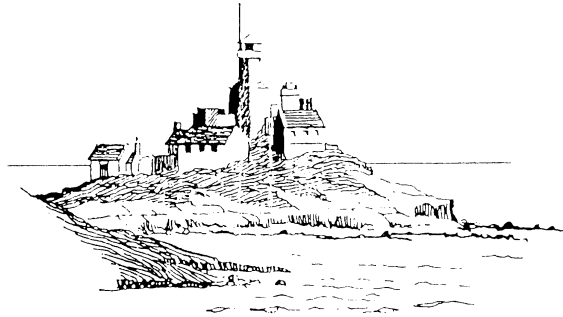


YSGOL GYNRADD YSTUMLLWYNARTH OYSTERMOUTH PRIMARY SCHOOL

Achievement Through Challenge/Cyflawni Trwy Herio



Performance Management Policy 2016 - 2018

Previously Reviewed: April 2009

Date of Review: January 2012

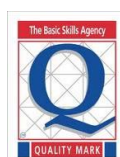
Signature: E.W. Wynne

Date of Review: January 2014

Signature: E. W. Wynne

Date of Review: January 2016

Signature: E. W. Wynne



PERFORMANCE MANAGEMENT POLICY

At Oystermouth Primary School we view Performance Management as an integral part of our school's culture. We are aware of and appreciate the crucial role that teachers play in pupils' attainment and welfare and in school development. This policy has been developed in an atmosphere of trust between the Headteacher and teacher that allows rigorous evaluation of strengths and identification of areas for development. This policy follows consultation with governors and teachers and is considered to be fair and open, and is based on a shared commitment to sharing good practice and supporting continuous improvement and recognising success.

At Oystermouth we seek to:

:

- **Raise standards** by focusing on the philosophy and practice of the school to provide the best possible education for our children with the work of individual teachers planned in that context.
- **Provide continuous professional development** by developing professional growth, identifying and taking account of teachers' individual development needs.
- **Involve teachers** by encouraging them to be fully engaged in school planning; to control the development of their own work and to support each other.
- **Make performance management manageable** so that performance is regarded as an integral and essential part of school ethos.
- **Make performance management equitable** by ensuring policies and processes are open and fair, while respecting the confidentiality of individuals.

ROLES AND RESPONSIBILITIES

The Governing Body.

The Governing Body has a strategic role to play in the development of Oystermouth Primary School and has the responsibility to agree and set with staff the School Development Plan. It is expected that the school's performance management focus will be set in the context of the School Development Plan. It is the role of the Governing Body to agree the school's performance management policy and ensure that it is operating effectively, but it does not have a role in gathering evidence or making judgements about individual teachers. In addition the Governing Body also has the duty to review the Headteacher's performance, with the support of a trained external adviser. The Governing Body of Oystermouth Primary School chooses to delegate the review of the Head's performance to the Performance Management Sub Committee.

Neither teacher nor staff governor will participate in decisions about how to review the Head's performance, nor in the review process itself. The external adviser's main role will be to use the available evidence to advise the appropriate committee on setting the Head's objectives and the extent to which the Head has achieved them. The Governing Body will commission the advisor to manage the review process (including arranging meetings, drafting the statement and advising on additions to pay) if it felt appropriate to do so. A short initial meeting may be called if needed between the Head, Governing Body and External adviser to establish what information is available and what further information may be required.

The Head Teacher

The Head Teacher is responsible for implementing the school's performance management policy as agreed by the Governing Body. At Oystermouth Primary the Headteacher will be the team leader and will ensure that the performance management reviews take place.

The Head Teacher will, where relevant, take account of teachers' performance reviews in making recommendations to the Governing Body about teachers' pay.

The Head Teacher will ensure that work, development plans and standards are agreed for all teachers and that professional development is targeted.

Also the Head Teacher will ensure that monitoring takes place and that feedback allows the teacher to both reflect on his or her performance and to participate fully in the discussion.

EQUAL OPPORTUNITIES

At Oystermouth Primary School the performance management system strives to be fair and consistent. Every teacher will be given equality of opportunity to achieve their potential and will not be discriminated against when agreeing objectives and assessing performance; neither will any teacher be discriminated against because of age, disability, gender, nationality, race, sexual orientation or treated unfairly because they work part-time or are trade union representatives.

PERFORMANCE MANAGEMENT CYCLE

Performance Management is a process, not an event that involves:-

- **PLANNING:** the Head Teacher discusses and records priorities and objectives with each of the teachers. There will be a personal and confidential consultation to discuss how progress will be monitored.
- **MONITORING:** the teacher and Head Teacher keep progress under review throughout the cycle, taking any supportive action needed.
- **REVIEW:** the Head Teacher and teacher will review achievements over the year and evaluate the teacher's overall performance taking account of progress against objectives.

The precise timing of the cycle will be confirmed in the School Development Plan.

Initially, after considering workload implications it has been agreed that Stage 3 Review and Stage 1 Planning will take place in the same consultation session at the end of the academic year.

Stage 2 Monitoring will take place in the Spring Term with the open opportunity for either Head Teacher or teacher to ask for a consultation if needed. A planned session to discuss progress will be planned for the first half of the Summer Term.

PLANNING CONSULTATION

Each teacher will meet with the Head teacher/Team Leader to discuss and agree at the start of the review cycle what should be the focus of the teacher's work during the year. The starting points will be:

- to review and agree a clear job description
- to discuss the teacher's priorities
- to identify the needs of the children
- to agree personal priorities
- to agree specific objectives for the coming year.

The focus of this discussion will be the progress of pupils in its widest sense and the way the teacher can best engage and stretch pupils through his or her teaching. The School Development Plan will provide important background as it will contain information about prior attainment of the pupils.

