



Teaching & Learning Policy

This policy should be read in conjunction with the following policies:-

**CPD Policy
Equal Opportunities Policy
Performance Management Policy
Capability Policy
More Able and Talented Policy**

Rationale

At Shelley First School we believe that meeting the needs of each individual learner and helping each student to realise their potential is central to effective learning and teaching. Learning and teaching is at the heart of the educational process at SFS and the quality of the interaction between student and teacher is of fundamental importance in raising standards of achievement. The high expectations we have of students and the achievements we strive to enable them to attain are at the heart of the work of all the staff at Shelley First School.

Staff in an effective and efficient school understand the systems in use, what is expected of them and the opportunities open to them, so that:

- Clear targets are set for every individual
- Lifelong learning is promoted

Shelley First School will provide a positive culture and ethos which should lead to:

- A culture of continuous improvement and confidence to manage change
- An emotionally intelligent school
- Creating a culture of high expectations and success
- The recognition and celebration of achievement of each member of the school community

The quality of Learning and Teaching is paramount to the success of the school and the individuals within the school. Quality Assurance processes monitor and evaluate the experiences of each member of the school community, which then informs school action plans.

Quality Assurance Processes

The annual School Review Cycle is drawn up during the summer term and disseminated to the school leaders and so that they can draw up Review Cycles for their areas. Review cycles identify when different quality assurance processes take place.

The quality assurance processes currently used includes:

- Developing Good Practice reviews (DGP)
- Achievement Reviews (year teams)
- Learning Walks
- Work Scrutiny
- Pupil and Parent dialogue
- Performance Management
- SMSC and School Culture analysis

The data produced is used to identify areas for both whole school and individual development. In this way School Self Evaluation, CPD and Performance Management link.

Aims of the Learning and Teaching policy

- Establish an agreed range of practices in respect of learning and teaching.
- Promote the view of learning as a shared responsibility.
- Involve all staff in developing and improving the quality of learning and teaching.
- Plan opportunities for students to develop their personal potential.
- Meet the needs and aspirations of all students.
- Provide all staff with developmental opportunities to extend and enhance their range of teaching repertoires.
- Identify underperforming students and plan appropriate interventions to enhance their progress.
- Create and keep updated a folio of exemplary practice for new and existing teachers' continued professional development.

Expectations of the Headteacher and Senior Leadership Team

The Headteacher will work with the Governors and Senior Leadership Team to secure and sustain effective learning and teaching throughout the school. At the same time the Senior Leadership Team will monitor and evaluate the quality of teaching and standards of student progress and achievement through benchmarking and target setting. The Headteacher and Senior Leadership Team will strive to provide suitable resources and training in order to maximise student potential and attainment and to ensure all students will experience good or outstanding lessons.

The Headteacher will work with the Senior Leadership Team to:

- Create and maintain an environment and code of conduct which promotes and secures good teaching, effective learning, high standards of achievement and good behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum.
- Ensure that effective and appropriate support is available and planned for all students.
- Monitor and evaluate the quality of Learning and Teaching and achievement of all students, including those with additional needs and those of high ability.
- Have **zero tolerance of inadequate teaching**.
- Provide opportunities for staff progression through access to CPD like the Teaching Leaders programme.
- Provide an annual report to the governing body on Learning and Teaching capability.
- Provide an annual report to the governing body on the analysis of teaching progression.
- Promote positive strategies which encourage respect for all members of the school community.
- Develop links with the community, including business and industry to extend the curriculum and enhance the learning and teaching to include vocational education.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being
- Ensure regular celebration of student achievement – sporting, cultural and academic.
- Involve all staff in mentoring students.

Subject/Aspect Leaders to:

- Be accountable for the standards of learning and teaching within their area.
- Lead the subject/Aspect by example and set high standards that can be sustained.
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly.
- Support professional development activities within the department.
- Ensure assessment procedures provide information to inform future planning.
- Draw up and monitor a subject/aspect action plan which sets priorities and targets within the context of the School Improvement Plan.
- Have a clear overview of the area they lead and have in place long, medium and short term plans which will provide a sound basis for the assessment of students and the evaluation of learning and teaching within the subject area.

