

# Queen Elizabeth's Grammar, Alford

## A Selective Academy



### Performance Management Policy

#### 1. Introduction

In Queen Elizabeth's Grammar, Alford, we are committed to professional development for all staff to raise standards of achievement for all children. This policy covers all teachers except short-term supply teachers or those in their induction year. All teachers were consulted in developing this policy. It sets a framework for all staff (teachers and support staff) to agree and review priorities and objectives within the context of the academy'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 academy performance by developing the effectiveness of teachers and support staff, 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.

The following are key principles:

- 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 have the opportunity to achieve their potential through agreeing objectives, accessing development and assessing performance.

#### 3. Performance Management Cycle

Performance Management is set in the context of the academy's Self-Evaluation, whole-school priorities and development plan, against the background of national and local initiatives.

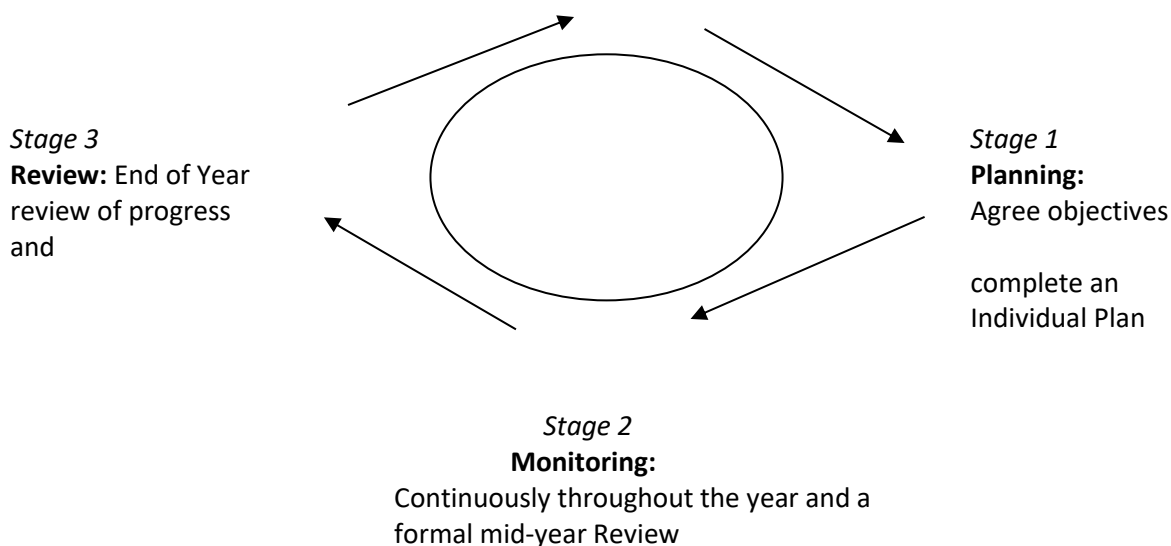


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Performance Management is an ongoing cycle, involving 3 stages of planning, monitoring performance and reviewing performance. Stages 1 and 3 may happen at the same time.



### Stage 1: Planning

Each member of staff will discuss and agree objectives with their line manager and record these in an individual action plan online. Objectives should be challenging but realistic and take account of an individual's job description and of their existing skill and knowledge base.

It is very helpful, and good practice, for a self-evaluation to take place before the planning and meeting with the line manager takes place.

There should be at least three targets. 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 the tutor role and leadership areas as appropriate.

***Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Staff with responsibility allowances will have objectives relating to their additional responsibilities. The Headteacher's objectives will cover school leadership and management as well as pupil progress. Objectives will link in with the academy's development plan.***

We will follow the following principles in setting objectives:

- The line manager should ensure that the member of staff 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
- Objectives are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience

Last reviewed January 2020

Next date due to be reviewed by the Governors – March 2022



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- Objectives focus on issues/matters over which an individual has direct influence/control and, for teachers, take into account fully the wider socio-economic, cultural and other external influences on pupils
- Objectives for teachers will have regard to what can reasonably be expected of any teacher in that position, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work
- They take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school
- Objectives for each teacher should relate to the whole-school priorities in the SEF, school development plan and any departmental or team plans as well as to his/her own professional needs.

