

# **Performance Management Policy**

## **Preamble**

1. Performance management is a shared commitment by governors, the leadership team and staff of the school. It is a commitment to support the development of all staff and pupils to raise the standards of teaching and learning throughout the school.
2. The policy covers all teachers except those on contracts of less than one year and those in their induction year who are covered by separate procedures.
3. All staff will be consulted in implementing this policy which aims to reinforce the established current school practices for monitoring and reviewing individual and departmental practice and performance.
4. The Performance Management Policy takes account of statutory guidelines provided by the Welsh Assembly. (The School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002) and the School Teacher Appraisal (Wales) Regulations 2002.

## Policy

- ◆ The aim of this policy is to ensure a Performance Management system of annual performance review that involves professional dialogue about aims and achievements between teachers and their team leaders and the Headteacher and his governing body.
- ◆ The Performance Management policy will help the school to improve by supporting and improving the work of teachers as individuals and in teams.
- ◆ This policy sets a framework for teachers and their team leaders to agree and review priorities and objectives in the context of school and departmental development plans.
- ◆ The policy focuses on teachers' professional development objectives and on the most effective teaching and leadership for the benefit of pupils, teachers and the school.
- ◆ The performance management arrangements will be based on fairness where all involved need to be aware of the potential for unconscious discrimination and the need to avoid assumptions about individuals based on stereotypes.
- ◆ The policy gives attention to equal opportunities by ensuring all teachers are encouraged and supported to achieve their potential through agreeing objectives, undertaking professional development and having their performance assessed.
- ◆ The policy is based on the following principles:-
  - the performance management system is based on agreed procedures;
  - teachers will feel confident in and comfortable with the performance management process;
  - the process should be formative and developmental;
  - the process should be objective and impartial;
  - confidentiality is essential;
  - the performance management programme bases its operation on partnership between reviewer and reviewee;
  - the process should relate to and support the school self-evaluation and development planning processes;
  - training and staff development are made available to the reviewee.

## **Process**

### **The Annual Performance Management Cycle**

The process will establish that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities. It will involve a three-stage annual review process.

#### **Stage 1 – Planning**

- 1 Each teacher will discuss and agree three objectives with their line manager i.e. Head of Department or SMT member who will record these on the planning record. Teacher objectives will cover pupil progress as well as ways of developing and improving the teacher's professional practice.
- 2 The aim is to ensure a high standard of classroom teaching. To enable this to occur the criteria detailed in 3 will be consistently applied and inform the objectives agreed for each teacher.
- 3 The criteria used to inform the objectives will be:
  - (i) lesson preparation and planning
  - (ii) subject knowledge
  - (iii) lesson presentation and teaching methods
  - (iv) discipline within the classroom
  - (v) marking, assessment and monitoring of pupils' work and progress
  - (vi) effective use of homework to reinforce learning
  - (vii) standards of achievement/productive outcomes by pupils
  - (viii) classroom organisation and effective use of resources
  - (ix) implementation of school policies
  - (x) additional management responsibilities
- 4 The line manager will record the objectives which will apply for the review period. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

#### **Stage 2 – Monitoring Progress**

- 5 The line manager will undertake classroom observation sufficient to make an informed judgement. It is reasonable to set a maximum of three hours for lesson observations for all aspects of appraisal (and Performance Management) throughout the year. However, in exceptional circumstances, where an ESTYN report declares the school either to be in need of special measures or suffering from serious weaknesses, or in the case of an individual teacher becoming subject to capability procedures, additional observation may be necessary.

**NB** It is expected that the line manager for most classroom teachers would be the Head of Department. The SMT member assigned to a department would be expected to carry out classroom observation of the Head of Department and the members of the department.

