



## Performance Management Appraisal Policy

### September 2024

Policy Leader	<b>Mr S N Corless</b>
Last Updated	September 2023
Approved by the Governing Board	9 <sup>th</sup> December 2024
Date to Review	December 2025

## **PERFORMANCE MANAGEMENT APPRAISAL POLICY**

**(SEPTEMBER 2024)**

This Policy has been adapted from Lancashire County Council and developed in consultation with the recognised Teacher Trade Unions. However, some Teacher trade union representatives have confirmed that they do not fully agree with the full content of the Policy.

### **1. PURPOSE**

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their personal and professional development within the context of the School's plan for improving educational provision and performance, and the standards expected of teachers.

1.2 The appraisal policy will be used to address any initial concerns that are raised about a teacher's performance. Where additional support has been provided within the appraisal process and this does not lead to the required improvement, then consideration of whether to commence the capability procedure will be made.

### **2. APPLICATION**

2.1 This policy applies to all teachers employed in a centrally managed School within the Council, except those on contracts of less than one term, those undergoing induction (ie Early Career Teachers) and those who are subject to the Capability Policy.

2.2 Separate arrangements exist for the appraisal of support staff.

### **3. STATEMENT OF INTENT**

3.1 Appraisal in this School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.2 The School Teachers Pay and Conditions Document states that *"Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties...and the time required to pursue their personal interests outside work"*.

## **4. CONFIDENTIALITY STATEMENT**

4.1 The School processes personal data collected under this policy in accordance with its data protection policy. All parties involved in this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that arises thereof.

4.2 Any documentation arising from, or the content of any discussions during appraisal meetings may be shared by the Appraiser/Senior Manager with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The Appraisee should be informed if documentation relating to their appraisal is shared.

4.3 Documentation arising from, or the content of any discussions during appraisal meetings should be stored securely and not stored, either electronically or manually, in any public areas within the School's computer network.

4.4 Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy. It may also constitute a disciplinary offence, which will be dealt with under the disciplinary procedure.

## **5. HEALTH & DISABILITY**

5.1 The Appraiser should consider any ongoing health or disability affecting the Teacher during the appraisal cycle, including the possibility of considering whether any reasonable adjustments should be made. The Occupational Health Unit (OHU) can provide advice in this respect if required.

## **6. GLOSSARY OF TERMS**

Teacher

Any reference to teacher within this policy refers to the person being appraised

Appraiser

The person conducting the appraisal with the Teacher, which may also include the relevant senior manager or Head of School

School One of the 195 days of the published school year when a teacher day is required to be available for work under the School Teachers' Pay and Conditions Document.

## **7. THE APPRAISAL PERIOD**

7.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year.

7.2 Teachers who are employed on a fixed term contract of less than one year should have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the duration of their contract.

7.3 Where a Teacher starts their employment within the School part-way through a cycle, the Senior Manager shall determine the length of the first cycle for that Teacher, with a view to bringing their appraisal cycle into line with the cycle for other teachers as soon as possible.

7.4 Where a Teacher transfers to a new post within the School part-way through a cycle, the Senior Manager shall determine whether the cycle shall begin again and whether to change the Appraiser.

## **8. APPOINTING APPRAISERS**

8.1 Teachers will be appraised by the relevant senior manager. The Senior Manager will decide who will be the appraiser. However, they will carefully consider any representations from a teacher or appraiser in cases where they do not believe that the Appraiser/Teacher relationship is appropriate.

8.2 Where a teacher is of the opinion that the Appraiser is unsuitable to act as their appraiser, they may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons for the request.

8.5 If it becomes apparent that the Appraiser appointed will be absent for the majority of the appraisal cycle, the Senior Manager may perform those duties or delegate those duties to another teacher for the duration of that absence.

8.6 If the Senior Manager appoints an appraiser who is not the Teacher's Line Manager, the Appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

8.7 Where a Teacher is experiencing difficulties and the Senior Manager is not the appraiser, the Senior Manager may undertake the role of appraiser.

## 9. SETTING OBJECTIVES

9.1 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the Teacher's role and level of experience.

9.2 The Appraiser and Teacher will seek to agree the objectives but, if that is not possible, the Appraiser will determine the objectives. Objectives may be revised if circumstances change. Objectives will be quality assured/moderated across the School to ensure that objectives set are consistent across teachers with similar experience and levels of responsibility.