- Regularly review schemes of work to ensure the knowledge and skills are appropriate to each teaching group.
- Regularly undertake learning walks to monitor learning, teaching and marking.

Achievement is everyone's responsibility and so all those responsible for learning and teaching should:

- Be accountable for the standards of learning and teaching within their year group.
- Lead the year group by example and set high standards that can be sustained.
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly.
- Draw up and monitor a year group development plan or SFIP (if required) which sets priorities and targets for the subject/aspect/year group within the context of the School Improvement Plan.
- Support professional development activities within the year group.
- Have a clear overview of the year group and have in place long, medium and short term plans which will provide a sound basis for the assessment of students and the evaluation of learning and teaching within the year group.

Classroom Teachers to:

- Plan effectively and deliver lessons appropriate to the teaching group including those with additional needs and those of high ability.
- Monitor students' progress and maintain effective records.
- Create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability.
- Support students in their learning and help them to become confident independent learners.
- Use ICT selectively and appropriately to enhance the teaching process and motivate students towards positive attitudes to learning enabling them to take more responsibility for their own learning.

Support Staff to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.

Students to:

- Aim to achieve goals and meet targets and respect the right of others to do the same.
- Take responsibility for their own learning and be proactive in using self assessment techniques.
- Meet deadlines for completing work.
- Prepare appropriately for each lesson and maintain high expectations of themselves.
- Adhere to the school rules.

Parents and Carers to:

- Work in partnership with the school in all aspects of their child's education.
- Adhere to the Parent Code of Conduct
- Support school initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultative evenings, Academic Review Days or meetings to discuss their child's progress.

More Able Gifted and Talented:

Most Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Aims

Our aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

Identification of most able children

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking and assessments to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national tests in Year 2. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum.

Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

What you need to do:

- Identify the more able pupils in your class (this may not necessarily be in traditionally academic subjects- it could be in drama, art, music or sport). Focus on a child's individual strengths.
- Ensure that your more able pupils are identified in your planning- refer to the following Teachers' Standards.
 - I. TS1: Set high expectations which inspire, motivate and challenge pupils. TS1b: set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - II. TS5: 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.
- Use high order questioning to challenge the pupils. Encourage them to explain their thinking: 'What makes you think that?' 'What evidence do you have for this?' 'Why is this so important?'.
 - Consider appointing 'champions' of particular subjects who assist with teaching part of a lesson and help with 'tutoring' of other children- although you will need to monitor this carefully.
- Encourage meta-cognition in children- helping them to understand how they learn promotes deeper thinking and understanding.

- Be creative- give the pupils opportunities to become involved in the creation of their learning.

Exceptionally Able Pupils:

There is no universally agreed term for students who generally would be described as 'exceptionally able'. Some descriptions include genius, gifted, very bright, high flyer, very able and talented. The term exceptionally able is used to describe students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students. It should be noted that good practice for exceptionally able students is also good practice for all students and can improve the quality of teaching and learning throughout the school.

Exceptionally able pupil's identification process is the same as that of the more able, gifted and talented. If a child within your class has been identified as exceptionally able and gifted, the following will be offered with the support of the More Able Leader:

- enriched curriculum
- time for personal interests
- compacted learning experiences
- development of independent learning skills
- in-depth studies
- mentorships

Disadvantaged most able pupils

As with all pupils, the school is committed to ensuring that more able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged more able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

PROCEDURES

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff.
- Lessons should be recorded on the agreed format of the school lesson plan for formal observations.
- Formal lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.
- Activities and tasks should be planned flexibly to reflect a well-balanced range of activities to include a range of Learning and Teaching styles.
- Lessons should be differentiated to take into account individual learning needs.
- Lessons should be planned to promote both independent and collaborative learning

Learning Environment

- Ensure that there is a positive learning environment characterised by high teacher and learner expectation.
- Ensure that there is a high-quality display in the classroom that reinforces expectations.
- Display exemplar work together with levels and assessment criteria.
- Make sure the classroom is well organised and tidy.