- 6 The selection of lessons to be observed will reflect the range of the teacher's work. The teacher should be informed in good time.
- 7 If the line manager requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

### **Stage 3 - Reviewing Performance**

- 8(a) There will be an annual review meeting between the teacher and the Head of Department which will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, development plan and professional development policy and the support to be provided.
- (b) For Heads of Department /Teachers in charge of subjects the annual review meeting will be held with the Headteacher, Deputy Headteacher or Assistant Headteacher or the Head of Faculty.
- 9(a) A written review statement will be prepared by the line manager at the review meeting recording the main points made and the conclusion reached, including any identified development needs on a separate annex. If it is not possible to complete the statement at the meeting it must be prepared by the line manager within 10 working days of the meeting. The teacher will be provided with a copy and may, within 10 working days of first having access to the copy, add to it comments in writing
- (b) For Heads of Department the review statement will be prepared by the Headteacher, Deputy Headteacher, Assistant Headteacher or the Head of Faculty.
- 10 There will only be two copies of the review statement – one held by the teacher and another held by the head on a central file to which the line manager or governors responsible for making decisions regarding pay could request access.
- 11 All review statements will be kept on the central file for at least three years.
- 12 The training and development needs from the review statement will be given by the Headteacher to the school's INSET coordinator.
- 13 Pastoral staff will be set an objective by the Senior Year Tutors and will themselves be set one.

### **LEADERSHIP GROUP**

- 14 The Head's objectives will cover school leadership and management as well as pupil progress. If the head and governing body representatives on the staffing sub-committee are unable to agree objectives, the governors appointed to

review the performance of the head should set and record objectives. The Head may add comments to the written record of objectives.

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- 15 A copy of the Head's review statement will go to the Chair of Governors.
- 16 A summary of the performance assessment section of the Head's review statement will be provided by the Chair of Governors to the CEO on request.
- 17 Deputies, Assistant Heads and other staff paid on the leadership spine will have annual objectives relating to pupil progress and school leadership and management.
- 18 For members of the leadership group the line manager will normally be the Headteacher.

### **COMPLAINTS**

- 19 Within 10 working days of receiving the review statement:
  - teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the line manager they can raise their concerns with the Head. Where the Head is the team leader the teacher can raise the issue with the Chair of Governors.
  - The Headteacher can record his/her dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, she/he can raise the concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the head's review, to act as review officers. No governor who is a teacher or staff member will be involved in the performance review.
- 20 The review officer will investigate the complaint and take account of comments made by the job holder.
- 21 The review officer should conduct the review of the complaint within 10 working days of referral.
- 22 She/he may decide that the review should remain unchanged or may add observations of his/her own.
- 23 The review officer may decide, with the agreement of the person responsible for carrying out the initial review or in the head's case all the appointed governors, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.
- 24 Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new line manager.
- 25 Any new review, or part review, should be conducted within a further 15 days.

- 26 The complaints procedure does not remove an employee's right of recourse to the grievance procedure at any stage.

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### **Managing Weak Performance**

- 27 The Performance Management process may identify serious deficiencies in a teacher's performance. Where this occurs, Performance Management will cease and the capability procedure under the agreed National Scheme will be used. At the initial stage of the capability procedure the teacher and the teacher's representative will be provided with the evidence from Performance Management process which has prompted the implementation of the capability procedure.

### **Links between pay, career stages and Performance Management**

#### **Induction**

- 28 The final meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle. This will be within the context of the Early Professional Development programme.

#### **Up to the threshold**

- 29 Teachers can expect an annual increment if they are performing satisfactorily. Consideration of withholding annual increments will only occur in circumstances where a teacher is subject to the agreed formal capability procedures.

#### **Threshold**

- 30 The reviews of teachers who want to move to the upper pay spine will be used to inform the applications by the teachers and the Head's assessment.

#### **Performance pay points**

- 31 For teachers above the threshold, and teachers in the leadership group, performance reviews will form part of the evidence used to make decisions about the award of performance pay increments.
- 32 Relevant information from the review statements may be taken into account by those who have access to them in making decisions and advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters. Where review statements are used to inform decisions about performance, pay and promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion. Their use in disciplinary or dismissal procedures will be governed by the procedures agreed for addressing such matters.

