the review cycle where it is necessary to make revisions e.g.

- where the appraisee's post and/or responsibilities have changed
- if there have been difficulties in accessing agreed support
- where the appraisee has been on maternity or long term sickness absence
- where there are concerns about the appraisee's performance
- where reasonable adjustments required under the provisions of the Equality Act 2010 need to be made.

Where this is the case, either party can request a meeting. Within 10 days following the Revisions Meeting any proposed changes to the objectives, arrangements for classroom observation, evidence and arrangements for its collection, performance criteria, or support available to the appraisee in the review statement must be recorded as a written addition to the statement. The appraiser and appraisee should agree to say that the changes are an accurate reflection of what was agreed or determined by the appraiser. At the same time as agreeing the addition the appraisee can add any comments in writing. The appraisee has the right of appeal against the contents of the addition in accordance with this procedure. Following the Revisions Meeting the same timescales for recording and appeal apply as at the end of the planning meeting.

7. Monitoring and Supporting Performance

(Ensuring that things are going to plan)

These are the three supplementary meetings that will take place in between the objective setting and mid year review and between mid year and end of year reviews.

Effective appraisal thrives on collaborative dialogue and feedback that empowers professional growth. While one formal review meeting per term must be held during the appraisal cycle to track progress against objectives, ongoing coaching conversations should occur naturally throughout the cycle as part of supportive management relationships. Features of effective coaching support include:

- Collaborative progress discussions where both parties reflect on achievements and explore emerging priorities together
- Co-creating solutions when objectives need adjusting or new priorities emerge, leading to jointly developed planning statements
- Reflective problem-solving using coaching questions to help appraisees discover their own solutions and build capacity
- Strengths-based feedback conversations that celebrate impact and explore growth opportunities through inquiry
- Observation as learning partnership with post-observation coaching dialogues focused on reflection and professional insight
- Responsive professional development identified through coaching conversations about learning needs and aspirations.

Monitoring approaches should:

- Focus on empowering self-reflection rather than creating administrative burden
- Generate meaningful professional dialogue rather than unnecessary documentation.

When facilitating coaching conversations, appraisers should:

- Use powerful questions to help colleagues discover insights about their performance
- Encourage self-assessment and reflection before offering observations
- Listen actively and build on the appraisee's own analysis of their practice
- Create psychological safety for honest reflection and growth-focused dialogue.

When engaging in coaching conversations, appraisees should:

- Take ownership of their professional learning by asking reflective questions

- Share specific examples and evidence of their practice and impact
- Engage in forward-thinking dialogue about professional aspirations and challenges
- Collaborate in identifying development opportunities that align with their goals and the school's needs
- This coaching approach transforms monitoring from a compliance exercise into meaningful professional learning conversations that build capacity and foster continuous improvement.

Appendix C Provides Guidance on Coaching Conversations which can aid the appraisal process.

8. Reviewing

8.1. Mid -Cycle Review Meetings

The Mid Cycle Review meeting is a one-to-one discussions between the Appraiser and Appraisee. Meetings should be at occur in mid point of the cycle. This positioning allows for meaningful course correction while leaving sufficient time to implement changes before the cycle ends. The Mid Cycle Review operates as a more formal, structured conversation compared to the fluid nature of ongoing coaching sessions. It has a defined agenda focused on reviewing progress against specific targets set at the cycle's beginning, whereas coaching meetings can be more responsive to immediate needs and challenges. The review takes a comprehensive view of all objectives and competencies, ensuring nothing is overlooked. Coaching meetings might focus on specific skills, immediate challenges, or targeted development areas without needing to cover the full performance spectrum.

Despite its formal nature, the Mid Cycle Review employs coaching principles by asking open questions, encouraging self-reflection, and collaborative problem-solving. Rather than simply telling staff what they've achieved or where they're failing, it uses coaching techniques to help them identify their own successes and development needs, fostering ownership and engagement in their performance journey.

8.2 End of year review

The end of year evaluation and review meeting usually takes place in Term 6. The Review Meeting will be held to assess performance against the performance criteria set at the beginning of the cycle and The End of Year Review Meeting should be a summary of discussions held throughout the appraisal cycle. There should be no surprises.