At the Start of the Lesson

- The teacher should be outside the door to welcome the students into the room in an orderly fashion.
- A register should be taken for each session (am and pm) using the school system.
- Accurate records/marks should be kept by the teacher alongside student targets and any information concerning additional educational needs.
- Engage students' interest with a warm up and starter activity daily.

Put the Learning in Context

- The lesson should use time well and be structured with appropriate pace and challenge.
- Learning objectives, success criteria and outcomes should be shared with the students.
- A balance should be achieved between whole class interactive work, class teaching, individual work, group work, testing and assessment.
- Praise should be used where possible for achievement and effort.
- Teachers must keep abreast of established and current pedagogies and use these effectively to drive learning ie Solo taxonomy, Blooms taxonomy, Kagan structures, Growth Mindset etc

At the End of the Lesson

- A review of what students have learnt should take place.
- Check learning against outcomes shared at the beginning of the lesson.
- Use the school system to give appropriate rewards to students.
- Establish an orderly end to the lesson before students are dismissed.

For further guidance on differentiating learning for the More Able and Talented see the More Able policy.

THE USE OF ASSESSMENT

Assessment for Learning

This section contains general guidance, in the form of a checklist, to support teachers at Shelley First School to implement assessment for learning.

Assessment for learning is effective when students:

- show changes in their attitudes to learning and in their motivation, independence, initiative and confidence
- ask relevant questions
- show changes in their responses to questions
- improve their attainment
- are actively involved in formative assessment processes: For example, setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning, teachers need to:

- know their students well, know why students make mistakes, and be able to make judgements about next steps or interventions
- share learning objectives/outcomes with students and use them to mark work or give feedback or rewards
- build in review time for themselves and their students
- give students examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse students' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning objectives/outcomes and on sharing them with students and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- Mixed ability classroom groups
- notes of students who need additional or consolidation work
- time for guided group sessions for explicit formative assessment opportunities

Assessment of Learning:

- Record, track and discuss student progress with individuals
- Subject leaders analyse assessment and test results to see the effects of previous developments/initiatives and to identify any necessary revisions of medium term plans.
- Analysis of data to identify improvement strategies.
- Targets and levels are shared with students and parents/carers.
- Parents/carers attend meetings to discuss progress.
- Reports are written to highlight progress and areas for development

TEACHING FOR LEARNING CHECKLIST

Questioning Strategies

- Does the teacher use open ended questions?
- Are students required to justify their answers?
- Does the teacher encourage thinking time?
- Are all students engaged in question and answer process?
- Do sequences of questions scaffold learning?
- Do questions encourage higher level thinking?
- Do teachers provide opportunities for children to ask intriguing questions?

Interactions with Students

- Are interventions/interactions mostly concerned with improving understanding rather than classroom management?
- Are interactions always triggered by students? e.g. lack of understanding or behaviour?
- Does the teacher intervene to encourage depth and detail?

Target Setting

- Are clear quality targets set and followed up?
- Are the characteristics of a high-quality piece of work shared with students?
- Do marking and feedback routines regularly set targets for future improvement and achievement?
- Use of Sonar Tracker

Pace

- Are time targets given to students?
- Are time targets pursued without compromising depth of student response?
- Are lessons structured to provide motivational goals and encourage students to work with pace?

Challenge

- Does the lesson contain a variety of learning activities?
- Does the lesson include an appropriate balance of high order learning activities?
- Does the structure of the lesson ensure that lower attaining students access some high order learning activities?
- Does the lesson include appropriate challenge to ensure the most able students achieve their potential?
- Does the lesson include opportunities for students to take risks and learn from their mistakes?

Differentiation

- Is prior knowledge of students used to plan the different kinds of work?
- Do students understand and respond to the different expectations that the teacher has of them?
- Are strategies used to ensure most able students are extended by tackling different types of work rather than just more of the same?
- Are there opportunities for students to 'talk' about their learning?