#### **Review of the policy**

- 33 The Head will report annually to the Governing Body on Performance Management procedures in the school and the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.

- 34 The Governing Body and Headteacher, in consultation with staff will update and amend the policy as required ensure that it is effective and complies with regulations and changes which may from time to time be introduced by the DfEE.

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**Copies of all standard documents to be used in the Performance Management process are attached.**

**All documents produced as part of the process will be treated as personal and confidential, and kept in as secure place.**

**The principles and provisions of the Data Protection Act 1998 will be followed at all times.**

## **Procedures**

1. Each year the Performance Management structure of reviewers and reviewees will be analysed and amended as necessary. (See APPENDIX 1)

In this process, account will be taken of workforce remodelling implementation as well as the natural movement of staff through retirements and appointments.

2. The proforma used for recording set objectives, reviewing objectives and noting comments is shown in APPENDIX 2. Facilities are available on the form for enabling the recording of interim meetings.
3. The Lesson Observation sheet has been under development for a few years and will be further refined to include inspection priorities. The observation sheet is shown in APPENDIX 3.
4. A brief Performance Management Summary sheet setting out the key elements of the procedures has been distributed to staff and up-dates will be provided as necessary. (See APPENDIX 4)





PERFORMANCE MANAGEMENT

TARGET SETTING/PLANNING RECORD

JULY 06/07

**TEACHER:** \_\_\_\_\_

**LINE MANAGER:** \_\_\_\_\_

**A. INITIAL MEETING**

**DATE JUNE/JULY 2006**

OBJECTIVES	TRAINING REQUIRED	RESOURCES REQUIRED

**TEACHER'S COMMENTS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEACHER:** \_\_\_\_\_

**LINE MANAGER:** \_\_\_\_\_

**B. INTERIM MEETING****DATE: DECEMBER 2006/JANUARY 2007**

OBJECTIVES MET? / ONGOING	TRAINING RECEIVED	RESOURCES PROVIDED
1.		
2.		
3.		

**TEACHER:** \_\_\_\_\_**LINE MANAGER:** \_\_\_\_\_**C. FINAL REVIEW MEETING****DATE: JUNE/JULY 2007**

OBJECTIVES MET?	COMMENTS
1.	
2.	
3.	

**TEACHER:** \_\_\_\_\_**LINE MANAGER:** \_\_\_\_\_

# Porthcawl Comprehensive School

*Gorwel Addysg Gwybodaeth*



*Ysgol Gyfun*

## PORTHCAWL

*Comprehensive School*

### LESSON OBSERVATION RECORD

NAME.....

DEPARTMENT.....

DATE OF OBSERVATION.....

OBSERVER.....

**1. FOCUS OF OBSERVATION. (Routine obs, PM obs, dept' development, NQT obs, whole school development).**

.....

.....

.....

**ASPECTS OF TEACHING**

**"THE PROCESS"**

In accordance with the CRIS model score each of the following 4 to 1, excellent to needing support.

	4	3	2	1
1. Lesson planned effectively and clear objectives set.				
2. Teacher's subject knowledge and understanding displayed.				
3. Teaching methods enable all pupils to learn effectively.				
4. Pupils are well managed and high standards insisted upon.				
5. Pupils' work is assessed thoroughly.				
6. Homework is used effectively to reinforce and extend learning.				
7. Effective use of time (pace), space and resources.				
8. Pupil involvement in the lesson.				
9. The quality of the learning environment.				

Good Features

Aspects for development

Teacher's Comment:

**ASPECTS OF LEARNING**

**“THE OUTCOMES”**

In this section you will need to make a series of judgements upon the quality of the pupils' learning that you have just observed.