Before the End of Year Review Meeting the appraiser **must**:

- ensure the appraisee is clear about what will take place during the review meeting
 - review the appraisee's planning and review statement
-

- collect any data, documents and information which are relevant to the discussion
- Explore together the areas where the appraisee has experienced greatest success and identify aspects of their performance they'd like to develop further.

Before the meeting the appraisee **may**:

- review their own planning and review statement and conduct a self-evaluation of their actual performance against the objectives set in the statement;
- collect data and information which they believe will assist the appraiser in assessing their performance.

Good progress towards the achievement of a challenging objective, even if the performance objective has not been met in full does not mean that the overall performance cannot be assessed at this point.

8.3 Using the COACH Model for End of Year Reviews

At the end of year review meeting, the appraiser should use the COACH model to facilitate a comprehensive and reflective appraisal conversation that empowers professional growth and learning.

C - Connect: Begin by establishing rapport and acknowledging the individual's journey throughout the year. Recognise their efforts, challenges faced, and overall commitment. Create psychological safety by expressing genuine interest in their experience and perspective on the review period.

O - Observe: Invite the appraisee to share their observations about the entire review period first. Encourage them to reflect on what they've noticed about their practice, growth, and impact. Use open questions like "What stands out to you most about this year?" or "What observations would you like to share about your journey toward your objectives?" Listen actively before sharing your own observations about their achievements and development.

A - Analyse: Guide deep reflective analysis through powerful questioning that helps the appraisee examine their year holistically:

"What patterns do you notice in what has gone well in terms of achieving your objectives?"

"What insights have you gained about what could have been done differently?"

"What factors do you recognise as having contributed to challenges in achieving objectives?"

"How do you analyse the strategies you used to overcome problems, and what does this tell you about your professional capabilities?"

"What connections can you make between your actions and their outcomes?"

C - Challenge: Respectfully challenge the appraisee to think more deeply and consider alternative perspectives:

Challenge them to identify their role in both successes and setbacks
 Encourage exploration of limiting beliefs or assumptions that may have hindered progress
 Invite them to consider how their approach could evolve for even greater impact
 Challenge high performers to set more ambitious goals or take on stretch assignments

H - Help: Collaboratively identify specific actions and support for continued improvement:

"What specific actions do you believe are required to continue improving your performance?"

"What support or resources would help you minimise future challenges?"

"How can we work together to build on your successes and address development areas?"

Co-create an action plan that the appraisee feels ownership of and commitment to

This coaching methodology ensures that end of year reviews become powerful learning conversations that celebrate growth, generate insights, and create momentum for continued professional development.

Once the performance has been assessed suggested objectives or next steps can also be identified to form basis of the planning meeting for the following year.

During the Appraisal process, the appraisee and appraiser should also discuss progression where relevant. Teachers should be made aware that if they wish to apply for UPS, they should be able to demonstrate that:

- they are highly competent in all elements of the relevant teachers standards
- that their achievements and contributions are substantial and sustained

The Governing Body's definition of "highly competent" and "substantial and sustained" for the purposes of this policy:

'highly competent' means: performance which is not only good but also good enough to provide coaching and mentoring to teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

'substantial' means: of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupil learning.

'sustained' means: maintained continuously over at least 2 academic years in this school.

The application for movement onto the upper pay scale will be assessed robustly, transparently and equitably. The Executive Headteacher or Head of Education & Skills makes the initial assessment and the Pay Review Committee on behalf of the Governing Body makes the final determination.

See Pay Policy for details of access to the Teachers Upper Pay range.

An application must be made by 31st August preceding the new school year from when the applicant wishes to be considered for the Upper Pay Range.

A successful applicant will progress to UPR 1 on the Upper Pay Range from September 1st of the new academic year. Taken to governing body pay committee no later than 31st October and if awarded pay will be backdated to 1st September.

8.4. Additional Evidence

In addition to formal observation, the Executive Headteacher or other leaders with responsibility for teaching standards may use work scrutiny and/or learning walk/pupil progress including EHCPs evidence in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The focus and frequency of the above will vary depending on specific circumstances and will be agreed in advance.

The school believes that teachers who are self-reflective not only improve their own practice but support the whole school, including the practice of their colleagues which in turn has best outcomes for pupils at its core result.

In developing practitioners that are self-reflective, teaching practice can be supported by peer observations / lesson study / Teaching led learning committees. The school expects all teachers to be proactive in developing self-reflection.