Problem Solving

- Do the activities set involve the use of a range of resources, including more demanding source material?
- Has the teacher created a climate in which students are expected to solve problems for themselves rather than rely on the teacher?

Expectation

- Does the teacher clearly signal high expectations to students?
- Are the students expected to perform to their individual best level or only to the level of those around them?



The trained observer

All members of staff who make judgements about the quality of teaching, learning and assessment need to go through a training process. This entails:

- Familiarity with the Shelley First School lesson observation proforma.
- Being formally observed by a trained observer.
- Carrying out a paired formal observation and feedback with a trained observer. Before the feedback takes place, a discussion should take place to moderate the judgement and identify the key points (2 to 3 strengths of the lesson and 2 or 3 areas for development) to be covered during the feedback. Feedback to be carried out in a coaching style.
- This process should be repeated until the 'trained observer' is confident that the training observer is secure in both making judgements and giving effective feedback.

Outcomes of observation

Observation records are required as evidence of a teacher's 'substantial and sustained progress' and meeting relevant Teaching Standards. As these records are necessary to make decisions about progression towards upper pay scales it is vital that completed lesson observation forms are forwarded to the Headteacher. At SFS the 360 Performance review provides an overview for every term with areas for further development.

Outcomes of observation will be used to inform:

- Performance Management
- CPD
- Developing Good Practice Review

Observations will be used by the Head and SLT to draw up an action plan that addresses the action points for training.

Observations may flag up areas of particular good practice. In which case, either the Head or the SLT may ask the member of staff to disseminate their good practice.

When an observed teacher wishes to challenge an observation outcome then the observer should contact the Headteacher who will arrange a repeat observation with the original observer and another trained observer.

Requires Improvements/Inadequate lessons

If a lesson is judged to be inadequate then the following steps should be taken by the observer (or in the case of a paired observation by the lead observer):

- Detailed feedback should be given, with particular focus on how the areas to be developed can be changed.
- Refer to previous observation records to decide whether this lesson is characteristic for the teacher's practice.
- Talk to the teacher in order to identify any potential factors that have had a negative impact on the teacher's performance.
- Agree targets for improvement and arrange support if necessary.
- Agree a time / date / group and focus for the observation in the next phase of the review cycle.
- Record the date / time for the repeat observation in the school diary.
- If the follow-up observation is inadequate or requires improvement then a Support Plan/FIP (as detailed in appendix 1 and taken from the appraisal documentation) should be drawn up in conjunction with the Headteacher and the Assistant Headteacher, who will assign a coach/mentor. The support plan will offer one-to-one coaching, until such time as the teacher's performance becomes consistently good. Further INSET will be offered as needed.

Documentation for observations

The observer

- SFS observation form

The observed teacher

- Lesson plan
- Context sheet that includes most recent data / assessment outcomes
- Work sheets / Powerpoint printout / other text based resources



Developing good practice in teaching and learning

The following is a proposed model for whole school development to embed consistent good practice.

Principles

- To give every member of staff the opportunities and skills to observe & evaluate lessons and embed good practice regarding what makes lessons good and outstanding.
- To give every member of staff the opportunity and skills necessary for work scrutiny.
- To develop the skills of postholders in lesson observation, evaluation and work scrutiny.
- To facilitate opportunities for postholders to develop an overview of their work in order to identify good practice and training needs.
- For postholders to facilitate sharing good practice across the department through using good practitioners to deliver INSET.
- For postholders to monitor and evaluate the impact of all training on learning.

Practice – development of post holder skills

- The T&L leader to lead the process.
- Where appropriate, Heads of Department and T&L Leader to pair observe members of staff (on average, 25/30 min observations).
- Occasionally, classes may be revisited during the same lesson where evidence not sufficient to make a judgement (e.g. where a class arrives late from assembly).
- The observations to take place during an identified period. Staff to produce lesson plans & context sheets only for the identified observation period.
- Every teacher will be observed once per term for 25/30 minutes and there will be no re-observations during the same part of the review cycle.
- Work sampling to be part of each observation.
- Where paired observations have taken place, a discussion needs to happen between the observers to agree judgements.
- The observer/line manager will compile a report of the evidence, and highlight key action points or training and next steps.
- The observer/line manager will then draw up an action plan that addresses the action points for training. The action plan needs to detail how the school will deliver the training from within the team. (In the unlikely event that there is no expertise within the team the issue should maybe referred to an external consultant who will locate SLEs).
- During the following term the line manager should check the impact of training, e.g. through strand observations and then evaluate the impact of training on learning and progress.