The line manager should record the objectives, which will apply for either one or two years. These should be jointly agreed if possible. If there are any differences of opinion about the objectives, the member of staff has the right to make comments on the written record of objectives. If the Headteacher and the governing body are unable to agree the objectives, the governors appointed to review the performance of the Headteacher should set and record the objectives. The Headteacher may add comments to the record of objectives.

Learning opportunities should reflect the aspirations of the teacher over and above the immediate demands of their job. They should be designed to help and not inhibit the teacher. The development page of the individual plan will be used to record action needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

### **Stage 2: Monitoring progress**

The member of staff and line manager 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. Feedback should take account of how much time the individual spends on different activities.

The line manager should consult the reviewee before seeking to obtain information, written or oral, relevant to the individual's performance from other people.

***Classroom observation is accepted good practice. Typically there will be about three observations each year for teachers but in line with new regulations further observations may be agreed by the Headteacher where there are concerns.***

In planning lesson observations, we will follow these principles:

- Successful observation requires preparation and training, and a clear understanding of its purpose on the part of the teacher and line manager
- For the purposes of Performance Management, classroom observations will only be undertaken by persons with QTS



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- The nature of the lesson observations will be agreed at the planning (and review) meeting in October
- Teachers will be given at least 5 working days' notice of any lesson observations
- The academy's pro-forma must be used both for the lesson plan and for the lesson observation notes
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible
- Brief verbal feedback must be given within 24 hours of any lesson observation
- Detailed written feedback (with a summative judgement) and a discussion of what went well and what might be done better or differently next time must be given as soon as practicable, and within 5 working days of the lesson observation.

### Stage 3: Reviewing Performance

***The annual review of the individual'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 individual's essential tasks and objectives
- Recognising strengths and achievements and taking account of factors outside the individual's control
- Confirming action agreed with the individual at other reviews
- Identifying areas for development and how these will be met
- Recognising personal development needs
- Agreeing new clear objectives and agreeing a work and development plan for the year ahead.

The line manager should consider the teacher's total contribution to the life of the school during the review. It should take account of the stage the teacher is at in his or her career, eg teacher with 2 – 3 years' service, Subject Leader, Senior Leader. Where teachers are eligible, the line manager will make a pay recommendation

***Within 10 days of the review meeting, the line manager will prepare online a written review statement recording the main points made at the review and the conclusions reached, including identified development needs and activities. The teacher may, within 10 days of first having access to the statement, add comments to it.***

### 4. Responsibility for Reviews

The Headteacher has determined that she will delegate the reviewer role for some teachers for whom she is not the direct line manager. In these circumstances she will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school are consistent between those who have similar experience and similar levels of responsibility and comply with the school's performance management policy and the regulations and requirements of equality legislation.

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We have carefully considered the practical arrangements for performance management in the school. Each reviewer (with the exception of SLT) will have a maximum of six reviewees; most will have about three reviewees.

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf it has appointed 3 governors.

### 5. Timetable

***The performance management cycle is a continuous one year cycle*** and links in with our planning for school development and target-setting. ***The governing body needs to ensure that objectives have been agreed for the Headteacher by the end of December 2020 and for all other teaching staff by the end of October 2020.***

Our timetable is shown below:

#### (a) Objectives set in October 2020

These will support our school development plan for the financial and academic years 2015/2016. We will take account of professional development objectives in setting the academy's overall priorities for staff development.

#### (b) Monitoring and Feedback

*See the Monitoring Policy*

#### (c) Formal Review Meeting in October 2020

We will take into account external test/examination results from Summer 2019/20 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.

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

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body, shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with others as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body, shall determine whether the cycle shall begin again and whether to change the reviewer.



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### 6. Links between pay, career stages and performance management.

Induction: the final review meeting of the induction period will be used to agree objectives and professional development planning which will form the basis for performance review subsequently (Circular No. 5/99 The Induction Period for Newly Qualified Teachers para 58).

Information from the performance review process will be used to inform pay (see Pay and Staffing Policy)

#### 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 statement itself does 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 pay, promotion or disciplinary matters.***

#### Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. Data protection principles should be followed at all times.

### 7. Access to outcomes

The performance review statement will only be accessible to the reviewee, reviewer and Headteacher .

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

- The Headteacher should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- ***The Headteacher should report annually to the full 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 support staff. NB The report will not contain any information which would enable any individual to be identified.***

***The Headteacher should keep review statements for at least three years after a member of staff has left the school.***



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### 8. Complaints

#### The Review

The individual can, within 10 days of receiving the statement, record comments indicating dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved and the member of staff remains concerned about aspects of the review, the issue can be raised with the Headteacher. Where the Headteacher is the line manager, the individual concerned should raise the issue with the Chair of Governors.