Support staff and admin team appraisals (i.e. HLTAs, LSAs, TAs, PCAs, HCWs, SMSAs, Admin) will focus on the job description of the employee and the expected standards of performance which are available via BlueSky.

9. Feedback

Teachers will receive constructive feedback on their performance throughout the year, as outlined above once per term during cochin got review sessions this will confirmed in writing during the meeting or, as soon as practicable, after an 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 mentoring, structured observations), that will be provided to help address those specific concerns

- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns, to extend to no longer than 7 weeks);
- explain the implications and process if 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. The appraiser will record any concerns, the support given and the review judgement. This is shared will be given to the employee. If required, this will inform any decision on transition to the capability procedure

10. Moderation

The Senior Leadership Team will review personal objectives and overall assessments of performance and recommendations for pay progression for example ensuring that those who may not progress due capability procedures in place to ensure quality and consistency across the board.

SLT will look at all staff who have been assessed to ensure performance evidence demonstrates that staff in each group have performed at a similar standard.

11. Appeals

Employees have the right of appeal against:

- the content of the planning and review statement, or any revision (following moderation)
- the outcome of the annual review.

Appeals must be lodged within five working days of written receipt of the above. The appeal will be considered informally by the Executive Headteacher within ten working days of receiving the appeal. If the matter cannot be resolved informally, it will be considered by a panel of governors.

12. Retention of Statements

Appraisal planning and review statements will be retained for a minimum period of six years.

The contents of an employee's planning and review statements remain confidential to them, their line manager/s and SLT.

13. Monitoring and Evaluation of the Policy

13.1. Executive Headteacher's Report

The Governing Body will monitor the operation and outcomes of appraisal arrangements. The Executive Headteacher (or Head of Education & Skills as delegated by the Executive Headteacher) will

provide the Governing Body with a written report annually (by 31 December) on the operation of the school's appraisal policy. The report will not contain any information which would enable any individual to be identified.

The report will include:

- the operation of the appraisal policy including the number of employees in each category by work group
- the effectiveness of the school's appraisal procedures
- staff training and development needs.

13.2. Non-Discrimination

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and will require the following monitoring data to be included in the Executive Headteacher's report:

- race;
- sex;
- disability;
- age;
- part-time contracts;
- gender pay gap;
- marriage or civil partnership;
- pregnancy and maternity;
- religion or belief;
- part-time contracts;
- sexual orientation.

The Executive Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

14. Access to Documentation

Copies of the school improvement plan and SEF can be obtained Teachers Drive or school website.

15. Lesson Visitation Observation Protocol

All lesson visit observations will be undertaken in accordance with the appraisal regulations (for teachers). The lesson visitation observation protocol is appended to this policy in Appendix B.

16. Implementation and Review of the Policy

The Governing Body will review the appraisal policy annually, taking account of the Executive Headteacher's report in its review. The policy will be revised as required to introduce any changes in regulation, associated guidance and statutory guidance.

The Governing Body will seek to agree any future amendments to this policy with the recognised trade unions, having regard to the results of the consultation with all staff.

Appendix A

Guidance on Objective Setting

Objective Setting: A COACH Approach

At the beginning of each cycle, the appraiser(s) will arrange a collaborative planning meeting with the appraisee to explore and co-create their professional development framework using the COACH model.

CONNECT: Building Rapport and Understanding Context

Establish trust and explore the appraisee's current situation

Example coaching questions:

"How are you feeling as we start this new cycle?"

"What's been working well for you recently in your role?"

"What are you most excited about in your professional development?"

"How do you prefer to receive feedback and support?"

Connection focuses on:

Understanding the appraisee's current mindset and motivation

Exploring their job description and how they interpret their role

Discussing their professional aspirations and career goals

Recognising relevant pay progression criteria they're pursuing (UPR)

Acknowledging whole-school objectives and how they connect to personal goals

Considering work-life balance and reasonable expectations

OBSERVE: Exploring Current Performance and Evidence

Collaboratively identify what success looks like and how it will be measured

Example coaching questions:

"What does excellent performance look like to you in your role?"

"How do you currently know when your teaching is having maximum impact?"

"What evidence best demonstrates your effectiveness with pupils?"

"How comfortable do you feel with classroom observations, and what would make them most valuable for you?"