Practice – development of the Teaching and Learning Team

- During the academic year each member of the Teaching and Learning team should undertake paired observations/work scrutiny for moderation purposes.

Lesson Observation Protocol

The SFS lesson observation form should be used for all formal observations. The judgement grid on the back page of the proforma should be used in reflecting and evaluating performance before coming to a decision about lesson observed.

Before the observation

For DGP observations, the focus for the observation will be communicated by the team leader to the observee, and will also be published in the school bulletin. For other types of observation the focus will be communicated by the observer to the observee when the observation is being planned, e.g. for Appraisal observations at the planning meeting.

Length of observation

DGP observations will be a minimum of thirty minutes and Appraisal observations will be one hour, the length of other observations will depend upon the purpose and will be communicated during the planning meeting.

Guidelines for Good Practice in observation

- The observer informs the teacher/HLTA/TA of the observation in advance, at least 2 working days and if possible when the feedback will take place.
- Where there is a teaching partnership, the person being observed should inform the partner of the observation so that joint planning can take place.

During the observation.

- Ask the classroom teacher where they would like you to sit during the observation.
 - During the observation look at students' marked work for quality of work and feedback, AfL.
 - During the observation ask students questions regarding understanding of task or point covered, their understanding of what they should achieve during the lesson and their levels or targets. Your questions must not disrupt the flow of this lesson – i.e. questions must not distract a student during a teaching exposition. Annotate the student's work to indicate that you have spoken to them.
 - Use the assessment data to monitor particular students, e.g. SEN / G&T / underachieving
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- Listen to student talk and 1:1 talk between students and teachers, be as unobtrusive as possible.
 - During the observation the observer(s) should only make other interventions by invitation of the teacher.
 - For paired observations agree when feedback is going to be given to the class teacher. Wherever possible this should be within one working day and never more than two working days. It is not always best to give feedback straight away as you and the class teacher may wish to reflect on the lesson before a response is given.
 - Whenever possible give a copy of the observation sheet to the class teacher for their comments before feedback.
 - Feedback should take place in conditions which allow a private discussion of professional issues arising from the observation.
 - Feedback should be constructive, focusing on the teacher's areas of strength and any areas needing improvement (including ways in which a teacher can be assisted in the KS). Wherever possible use a coaching style for feedback.
 - **Note for observer:** look for targets in books and the revision of targets.
 - Invite the class teacher to comment about the lesson (they may not wish to do so at this point) before sharing your comments. Give your judgement about the overall quality of the lesson.

- After feedback, the observation form should be given to the observee for signing and addition of comments.
- In the event of any disagreement which can not be resolved between the observee and observer, the observer will refer the matter for resolution to the Headteacher or to the Assistant Headteacher, for Appraisal observations.
- For DGP observations a copy of the completed observation form should be given to the class teacher/HLTA/TA within 5 working days of the feedback. For Appraisal observations a copy of the completed observation form should be given to the appraisee, and to the Headteacher within 5 working days of the feedback.

Giving Feedback

- Adequate time should be allowed for feedback
- Ask a general question about the lesson.
- Focus on each phase of the lesson in turn to identify strengths and areas for development, include homework, resources, use of support staff etc.
- Remember, use a coaching style.

Coaching style questions

Purpose	Possible question
Opening the feedback	Tell me about the lesson, what went well?
Guiding towards areas for development	If you were to teach this lesson again, what would you do differently?
Focus on detail	Tell me more about.....
Focus on detail	What moment was particularly effective? Why?
Focus on detail	What impact did have on.....?
Shared reflection and analysis	One moment that I thought was important was when..... Tell me more about that part of the lesson
Clarification	How do you think that could be improved? What might that look like?
Clarification	You have said how do you know this? / what evidence do you have to support this?