9.3 The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the educational provision and performance and improving the education of students, and will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the Teacher.

9.4 The number and depth of objectives should be appropriate to the Teacher, their individual circumstances and role within the School. **(SEE APPENDIX 1)**

9.5 The process for monitoring progress against the objectives will be specific to the School. The monitoring that occurs may vary from School to School and will be dependent upon the role the Teacher has within the School.

9.6 The appraisal process should include an assessment against the appropriate standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be made aware of the standards against which their performance in that appraisal period will be assessed, in order that the teacher can prepare for the appraisal meeting. **(SEE APPENDIX 2)**

9.7 All teachers should be assessed against appropriate standards contained in the DfE's "Teachers' Standards" (from September 2012), which the Teacher should be directed to. The Head of School will need to consider whether certain teachers should also be assessed against other sets of standards that are relevant to them e.g. Post Threshold standards. Those paid on the Leadership Group Pay Range should also be assessed against the Headteacher Standards 2020. Qualified Teacher Learning and Skills (QTLS) holders may be assessed against the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement School. **(SEE APPENDIX 3 – DFE Teacher's Standards)**

## 10. TEACHER'S PAY PROGRESSION

10.1 Where teachers are eligible for pay progression, the recommendation made by the Appraiser will be based on the assessment of their performance against the appraisal objectives.

10.2 Decisions in respect of whether pay progression should be awarded are taken by the Pay Review Sub Committee, which meets during the Autumn term. The decision made by this group will be based on the criteria outlined within the Authority's Pay Policy, the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the appropriate teacher standards.

10.3 The School has a Pay Policy and has considered the implications of the Appraisal Policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The School will make every effort to ensure that decisions on pay progression are made by 31 October.

10.4 Continued and sustained good performance as defined by the School Pay Policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;

## POST THRESHOLD STANDARDS

There may be staff who may meet Upper Pay Ranges Assessment Criteria (previously post -Threshold). Therefore, with immediate effect any colleagues **who qualify** for this (subject to meeting the last two PM reviews successfully) will automatically be entitled to this. Assessment criteria which can be seen in **APPENDIX 4** means that teaching staff must fulfil the Teachers' Standards. Teaching staff to whom this concerns will be expected to demonstrate this by means of you being familiar with the Standards and being confident that you can fulfil them. Please note the differences between UPS1-3.

In summary:

- **UPS1** – the teacher will demonstrate that they are a **role model for quality of education** and make a sustained and substantial contribution **within the classroom**
- **UPS2** – the teacher will demonstrate that they are a **role model for quality of education** and make a sustained and substantial contribution **within the Department**
- **UPS3** - the teacher will demonstrate that they are a **role model for quality of education** and make a sustained and substantial **contribution across school or wider school life** that is appropriate to their roles and responsibilities

## 11. REVIEWING PERFORMANCE

11.1 There are a variety of ways to assess/gather evidence of the Teacher's performance against the objectives set during the appraisal process. Classroom

observation is also likely to form part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teachers' performance to identify any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform School improvement more generally. **(SEE APPENDIX 5)**

11.2 All observations under this policy will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback. Verbal feedback should be provided as soon as is reasonably practicable after the observation, normally within 3 working days and written feedback within 5 working days, unless circumstances make this impossible. Classroom observation will be only be carried out by those with Qualified Teacher Status.

11.3 For the purposes of appraisal, teachers' performance will be monitored on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the Appraiser with the Appraisee based on the individual circumstances of the Teacher and the overall needs of the School.

11.4 Teachers' performance will be regularly monitored by, for example:

- Formal classroom observations
- Learning walks
- Headteacher "drop ins"
- Book scrutiny
- Student Progress meetings
- Subject leader meetings
- Student interviews

11.5 For the purpose of professional development, feedback on lesson observations should be developmental, and not only a judgement using Ofsted grades.

11.6 The School may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.

11.7 In addition to formal observation, in certain settings, senior managers with responsibility for teaching and learning standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop ins" and the notice to be given will vary depending on specific circumstances.

11.8 The School will provide a classroom observation protocol/monitoring and evaluation schedule, which should provide details on the conduct of "drop in" and classroom observations. If such a protocol is developed, the Headteacher should consult staff and School trade union/professional association representatives.