***In the case of the Headteacher or Assistant Headteacher who is dissatisfied with the review, the issue should be raised 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 Headteacher's review. No governor who is a teacher or staff member can be involved in the Headteacher's performance review. Such complaints should be made within 10 working days of first having access to the review statement.***

***The review officer (who could be the Headteacher, the Chair of Governors or the governors appointed by the governing body) shall investigate the complaint and take account of any representations made by the reviewee. S/he may order the review statement to stand with or without observations of his/her own; or with the agreement of the reviewer, or in the Headteacher's case, all the reviewers, amend the review statement; or order that the review statement be voided and order a new review or part of the review repeated. Where a new review is ordered all reviewers for the Headteacher will be replaced. For teachers, a new reviewer will be appointed by the Headteacher.***

### 9. Evaluation of the policy

The Headteacher shall report to the Governing Body in Term 2 on how effective the performance management procedures have been.

As an academy committed to ensuring that individual teachers and support staff, teams and the academy continue to improve, the Governing Body and the Headteacher 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 academy. 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 Headteacher will update and amend the documentation and the process as required, after consultation with all staff and trade unions, to incorporate any major changes introduced (either by the DfE or the academy) to ensure that the policy is up-to-date and effective in our academy.



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### Reviewers and Performance Management Structure

#### **G Thompson (Headteacher)**

B Allen  
C Hull  
A Duff  
S Hood  
K Johnson  
D Lear  
A Mills  
W Reid  
S Tindall  
S Done  
R Cross

#### **K Johnson (Assistant Headteacher & Subject Leader for Science)**

M Dowse  
G Claxton  
D Dunkel  
J Johnson  
R Ainsworth

#### **M Johnson (Subject Leader for Computer Science/ ICT)**

A Ainsworth  
S Wattam  
C Wright  
L Underdown

#### **G Claxton (Subject Leader for History)**

V Wright

#### **D Dunkel (Subject Leader for MFL)**

L Meakin  
M Pearson

#### **M Grayson (Subject Leader for PE)**

L Shoubridge

#### **K Reyes (Subject Leader for Business Studies)**

P Lavender  
G Teasdale

#### **S Hood (Assistant Headteacher)**

J Canavan  
M Grayson  
M Johnson  
K Reyes  
S Grayson

#### **B Allen (Assistant Headteacher)**

T Elliott  
J Felton  
N Stone  
S Wray  
N Daniels  
E Kemp

#### **C Hull (Subject Leader for English)**

R Belton  
L Dennis  
L Pafomow

#### **M Dowse (Second in Science)**

C Brady  
M Steele  
J Appleby

#### **W Reid (Subject Leader for Mathematics)**

S Allen  
E Brooks

#### **J Canavan (Subject Leader for Geography)**

J Davey

#### **J Johnson (Subject Leader for RS)**

D Jaques

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### **A Mills (SENDCo)**

K Fox  
J Harding  
P Tyler

### **D Lear (Administrative Officer)**

M Simpson  
G Smith

### **G Smith (Site Manager)**

All cleaning staff

### **A Duff (Senior Secretary)**

D Aitkenhead  
H Franks  
S Page



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### LESSON PLAN

<b>Subject:</b>	<b>Date:</b>	<b>Period(s):</b>	<b>Room:</b>
<b>Year Group:</b>	<b>Set /Group (if appropriate):</b>		<b>Number in class:</b>

<b>Resources :</b>		
<b>Pupil Learning Objectives and Outcomes</b> Learning at QEGS		
<b>Content (including starter and plenary):</b>		
<b>Task</b>	<b>Purpose of Task</b>	<b>Assessment of Task</b>
<b>Differentiation/SEND</b>		
<b>Literacy / Numeracy / ICT / Cross-Curricular links</b>		
<b>Home Learning:</b>		
<b>Progress/Future Action:</b>		