Observation planning includes:

Co-designing arrangements for classroom observations (where appropriate)

Identifying diverse evidence sources that showcase the appraisee's strengths

Establishing performance criteria that feel meaningful and achievable

Connecting evidence to relevant professional standards

ANALYSE: Examining Opportunities and Challenges

Work together to identify development areas and potential obstacles

Example coaching questions:

"Where do you see the greatest opportunities to impact pupil progress?"

"What challenges might we need to anticipate and plan for?"

"What patterns do you notice in your most successful teaching moments?"

"Where would focused development make the biggest difference?"

Analysis encompasses:

Identifying training and development needs collaboratively

Exploring how objectives can contribute to improving pupil progress

Examining alignment between personal goals and school improvement priorities

Considering resource requirements and potential barriers

Analysing past performance to inform future objectives

CHECK: Confirming Understanding and Commitment

Ensure clarity, agreement, and genuine buy-in

Example coaching questions:

"How do these objectives feel to you - challenging but achievable?"

"What concerns, if any, do you have about what we've discussed?"

"On a scale of 1-10, how committed do you feel to these goals?"

"What would need to change to make that a 10?"

Checking involves:

Confirming mutual understanding of all agreed elements

Validating that timescales feel realistic and manageable

Ensuring objectives are specific, measurable, and meaningful

Verifying that support arrangements meet the appraisee's needs

Testing commitment levels and addressing any reservations

HELP: Designing Support and Next Steps

Create concrete plans for ongoing support and development

Example coaching questions:

"What specific support would be most valuable to help you succeed?"

"How can we build regular check-ins into your development journey?"

"What resources or training would accelerate your progress?"

"How will you know if you need additional support along the way?"

Help includes:

Designing specific support mechanisms to meet performance criteria

Planning training and development actions with realistic timescales

Establishing regular review points throughout the cycle
Creating systems for ongoing feedback and course correction
Identifying mentoring, coaching, or peer support opportunities
Ensuring support respects work-life balance principles

Collaborative Decision-Making Process:

Throughout the COACH conversation, both appraiser and appraisee work toward genuine agreement on all outcomes. The coaching approach ensures the appraisee feels heard, valued, and genuinely committed to their development goals.

When Agreement Cannot Be Reached:

While the coaching process maximises the likelihood of consensus, if joint agreement cannot be achieved after thorough exploration, the appraiser will make the determination. However, they will:

Clearly explain their reasoning using insights from the COACH conversation
Acknowledge the appraisee's perspective and concerns
Maintain the supportive relationship established through the process
Continue to provide the agreed support even where objectives may differ from the appraisee's initial preferences

Appendix B

Lesson Visitation Observation Protocol

Lesson observations serve as a powerful foundation for coaching-based teaching appraisals by providing concrete, evidence-based starting points for professional dialogue. Rather than using observations as evaluative judgments, a coaching approach transforms them into collaborative learning opportunities where observers and teachers work together to analyse what happened, explore alternative strategies, and identify areas for growth. The observer acts as a supportive partner, asking open-ended questions about the teacher's decision-making process, facilitating reflection on student responses and engagement, and helping the teacher develop their own solutions to challenges. This shift from "telling" to "asking" empowers teachers to take ownership of their professional development, builds their reflective capacity, and creates a more trusting relationship that encourages honest self-assessment and experimentation with new approaches.

The feedback conversation has to explore the problems the teacher themselves is trying to solve. Instead of teacher-focused critique – 'you are not doing X or Y'... it is student-focused: 'it was interesting to see that Jason and Saira were struggling with question 3 and still didn't understand the answers provided even though most people did. Why might that be?'

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. The amount of observation for each teacher will be proportionate to need for example those in their induction years or being supported in a capability process with agreement may have extra visitations to support their practice.

In this school proportionate to need will be determined by the Executive Headteacher
The arrangements for classroom observation will be included in the plan during objective setting (within a teachers performance management) and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place.

Although classroom observation is undertaken for this specific purpose forming part of the reflective process during appraisals, other information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies. This is in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified at least five working days in advance.
Classroom observations will only be undertaken by persons with qualified teacher status and where possible as a joint observation.