1. Pupils understand what work is expected of them during the lesson and how to improve.
2. Pupils acquire new knowledge/skills or increase their understanding.
3. Pupils are motivated to work well.
4. Pupils are on task throughout and work at a good pace.
5. Pupils work well independently, in pairs or groups.
6. Pupils behave responsibly and show respect for others.
7. Books/files are up to date, organised and pupils take pride in their work.
8. Homework is completed to a good standard.

4      3      2      1


Good Features of the learning.

Aspects for development.

**Subject Specific / Individual Themes**

**In this area you may wish to record more detailed subject specific information not covered to your satisfaction in the main body of this document.**

**Further, this area can be used to examine areas for personal development, PM objectives or departmental themes that occur.  
(As indicated in the Focus Section 1).**

1.....

2.....

3.....

**Teacher Comments:**

Signed.....                      Signed.....

## Lesson Observation (Teaching) Guidance

1. Lesson planned effectively and clear objectives set.
  - a. Objectives are communicated clearly at the start of the lesson.
  - b. Materials are ready and are of good quality.
  - c. There is a good structure to the lesson.
  - d. The lesson is reviewed at the end.
2. Teacher's subject knowledge and understanding displayed.
  - a. The teacher has a thorough knowledge of the subject content covered in the lesson.
  - b. Subject material was appropriate for the lesson.
  - c. Knowledge is made relevant and interesting for the pupils.
3. Teaching methods enable all pupils to learn effectively.
  - a. The lesson is linked to previous teaching or learning.
  - b. The ideas and experiences of pupils are drawn upon.
  - c. A variety of activities and questioning techniques is used. (Range/style, open/closed).
  - d. Instructions and explanations are clear and specific.
  - e. The teacher involves all pupils, listens to them and responds appropriately. (Use of praise, merit system etc).
  - f. High standards of effort, accuracy and presentation are encouraged.
  - g. Appropriate methods of differentiation are used. (Learning styles, use of IEPs, More Able and Talented).
4. Pupils are well managed and high standards insisted upon.
  - a. Pupils are praised regularly for the good effort and achievement.
  - b. Prompt action is taken to address poor behaviour.
  - c. All pupils are treated fairly, with an equal emphasis on the work of boys and girls and all ability groups.
5. Pupils' work is assessed thoroughly.
  - a. Pupil understanding is assessed throughout the lesson by the use of the teacher's questions.
  - b. Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
  - c. Pupil's written work is assessed regularly and accurately.
  - d. Pupils are able to evaluate their own work.
  - e. Targets are set for future improvement.
6. Homework is used effectively to reinforce and extend learning.
  - a. Homework is set if appropriate and relevant.
  - b. The learning objectives are explicit and relate to the work in progress.
  - c. Homework is followed up if it has been set previously.
  - d. Appropriate feedback given.
7. Effective use of time (pace), space and resources.
  - a. Time is well utilised and the learning is maintained for the full time available.
  - b. A good pace is maintained throughout the lesson.
  - c. Good use is made of any support available e.g. learning assistants and older pupils.
  - d. Appropriate learning resources are used e.g. ICT.
8. Pupil involvement in the lesson.
  - a. Pupils remain fully engaged throughout the lesson and make progress in the lesson.
  - b. Pupils understand what work is expected of them during the lesson.
  - c. The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
9. The quality of the learning environment.
  - a. Organised layout of classroom.
  - b. Appropriate seating arrangements used.
  - c. Recent, quality work on display

## PERFORMANCE MANAGEMENT

Performance Management (PM) should not be seen as "threshold" . Instead, it should be regarded as an entitlement for every teacher and not a threat. At PCS, the National Assembly's requirements for PM have almost been met. However, its present application is far from being consistent.