11.9 Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed in an appropriate and relevant manner as part of the Appraisal Policy.

11.10 In situations where the Teacher performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the Teacher in achieving their objectives. During any additional meetings, the Appraiser will clearly outline the nature of the concerns, so that the Teacher is fully aware of what is required to achieve their objectives.

## **12. DEVELOPMENT AND SUPPORT**

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

12.2 As part of the appraisal process, the impact of any continuing professional development on the Teacher's performance will be assessed.

12.3 The CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Headteacher will ensure that in budget planning, as far as possible, resources are made available within the School budget for appropriate development opportunities.

12.4 In the case of competing demands on the School budget in relation to CPD opportunities, a decision on relative priority will be taken by the Headteacher with regard to the extent to which:

- (a) the training and support will help the School achieve its priorities; and
- (b) the CPD identified is essential for an appraisee to meet their objectives.

12.5 During the annual assessment/review meetings, account will be taken of circumstances where it has not been possible for the Teacher to fully meet their objectives because any support recorded in the planning statement has not been provided, taking into account the reason why the support has not been provided.

## **13. FEEDBACK**

13.1 Teachers will receive constructive feedback on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.



13.2 The objectives set for each Teacher will, if achieved, contribute to the School's plans for improving educational provision and performance and improving the education of students. The monitoring of this will be specific to Christ The King.

## 14. TRANSITION TO CAPABILITY

14.1 If the Appraiser is not satisfied with progress made under the Appraisal Policy, the Teacher will be notified in writing by the Senior Manager that:

- i). the appraisal procedures will no longer apply
- ii). their performance will be managed under the Capability Policy – See Section 8 of the Model Capability Policy for Teachers in Delegated Schools
- iii). they will be invited to an informal capability meeting, with at least 5 school days' notice (A model letter to be used for this purpose is included within the Capability Policy)
- iv). the matter will then be referred to a member of the School Senior Leadership Team (if the Appraiser is not a member of the School SLT).

14.2 The informal and formal capability procedures are contained within a separate [Capability Policy](#).

## 15. ANNUAL ASSESSMENT

15.1 Each Teacher's performance will be formally assessed in respect of each appraisal period.

15.2 This assessment is the end point to the annual appraisal process, but performance and development priorities should be reviewed and addressed on a regular basis throughout the year. This may include interim meetings at the request of the appraiser or appraisee. Some performance objectives could be carried forward into the subsequent appraisal cycle.

15.3 The Teacher will receive a written Appraisal Report using the BlueSky platform as soon as practicable following the end of each appraisal period, and have the opportunity to add evidence/comments. In this School, the Headteacher will receive their written appraisal report by 31 December each year and all other teachers will receive their written appraisal reports by 31 October, unless exceptional circumstances apply. The appraisal report will include:

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

- performance objectives with success criteria for the next appraisal cycle
- space for the Teacher to add their comments (if they wish).

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

## **16. TEACHERS ON MATERNITY LEAVE DURING ALL/PART OF THE APPRAISAL CYCLE**

16.1 Where a teacher is absent due to maternity leave, it is unlawful to deny them an appraisal and subsequent pay progression decision on the grounds of maternity. When a teacher returns to work from maternity leave, Christ the King will award a pay increase that would have been received, following appraisal, had they not been on maternity leave.

16.2 Christ the King will take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, where a teacher has been absent for some or all of an appraisal cycle.

16.3 Christ the King may consider conducting an Appraisal Review prior to a teacher commencing a period of maternity leave, even if this is early in the appraisal cycle. This could assist the Reviewer in making an appraisal and pay determination at the end of the Appraisal cycle, based on the evidence of performance to date in that appraisal year. The Reviewer could also take account of the Teacher's performance during previous appraisal periods if there is very little to go on in the current year. However, Christ the King will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

16.4 Christ the King may also consider conducting an Appraisal Review prior to a teacher commencing any other pre-planned long-term absence e.g. a period of extended unpaid leave, Adoption Leave, a planned long-term sickness absence.