Verbal feedback will be given as soon as possible after the observation and always within 24 hours of the observation taking place. It will be given during directed time in a suitable, private environment.
Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the

planning and review statement these should also be covered in the written feedback and the appropriate action taken.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Where any concerns are raised about pupils' education, additional observation meetings (to those recorded at the beginning of the cycle) may be arranged, by agreement. These should be subject to a Revision Meeting where the planning statement will need to be reviewed. The review could include additional support being provided. Additionally, arising from the assessment the employee's objectives may need to be reviewed.

Lesson Visitation Details					
Teacher		Observer		Date	
Class		Lesson:			
Contextual factors other staff medical/supply					
Pre agreed focus area 1				Pre agreed focus area 2 (optional)	
Teaching					
<p>Enjoy</p> <ul style="list-style-type: none"> Strategies and fun tasks enthuse pupils and meet needs Work is pitched appropriate to the individual. It is challenging Evidence of SMSC <p><u>Links to Teaching standards</u></p> <ul style="list-style-type: none"> TS5: Adapting Teaching TS3: Subject Knowledge & pedagogy 			Strengths		
			Next Steps		
<p>Engage</p> <ul style="list-style-type: none"> Behaviour For Learning is central to teaching ensuring all pupils are ready to learn e.g. OLMs assessment is used well to set tasks that are perfectly matched to pupils’ prior attainment and which identify next steps accurately to maximise progress, Questions tease out pupils’ understanding AFL is used to engage pupils and promote celebration of success Support staff are deployed to support engagement Curriculum adapted to pupil needs <p><u>Links to Teaching standards</u></p> <ul style="list-style-type: none"> TS1: High Expectations TS4: Planning and Teaching TS7: Behaviour Management (TS8)- Wider 			Strengths		
			Next Steps		
<p>Learn</p> <ul style="list-style-type: none"> Pupil Progress The pace of learning is optimised throughout the lesson highly effective use of staff in promoting rapid learning for groups of pupils of all aptitudes and needs Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils’ work <p><u>Links to Teaching standards</u></p> <ul style="list-style-type: none"> TS2: Progress and Outcomes TS6: Use of Assessment 			Strengths		
			Next Steps		

Summary of coaching discussion		
Key Strengths	• .	
Agreed area/areas for action	•	
Any other comment	Teacher comment	

Appendix C

Guidance for Coaching Conversations

CONNECT: Building Rapport and Understanding Context

Regular Review Questions

"How has this term been for you overall?"

"What's been the highlight of your work so far this cycle?"

"How are you feeling about your progress toward your objectives?"

"What's changed for you since we last met formally?"

Final Review Questions

"As you reflect on this cycle, what stands out most for you?"

"How do you feel you've grown professionally this year?"

"What are you most proud of achieving?"

"How has this experience shaped your thinking about your role?"

OBSERVE: Exploring Performance and Evidence

Regular Review Questions

"What evidence are you seeing of progress toward your objectives?"

"Which pupils/colleagues have benefited most from your work this term?"

"What feedback have you received that's been particularly helpful?"

"What patterns are you noticing in your practice?"

"How are you measuring the impact of changes you've made?"

Final Review Questions

"What evidence best demonstrates your achievements this cycle?"

"How have you seen pupil progress/outcomes improve through your work?"

"What feedback from colleagues/parents/pupils has been most meaningful?"

"Which objectives do you feel you've fully achieved and why?"

ANALYSE: Examining Opportunities and Challenges

Mid-Cycle Review Questions

"What's been more challenging than you expected, and why?"

"Where are you exceeding your own expectations?"

"What barriers are you encountering, and how might we address them?"

"What's working so well that you want to do more of it?"

"What would accelerate your progress in the remaining time?"

Final Review Questions

"What challenges did you overcome this cycle, and how?"

"What strategies proved most effective for achieving your objectives?"

"What didn't work as expected, and what did you learn from that?"

"Where do you see opportunities for continued growth?"

"What would you do differently if starting this cycle again?"

CHECK: Confirming Understanding and Commitment

Regular Review Questions

"How confident are you about meeting your objectives by the end of the cycle?"

"Do any of your objectives need adjusting based on what you've learned?"

"What support is working well, and what might need changing?"

"Are there any new priorities we should consider?"

"How manageable is your workload feeling right now?"

Final Review Questions

"How accurately do you feel this assessment reflects your performance?"

"Is there anything important we haven't captured in our discussion?"

"How do you feel about the evidence we've considered?"

"What would you want colleagues to know about your achievements this cycle?"