Talking to students

Find opportunities to talk to students about their work.

Some key questions:

- How does this lesson fit in with recent lessons?
- What have you learned today that is new?
- What should you achieve by the end of this lesson?
- What are you learning today?
- What grade / level are you working at?
- What is your target grade / level?
- What do you need to do to achieve your target grade / level?
- How does your teacher give you feedback?
- When does your teacher give you feedback?
- Have you done this work before?
- Is today's work too easy, too hard or just right?
- Is today's lesson typical of the kind of lesson you have in this subject?
- Do you enjoy this subject? Why?

- Show me your best piece of work. Have you got an even better one than this? Why is it better?
- Does your teacher's marking help you? How does it help you?
- Do you do any marking of your own work or someone else's? is it helpful? How is it helpful?

Appraisal-Targeted Action Plan Notes

During an appraisal cycle, concerns may arise that cannot be dealt with using the standard appraisal documentation because a more detailed action plan is needed. The Appraisal-Targeted Action Plan proforma provides the structure for the meeting and the processes that need to take place in order to deal with the concerns. However, the Appraisal Targeted Action Plan is the more formal approach which is used inline with the Trust Competency procedures. Prior to the formal approach at SFS a more informal but robust approach is applied through the Shelley Focused Improvement Plan (SFIP). The SFIP last for a period of 4 weeks only. If rapid progress is not made then this will be used as pre-capability evidence for the more formal stage of the support plan.

Concerns may arise from a number of reasons, for example (this list is not exhaustive):

- Complaints
- Inadequate classroom management
- Inadequate or no progress towards an objective
- Inadequate performance against appropriate standards
- Punctuality

When concerns arise and it is felt that a meeting with the appraisee is necessary it is important to meet with your line manager first to discuss your concerns. Your line manager will advise you with respect to whether the Appraisal-Targeted Action Plan/SFIP is appropriate and to the performance indicators and strategies that can be used to support the appraisee through the process.

At the interim appraisal meeting you will need to follow the following steps.

1. **Identify the concerns that have arisen**, any previous feedback and support relating to the concerns, and where relevant the objectives or standards these concerns relate to.
2. **Ask if there are any personal circumstances or other relevant factors that relate to the concerns.** If these circumstances exist identify whether they are ongoing. As personal circumstances may be health related, personal (outside school) or personal (inside school) a referral may need to be made, e.g. to occupational health. It is also important to remind the appraisee of the Well-Being Helpline.
3. **Discuss the action plan with the appraisee**, and identify dates for monitoring to take place, these should be before the next interim review.
4. **Ensure the appraisee fully understands the action plan** and the three possible outcomes of the performance review.
5. **The appraisee and the appraiser should sign the action plan.** Both appraiser and appraisee should have a copy of the action plan. A third copy of the action plan should be passed to the Headteacher.
6. The appraiser must ensure that the support and monitoring identified in the action plan take place.

Before the next interim review meeting, the appraiser may wish to consult their line manager or the AHT regarding the outcomes of the support plan and how to conduct the meeting. At the next interim appraisal meeting progress against the performance targets based upon monitoring evidence should be discussed. The outcome of the process should be noted and the document signed by both the appraiser and appraisee. Both appraiser and appraisee should have a copy of the document. A third copy of the document should be passed to the Headteacher. Further action will depend upon the decision.



Focused Improvement Plan (FIP)

Guidance

To be completed by SLT in partnership with class teacher:

Purpose:

- This document aims to reassure the GB that the teacher is adding value and their teaching impacts positively on children's outcomes.
- The FIP aims to provide the teacher support with pupil outcomes prior to a targeted support plan (if needed).
- To ensure that standards are maintained, a FIP will be required until the end of the academic year only if the teacher meets the expected outcomes within the period of 4 weeks.
- Initially, weekly meetings will be held- if progress is rapid new targets will be set for the whole year and will be reviewed at each Pupil Progress meeting with close focus on the outcomes of specific groups identified as underperforming.



