

Luckington School

Performance

Management

Policy

2000

1. Introduction

In this school we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. To do this we shall be introducing a Performance Management Policy based on the Performance Management system which comes into statutory force from September 2000. This policy covers all teachers except teachers on contracts of less than one year and those in their induction year. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve school performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of:

- i. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- ii. Equal Opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process. The headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves both the headteacher and the teacher working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place. An External Adviser will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle. A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Regulations at Annex A.

4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the school. We have appointed two governors to carry out the head's performance management review. The head shall carry out teachers' performance management review.

5. Timing of Reviews

The one year performance management cycle links with our planning for school management and target-setting. The Governing Body needs to ensure that objectives have been agreed or

set for the head by the end of December 2000 and for all other teaching staff by the end of February 2001.

Our timetable is shown below:

(a) Objectives set in the Autumn term 2000/Spring Term 2001

These will inform and support our school management policies for the financial and academic years 2001/2002 and 2002/2003. We will take account of professional development objectives in setting the school's overall priorities for staff development.

(b) Monitoring and Feedback

This section explains the school's arrangements for review, including at least 1 classroom observation for each teacher.

(c) Formal Reviews Autumn Term 2001

We will take into account Key Stage and other outcomes from June/August 2001 in considering pupil progress. We will set new objectives and discuss future professional development activities. A new individual plan will be completed for each teacher.

The review process will inform our school management policies, the Education Development Plan and the School Development Plan for financial and academic years 2001/2002 and 2002/3 (especially the costs of the development/training discussed in reviews).

(d) **The process outlined in (c) above continues annually.**

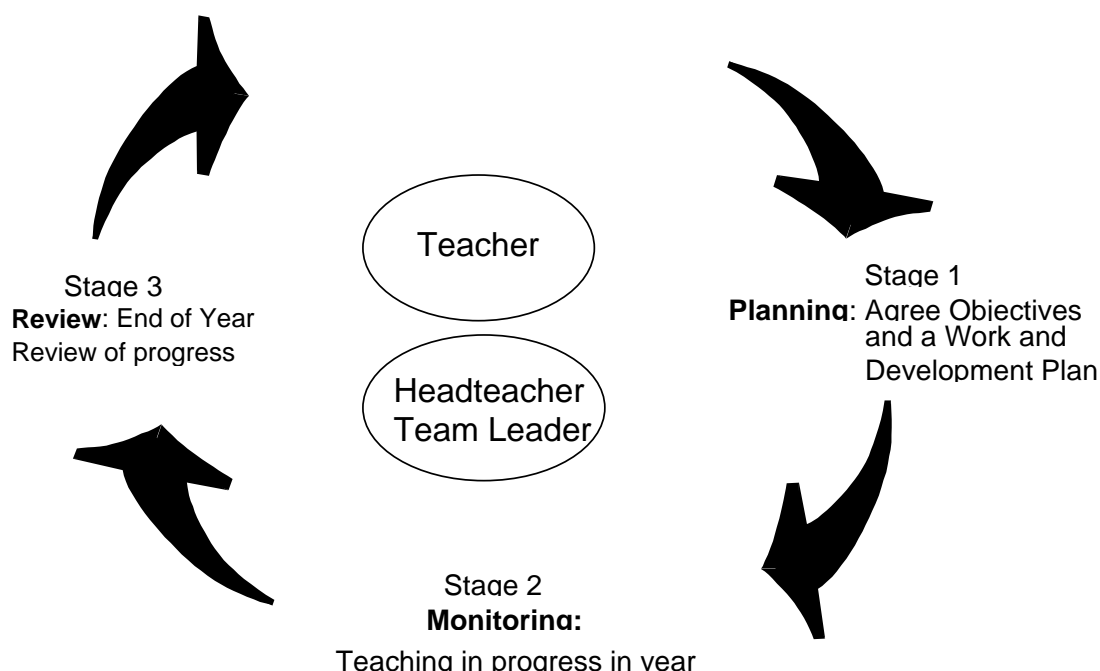
(e)

6. Performance Management Cycle

Performance Management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance Management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

Performance Management Cycle



Stage 1: Planning - Each teacher will discuss and agree objectives with the headteacher and record these in an individual plan (an example of a blank individual plan is attached at Annex B). Objectives should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There can be no hard and fast rule about how many objectives there should be for a teacher but we expect a minimum of three and no more than 5 or 6 to be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. The head's objectives will cover school leadership and management as well as pupil progress.

We will follow the following principles in discussing objectives:

- the headteacher leader should ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are written clearly and concisely and are measurable;
- objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives for each teacher should relate to the objectives in the school development plan as well as to his/her own professional needs.

The headteacher should record the objectives which will apply for the review period. These should 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. If the head and

the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

Stage 2: Monitoring Progress -

The teacher and headteacher will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The headteacher leader should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a minimum of one observation each year required by Regulations. It is not a requirement to observe headteachers with teaching responsibilities.

In our school we have agreed to have one full lesson observation per year, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for developmental purposes.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use the standard DfEE proforma for observations as attached at annex C. Copies should be kept by the teacher and the team leader.

Stage 3: Reviewing Performance:

The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the teacher's control;
- Confirming action agreed with the teacher at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The headteacher should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career e.g. teacher with 2 - 3 years service, advanced skills teacher, senior manager.

Within 10 days of the review meeting, headteacher will prepare a written review statement recording the main points made at the review and the conclusions reached, including any

identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the headteacher will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

7. Links between pay, career stages and performance management.

Induction - the final review 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; (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para 58.)