## **APPENDIX 1**

Setting Performance Management Objectives at CtK (From September 2024)

Some suggested examples are provided below:

### **Objective 1:**

Student Progress: Please enter the group you wish to focus on in terms of Performance Management. For example: To ensure at least 65%\* of Class 11B (Business) achieves their minimum Target Grade

\*Minimum expectation of 65% target grade as a starting point. It can be higher if you feel that it could be more ambitious.

### **Objective 2:**

Objective specific to a staff member's role/responsibilities: This target should be one which is suitably challenging for the particular colleague in question e.g. reflecting responsibilities under any TLRs which may be held. Colleagues may choose to select a department improvement priority here. For example: As DSL to lead on Safeguarding provision at CtK, providing regular training to all staff and ensuring that all key stakeholders are kept informed about ongoing developments regarding staff/students

### **Objective 3:**

Objective taken directly from the School Improvement Plan priorities with specific reference to Catholic Life: This target should reflect how colleagues contribute directly to the school's ethos. For example: To regularly support Charity based work through the school academic year

or

To contribute regularly at School Mass/Liturgies over the course of the academic year

or

To improve/maintain religious icons at CtK over the course of the academic year

or even

To regularly attend and participate in the School's Chaplaincy Group contributing to the Catholic life of the school over the course of an academic year.

Well-being - Personal development.

For example:

- To regularly partake in exercise at a local running/cycling club
- or
- To attend a local evening class and undertake in a practical based activity such as painting.

When using BlueSky (see guidance user documentation) for setting each objective, you need to click “edit objective” on the right-hand side, you can then complete the necessary actions etc.

The lesson observation details (amount, purpose, duration & observer) must also be added (links to key documents can be located on the BlueSky platform)

## APPENDIX 2

Preparing for the appraisal meeting.

### Prior to your meeting:

1. Please complete your supporting paperwork detailing your 2023-24 targets, lesson observations, CPD and other contributions prior to your meeting. Then email this to your appraiser before your meeting is due to take place
2. It is important that the reviewee evidences the completion of last year's targets
3. It is advisable for the reviewee to have thought about some possible new targets for the next academic year in advance of the meeting. Please note that target 1, 2 and 3 are partially flood filled for consistency – they need to be amended to reflect the reviewee's particular context.

### When you meet:

4. Please start with reviewing last year's objectives – consider any evidence submitted and comments made. The reviewer must tick whether a pay increment is being recommended then once the review is finished and saved on Blue Sky, any supporting paperwork **must be passed directly to SNC.**
5. Agree upon targets for the next academic year – these must be completed in BlueSky by the reviewer and the reviewee must then **'approve'** them. Targets can be aligned to the School Improvement Plan by selecting from the drop-down menu under 'Organisation Objectives for Christ the King Catholic High School'

## APPENDIX 3

### TEACHERS' STANDARDS (DfE 2012)

#### PREAMBLE

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

#### PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 2 Promote good progress and outcomes by pupils
  - be accountable for pupils' attainment, progress and outcomes
  - plan teaching to build on pupils' capabilities and prior knowledge
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3 Demonstrate good subject and curriculum knowledge
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- 4 Plan and teach well structured lessons
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



## APPENDIX 4

**LCC Upper Pay Range Assessment Criteria (previously Post-Threshold) =  
All Teacher Standards+ all following standards**

### **Professional Attributes:**

#### Frameworks:

P1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **Professional Knowledge and Understanding:**

#### Teaching and Learning:

P2: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

#### Assessment and Monitoring:

P3: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for subjects/curriculum areas they teach, including those related to public examinations and qualifications

P4: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### Subject and curriculum:

P5: Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses within them.

#### Health and Well being:

P6: Have sufficient depth of knowledge and experience to be able to give advice on the development and well being of young people.

### **Professional Skills:**

#### Planning:

P7: be flexible, creative and adept at designing learning sequences within lessons, and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

#### Teaching:

P8: have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

#### Team working and collaboration:

P9: promote collaboration and work effectively as a team member.

P10: Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

## **APPENDIX 5**

Lesson observations for 2024-25 will be as follows:

**Observation 1:** Autumn, HODs/department learning walk (see published schedule window – September – December '24)

**Observation 2:** Spring, SLT/HODs to conduct learning walks of department staff (see published schedule window – January – March '25)

**Observation 3:** Summer, HODs to undertake learning walks (see published schedule – April – June '25)

\*Teaching Assistance learning walks, conducted by the SENDCO.