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<b>QUEEN ELIZABETH'S GRAMMAR, ALFORD</b> <b>A Selective Academy Ltd</b> <b>LESSON OBSERVATION FEEDBACK</b>		
Date:	Teacher:	
Subject:	Class:	
Register taken <input type="checkbox"/>	Prompt start to lesson <input type="checkbox"/>	Orderly start and dismissal <input type="checkbox"/>
Recap/review work in previous lesson <input type="checkbox"/>	Plenary <input type="checkbox"/>	Learning objectives outlined <input type="checkbox"/>
Learning at QEGS highlighted <input type="checkbox"/>		
Seating for Learning Plan <input type="checkbox"/>	Evidence of Pupil Response to Feedback <input type="checkbox"/>	
<b>Evidence of preparation and planning:</b>		
<b>Classroom management:</b>		
<b>Differentiation:</b>		
<b>Pupils' work:</b>		
<b>Assessment for Learning (to include WSLF):</b>		



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**Pupil response** (to include RTF):

**Any additional comments:**

**Strengths of lesson:**

**Areas for development/improvement:**

**Summative comments:**

**Teacher comments:**

Signed: \_\_\_\_\_ (Observer)      Signed \_\_\_\_\_ (Teacher)

Date: \_\_\_\_\_



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### LESSON OBSERVATION

**Date:**                      **Teacher:**                      **Class:**                      **Subject:**

Register taken                       Prompt start to lesson     Orderly start and dismissal   
Recap/review work in previous lesson     Plenary     Learning objectives outlined   
Learning at QEGS highlighted   
Seating for Learning Plan                       Evidence of Pupil Response to Feedback

#### **Evidence of preparation and planning:**

*Detailed lesson plan (using school pro-forma for any formal observations)*  
*Individualising/developing scheme of work*  
*Resources – prepared and easily accessible*  
Evidence that assessment informing planning  
Note down resources used  
Are resources being used creatively and are they stimulating for pupils?  
*Variety to address different learning styles?*

#### **Classroom management:**

Note classroom routines established for start and end of lesson  
*Is any off-task behaviour picked up quickly (in a firm but friendly way)?*  
*Is the academy's code of conduct being adhered to?*  
*Are uniform and home learning policies being followed?*  
*Is the room organised in such a way as to facilitate learning?*

#### **Differentiation:**

Pupils' initials should be used to identify G&T and SEND  
How is work differentiated for pupils of varying abilities?  
*How are pupils with Special Needs supported and is there a clear understanding of what their special needs are?*  
*Check that SEPPs are available (where appropriate)*  
*Are all pupils being challenged? What provision is made for the 'Gifted & Talented' and the most able?*

#### **Pupils' work:**

How would you judge the standard of pupils' written and oral work?  
*What progress are they making in their learning?*

#### **Assessment for Learning:**

Learning objectives – are these written on the board/worksheet and/or explained very clearly in terms of learning outcomes?

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*Is there a starter activity which engages pupils and introduces new topic or reviews/consolidates previous work?*

*Questioning – type of questions used (avoiding too many closed and leading questions); allowing pupils time to reflect and develop thinking; allowing time to think, share with partner and then respond; involving as many pupils as possible and not just asking those with hands up; basketball rather than just ping pong?*

*Peer/self-assessment*

*Praise by the teacher of what is done well and clear guidance as to how to take learning forward (both in oral and written work). Pupils know how to improve. Opportunities taken to develop learning as they arise?*

*Marking is following school policy with regular formative feedback and the Whole School Literacy Foci highlighted where appropriate and also RTF from pupils.*

*Plenary which checks on learning that has taken place during the lesson (doesn't have to be at end, can occur within lesson). Do you think the learning objectives have been met?*

### **Pupil response:**

*Are pupils well focused, engaged, working with interest, keen to answer questions, able to develop oral answers, pro-active learners, able to work independently when asked to, working well with others? Are they responding to written feedback given using a purple pen?*

### **Any additional comments:**

*Consider ...*

*classroom displays*

*cross-curricular links e.g. enterprise, international, literacy, numeracy, ICT*

*Subject-specific points*

### **Strengths of lesson:**

### **Areas for development/improvement:**

Be as specific as possible in this section. For example, don't just say questioning – state how you think this can be improved.

### **Summative comments:**

Outstanding / Good / Satisfactory / Unsatisfactory judgement and brief statement of what places the lesson in this category (whilst always emphasising positive elements of lesson). Please ensure that emphasis is placed on pupils' progress and differentiation.

**Signed:** ..... (Observer) **Signed:** ..... (Teacher)

**Date:** .....

### **Commentary of lesson:**