Information from the performance review statement can be used to inform aspects of the new pay structure from September 2000.

- Up to the Threshold - teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold - teachers who want to move to the upper pay spine should fill out the application form provided by the DfEE. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the leadership group - performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

8. Managing Weak Performance

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

9. Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

10. Access to outcomes

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 Governors responsible for making decisions regarding pay could request access. A copy of the head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the head should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers; and
- the CEO can request from the Chair of Governors a summary of the performance assessment section of the head's review statement.

The head should keep review statements for at least three years.

11. Complaints

The Review

Within 10 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 headteacher, the teacher can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. 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. 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 leader. Any new review or part review ordered should be conducted within a further 15 days.

12. Evaluation of the policy

The head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Governing Body and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfEE or the school to ensure that the policy is up-to-date and effective in our school.

13. Copies of all Standard Documents, which we will use - the individual plan, which includes the review statement and the classroom observation form, can be found attached in the annexes.

ANNEX B: Individual Plan

Name: _____

Job Title: _____ Date started current job: __/__/__

Main responsibilities:

Initial Review carried out by: _____

Date of initial review: __/__/__

Period covered by review: __/__/__ to __/__/__

(In the case of heads:

Name of governing body representatives: _____/

/

Name of external adviser: _____)

Name of Postholder: _____

Objectives (including examples of development, training and support and interim milestones, as appropriate)	Notes from In-Year Discussions	Notes from end-year discussions

Development and training to support achievement of objectives

Development and Training (including target knowledge and skills, and target dates)	How to be achieved	Date completed

Comments

Objectives agreed by:

Post holder: _____ **date:** __/__/____

Team leader: _____ **date:** __/__/____

Name: _____ **Job Title:** _____

Review Statement

Overall assessment of performance, including achievement of individual objectives (summarising relevant information)

Statement agreed by: (signature and date)

Post holder: _____ **date:** __/__/__

Post holder Comments:

Team leader: _____ **date:** __/__/__

Annex C

Lesson Observation: How to use this optional form

Observing teachers in the classroom is an important part of improving the effectiveness of teaching and learning. There are three stages: collecting evidence; drawing conclusions based on the evidence; and giving feedback.

Collecting Evidence: Before the observation, the observer and teacher should be clear about the context of the lesson, the activities planned and the learning objectives. This should be done either through discussion or from the lesson plan.

A time/events log might be used to record events during the lesson.

Drawing Conclusions: The observation form covers eight aspects of effective teaching, with a fuller description of each in the guidance sheet. Most if not all should apply to any lesson. The description should help both teacher and observer in assessing the quality of teaching and learning.

The observer then considers for each aspect whether it has been shown to an excellent standard, a good standard, a satisfactory standard, whether further development is needed or whether the aspect is not applicable or there is not enough evidence to assess it (N/A). Conclusions should always be supported by evidence.

Giving Feedback: The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should be given the opportunity to record any comments.

There is further guidance in the OFSTED Handbooks for inspecting secondary, primary and special schools, which include information on judging the quality of teaching in lessons, feedback and self-evaluation.

Cross Reference to Threshold Standards: Teachers applying for threshold assessment may wish to draw on observation evidence.

Lesson Observation: Summative Assessment.

Date:

Teacher:

Lesson:

Observer:

Development

	Excellent	Good	Satisfactory		
needed N/A					
1. The teacher plans effectively and sets clear objectives that are understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher shows good subject knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teaching methods used enable all pupils to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pupils are well managed and high standards of behaviour are insisted upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pupils' work is assessed thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pupils achieve productive outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher makes effective use of time and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Homework is used effectively to reinforce and extend learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusions and feedback:

Strength:

Areas for development:

Teachers' comment (optional):

Lesson Observation: Guidance.

1. The teacher plans effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready.
- c) There is a good structure to the lesson.
- d) The lesson is reviewed at the end.
- e) The learning needs of those with I.E.P.s are incorporated with the teacher's planning.

2. The teacher shows good subject knowledge and understanding.

- a) 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 pupils.

3. The teaching methods used 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.
- d) Instructions and explanations are clear and specific.
- e) The teacher involves all pupils, listens to them and responds appropriately
- f) High standards of effort, accuracy and presentation are encouraged.
- g) Appropriate methods of differentiation are used.

4. Pupils are well managed and high standards of behaviour are insisted upon.

- a) Pupils are praised regularly for their 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.

6. Pupils achieve productive outcomes.

- 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.
- d) The teacher and pupils work at a good pace.

7. The teacher makes effective use of time 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. Homework is used effectively to reinforce and extend learning.

- a) Homework is set if appropriate.
- b) The learning objectives are explicit and relate to the work in progress.
- c) Homework is followed up if it has been set previously.

These areas will all be relevant to threshold assessment, especially knowledge and understanding (2); teaching and assessment (1, 3, 4, 5, 7 and 8); pupil progress (6) and professional characteristics (1, 3, 4 and 5).

Lesson Observation: Time/ Events Log
 (If used, this should be completed during the lesson)

Date:

Teacher:

Sheet No:

Lesson:

Observer:

Time	Activity Code	Description about of activities in the classroom	Aspect

<u>Suggested activity code:</u>	
1 = Whole class interactive (teacher directed)	5 = Classroom management
2 = Whole class lecture	6 = Testing/assessment
3 = Individual work	7 = Transition between activities
4 = Collaborative work	