"Do you feel your contributions have been fully recognised?"

HELP: Designing Support and Next Steps

Regular Review Questions

"What additional support would be helpful for the remainder of the cycle?"

"What's working well in terms of the support you're receiving?"

"What resources do you need that you don't currently have?"

"How can we adjust our approach to better support your success?"

"What would help you feel more confident about achieving your remaining objectives?"

Final Review Questions

"What support was most valuable to your success this cycle?"

"What would you have found helpful that we didn't provide?"

"What are your development priorities for the next cycle?"

"How can we build on your successes moving forward?"

"What support will help you continue growing professionally?"

Additional Coaching Questions by Role

Support Staff

Student Engagement & Relationships

"What moments this week did you feel most connected with the students you support?"

"How do you know when a student is truly engaged versus just complying?"

"What strategies have you found most effective for building trust with reluctant learners?"

Independence & Empowerment

"When do you step in to help, and when do you hold back? What guides those decisions?"

"How do you balance providing support with fostering independence?"

Understanding Learning Needs

“What have you noticed about how different students learn best?”

“How do you adapt your approach when your usual strategies aren't working?”

“What patterns do you see in the challenges students face?”

Professional Growth

“What aspect of your role do you find most challenging right now?”

“What would you like to get better at in the coming weeks?”

“How do you take care of your own wellbeing while supporting others?”

Teaching Staff

Planning and Preparation

“How do you ensure your lesson objectives align with curriculum standards and student needs?”

“What evidence do you use to inform your planning decisions?”

“How do you differentiate your planning to meet diverse learning styles and abilities?”

“What strategies do you use to anticipate potential misconceptions or learning barriers?”

Classroom Environment and Management

“How do you establish and maintain a positive learning environment?”

“What approaches do you use to build respectful relationships with all students?”

“How do you handle disruptions while maintaining the flow of learning?”

“How do you help your students manage transitions?”

Instruction and Delivery

“How do you engage students who seem disinterested or struggling with the material?”

“How do you know when students are ready to move on to next steps?”

“What strategies do you employ to make learning tangible for your students?”

Assessment and Feedback

“How do you use assessment to adjust your teaching in real-time?”

“What methods do you use to provide meaningful feedback to students?”

“How do you involve students in self-assessment and reflection on their learning?”

“How do you make sure you gain feedback from your team?”

Professional Responsibilities

“How do you stay current with developments in your subject area and pedagogy?”

“What steps do you take to collaborate effectively with colleagues and parents?”

“How do you reflect on your practice and identify areas for growth?”

“What professional learning goals have you set, and how are you working toward them?”

Student Progress and Achievement

What data do you collect to monitor student progress throughout the year?

How do you support students who are not meeting expected standards?

What evidence demonstrates the impact of your teaching on student learning?

How do you celebrate and build upon student successes?

Leadership

Vision and Direction

Vision and Direction

“What does success look like for your team/department this year, and how will you know when you've achieved it?”

“How does your team's work connect to the broader school vision, and where do you see the strongest alignment or gaps?”

“What legacy do you want to leave in this role, and what steps are you taking toward that?”

Team Development and Relationships

“What strengths do you see in individual team members, and how might you leverage these more effectively?”

“When you think about team dynamics, what's working well and what feels stuck or challenging?”

“How do you currently recognize and celebrate your team's achievements, and what impact does this have?”

“What conversations have you been avoiding with team members, and what's holding you back?”

Problem-Solving and Decision-Making

“What's the most pressing challenge you're facing right now, and what have you already tried?”

“If you had no constraints, how would you approach this situation differently?”

“What assumptions are you making about this problem that might be worth questioning?”

“Who else could provide valuable perspective on this issue?”

Personal Leadership Growth

“What leadership behaviours do you want to develop or strengthen this term?”

“When do you feel most confident and effective as a leader, and what conditions create that?”

“What feedback have you received recently that surprised you or made you think differently?”

“How do you currently manage your own stress and workload, and what adjustments might help?”

Communication and Influence

“What resistance are you encountering, and what might be driving it?”

“When you need to influence upward in the organization, what approaches work best for you?”

Reflection and Learning

“What's something you've learned about leadership recently that you wish you'd known earlier?”

“If you were mentoring someone stepping into your role, what would be your top three pieces of advice?”