An inventory of what *is* being done at the school that could be regarded as being PM related would be:

- annual review of departments with the Head in September
- SMT links with departments
- pupil tracking
- HoDs meet with colleagues to discuss targets
- setting individual pupil targets
- use of the Vale data to set A\* - C targets for departments and the school
- lesson observation
- sampling of books by SMT
- expectation that HoDs observe colleagues teaching
- HoD samples pupils work
- proforma used for lesson observation
- verbal feedback on lessons

The three phases of PM are quite specific in their expectations: **PLANNING**, **MONITORING and REVIEWING**. Continuous teacher professional development is at the heart of the process. From discussions with team leaders, areas of development should emerge and must include the benefits to both pupils and teachers.

**PLANNING:** the Team Leader convenes a meeting with his/her colleague. The agenda should be set by the latter, who will also provide historical information to inform the process of setting, agreed objectives. PM must be tied into the observation of lessons - the use of the plural suggests that one observation will not be sufficient.

**MONITORING:** is of critical importance. How it will be achieved will be discussed at the planning stage. Three objectives will be monitored; some of the evidence will be provided through observing lessons. However, there are other ways of gathering evidence:

- marks and assessments
- record books
- exercise books
- reports to parents
- departmental meetings that offer opportunities for reflective practionnering
- internal observation, e.g. coursework
- internal examinations
- external examination results
- cascading INSET outcomes

The PM process will prove to be valuable for all teachers at different stages in their careers.

- ♦ Teachers approaching "threshold" will find the evidence gathering process to be useful.
- ♦ Post threshold teachers attempting to access upper pay spine advancement will also need evidence of their contribution to the school which must be "substantial and sustained". Although the submission of other written evidence is not required for post-threshold advancement, the maintenance of the threshold standard and evidence of a wider contribution to the school is needed. It is, therefore, optional whether a teacher decides to submit other evidence to support their case. Thus, the significance of the wider professional effectiveness standard is that it provides a basis for assessing the totality of the teacher's work and contribution to the school since it covers 'active contribution to the policies and aspirations of the school'.

## ROLES AND RESPONSIBILITIES

The stakeholders in the PM process are:

Head	Team Leader	Teacher	Governing Body
PM Consultant	External Assessor		External Adviser*

\* every Governing Body has an Adviser to assist in setting the Head's objectives.

The Governing Body must approve of the PM policy and ensure that it is delivered. It should include equal opportunities, its impact on teaching and learning and that the necessary resources are in place so that stakeholder can fulfil their objectives.

## OBJECTIVES

### HEAD

leadership  
management  
pupil progress

### TEACHERS

pupil progress  
professional development  
+

+ can be related to DDP; can be another Professional Development or Pupil Progress theme; can be a management responsibility.

## **SETTING S.M.A.R.T. OBJECTIVES**

**S** Specific  
**M** Measurable  
**A** Achievable  
**R** Realistic  
**T** Time

Objectives should be specific, and refer to how it will have an impact in the classroom:

- objectives should emerge from discussion with the Team Leader
- cover pupil progress and professional development
- have such scope that is appropriate to a teacher's responsibilities found in their job description
- be clear and precise; show measurable results, e.g. SATs, GCSE
- relate to particular ways that teachers can help their pupils.

## **ROLES WITHIN OBJECTIVE SETTING**

The Team Leader is responsible for recording the objectives that have been agreed with the teacher. The teacher can add written comments to the recorded outcomes. Although the Team Leader's decision is seen as final, it is expected that the teacher take an active role in setting their objectives.

In practical terms, the objectives must take into consideration the teacher's job and career aspirations. The objectives need to be flexible and consider the need for maintenance of current progress as well as improvement. Common sense dictates that an improvement is not always possible every year. Maintaining the status quo is often an achievement in itself. Furthermore, objectives that are set at the beginning of a cycle may not be realistic towards the end due to unforeseen circumstances. It will be the function of the monitoring process to highlight changing circumstances and a record is kept of changes.

## **ISSUES TO RESOLVE**

- agree the PM policy - staff input
- selection of Team Leaders - to lead no more than 6 staff
- setting objectives
- monitoring procedures - frequency
- resources
- training
- time
- consistency - not only at PCS!