Shelley Focused Improvement Plan (FIP)

Cohort		Line Manager		Teacher		ETA	
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Current Judgement:	Date FIP Started:	FIP Completed by:

Cohort context							
Boys:	Girls:	PP:	SEND:	Behaviour support:	EAL	NTE:	NTC:

Reasons for FIP



Shelley Focused Improvement Plan (FIP)

What needs to improve: Taken directly from observations	ACTION POINTS: Steps to be taken to achieve improvement	Responsibilities and deadlines	What will the changes achieve? What have the changes achieved?
Additional info			

Appraisal-Targeted Action Plan

Appraisee:		Meeting date:	
Appraiser:		Review date:	

This document is to be used where there are concerns about any aspects of the appraisee's performance. The objective is to provide support and guidance through the performance appraisal process in such a way that the appraisee's performance improves and the problem is, therefore, resolved. These may include issues referred to the appraiser from outside the appraisal process (eg possibly parental complaints) as appropriate to be dealt with under the developmental framework of the appraisal process. In such circumstances, the appraiser will initially seek guidance from HR/Unions , work within the relevant Kirklees policies and meet the appraisee formally to:

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

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

Where formal meetings are held as part of the appraisal process, the appraiser will provide the appraisee with a record of the meeting within five days and the appraisee has five days to add any comments prior to signing of the record by both parties.

APPRAISAL TARGETED ACTION PLAN

Appraisees must be aware that following the end of this review period either it will be decided that:

- Sufficient evidence of progress has been made against the objectives and no further action will be taken
- Partial progress has been made against the objectives and the review period should be extended
- Insufficient evidence of progress has been made against the objectives and the capability procedure will be invoked.

APPRAISAL DETAILS

Name of Appraisee:

Post:

Name of School: SHELLEY FIRST SCHOOL

Name of appraiser


Appraisal period: From..... to

Date of review meeting:

CONCERNS IDENTIFIED

To be completed where there are concerns about performance. The information below should include –

- Nature of the concern
- Feedback and support previously given
- Appraisal objectives (where relevant)
- Specified standards (where relevant)

- 
- Nature of the concern
 - Feedback and support previously given
 - Appraisal objectives (where relevant)

☐ Specific standards (where relevant)

Details of any personal circumstances or other relevant factors and actions arising from them.

**Details of additional support and development to be provided to address the concerns (include dates for support to be provided by).
Support may include coaching, mentoring, structured observations etc.**

Areas of concern	Support strategies	Performance measures indicating improvement	Date(s) for training/support	Date for monitoring/ observation	Performance monitored through.....

Date of follow up meeting for performance review:

The appraisee must be informed that if sufficient progress has not been made at the end of the review period, the formal capability procedure may be invoked.

Appraiser	Appraisee I confirm that I have received a copy of Action Plan and understand the next actions to be taken.
Signed:	Signed:
Date:	Date:

Date of follow up meeting for performance review:

The appraisee must be informed that if sufficient progress has not been made at the end of the review period, the formal capability procedure may be invoked.


OUTCOME OF PERFORMANCE REVIEW

To be completed at the end of the review period. Detail the evidence provided, noting whether the support identified was provided and if not, the reasons for this and the progression made towards the meeting the objectives set.

Following the end of the review period, I confirm that (delete whichever not appropriate)

- Sufficient evidence of progress has been made against the objectives and no further action will be taken.
- Partial progress has been made against the objectives and the review period should be extended until ... (insert date).
- Insufficient evidence of progress has been made against the objectives and the capability procedure will be invoked.

Appraiser	Appraisee I confirm that I have received a copy of the Performance Review and understand the next actions (if any) to be taken.
Signed:	Signed:
Date:	Date:



POLICY	
Title	TEACHING AND LEARNING
Date Revised and Agreed	September 2022
To be Reviewed	September 2023
Reviewed by	All
Frequency of Review	Annual