Agreeing objectives will cover pupil progress as well as ways of improving the teachers' professional practice. Objectives will pick out key expectations rather than itemising every activity. These discussions will be set in the context of broader school plans.

Objectives will be:-

- clear and concise about what is to be achieved
- challenging – neither too comfortable nor dauntingly unrealistic
- capable of being measured
- flexible as they may need amending or replacing in year
- if objectives span over a year they will be identified into milestones to assess progress at the annual review.

It is expected that the number of objectives would be three.

The Head Teacher will ensure that:-

- each teacher understands what his or her objectives involve
- each teacher is in a position to achieve them, and understands how they will be reviewed.
- where it is likely that factors outside a teacher's control may affect the achievement of objectives, this is discussed with the teacher at the outset.
- teachers' individual objectives support the School Development Plan.

These objectives will be recorded on individual target sheets and will form the basis for the next annual review meeting. If objectives cannot be jointly agreed, the Headteacher will make the final decision and will set and record the objectives. The teacher may add their written comments to this.

DEPUTY HEADTEACHER

The Deputy Headteacher will have no more than three annual objectives which will cover pupil progress, professional development and additional responsibilities.

HEADTEACHER OBJECTIVES

These objectives will cover :-

- School leadership and management
- Pupil progress
- Curriculum

If objectives cannot be jointly agreed the governing body will have the final decision. The Headteacher will be entitled to add written comments.

MONITORING

Continuous attention will be given to progress during the year. Part of the monitoring process will include classroom observation (refer to school's Monitoring and Evaluation Policy).

REVIEW

At Oystermouth Primary School the Annual review is viewed as an opportunity for the teacher and Head Teacher to reflect on the teacher's performance in a structured way. We also recognise achievements and discuss areas for improvement and professional development. Teachers are encouraged to reflect in advance of the consultation. Reflecting on the work of the year, on strengths and achievements and on areas for development.

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

- reviewing, discussing and confirming the teacher's essential tasks, objectives and standards
- recognising the teacher's strengths and achievements
- confirming action agreed with the teacher during informal in year discussions
- identifying areas for development and how these will be met
- professional discussion with the Head Teacher about their work and professional development.

At Oystermouth primary School the Head Teacher /Team Leader makes a professional judgement about the overall effectiveness of the teacher, with personal objectives as a focus. Teachers are considered as individuals, taking account of the stage that the teacher is at in his or her career.

- The first year of teaching – this is treated separately from performance management although the final review of this period will be used to agree objectives that will form the basis for performance review subsequently.
- Threshold – assessment for the new performance threshold at spine point M6 will be a specific process of assessment against national standards. Over time, performance reviews will form part of the evidence which teachers will be able to cite and head teachers consider in making their judgements.
- Post threshold points – at Oystermouth Primary School decisions on post threshold pay points will be informed by the outcomes of performance review.

Sharing information about performance reviews and targets –

There will only be two copies of the review statement. Each teacher will be provided with a copy of the review statement recording the outcome of the review meeting within 10 working days. The Head Teacher will retain a copy of review statements and will report on performance management to designated governors. A copy of the Head Teacher's review statement must go to the Chair of Governors. All teachers' review statements will be kept by the Headteacher for three years. The Headteacher's review statement will be held by the Chair of Governors for three years.

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

- The Headteacher should provide a copy of the annex to the review statement (relating to training and development needs) to the person responsible for training and development at the school.
- Any appeals officer must be provided with a copy of the appraisal statement and the statement of objectives for the performance management cycle
- Where a new team leader is (or new governors to review the Headteacher are) appointed other than at the start of the performance management cycle, they must be provided with a copy of the current statement of objectives
- On request to any governors responsible for advising about, or taking decisions in relation to, the promotion of school teachers or the use of any discretion in relation to pay
- The local education authority can request from the Chair of Governors a summary of the performance assessment section of the Headteacher's review statement.

APPEALS

If a teacher is dissatisfied with aspects of his or her review, the issue can be raised with the Headteacher within 10 working days. Where possible every effort must be made to resolve any dispute, however if a resolution cannot be found the teacher may appeal to the governing body in writing. If the Headteacher is dissatisfied with aspects of his or her review, the issue can be raised with the Chair of Governors. An appeals officer will then be appointed to conduct an appeals review. The governing body will provide an appeal officer(s) and any external adviser assisting the appeal officer(s) with a copy of the review statement and the statement of objectives within 5 school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of the governing body (for appeals by the Headteacher) or the Headteacher (for appeals by teachers) unless they have participated in the review appealed against. For appeals by a Headteacher an external adviser who did not assist in relation to the initial review must assist the appeals officer or officers.

For appeals by the Headteacher, where the Chair of Governors has been involved in the review process, the governing body will appoint one or two governors who have not participated in the initial review. No governor who is a teacher or staff member can be appointed as an appeals officer for the Headteacher. For appeals by teachers, where the Headteacher has been involved in the review process, the Chair of Governors will be the appeals officer. In this situation, an external adviser must assist him or her.

The appeal review will be carried out within 10 school days of the appeal officer or officers receiving the review statement.

In conducting an appeal review the appeals officer (s) must take into account any representations made by the Headteacher or teacher. After due consideration, the appeals officer(s) may consider the review has been carried out satisfactorily (and may make observations); may, with the agreement of the appraiser(s), amend the review statement; or may order that a new review be carried out.

The appeals officer(s) may not determine that new objectives should be set or that existing objectives should be altered.

Any new review or part review ordered should be conducted within a further 15 school days. Where a new review or part review takes place new governors and a new external adviser are appointed for the Headteacher's review. For teachers, the Headteacher must appoint a new teacher to carry out the review; if there is no suitable teacher to do this, the appeals officer must appoint a member of the governing body. However, no governor who is a teacher or staff member can be involved in the performance review.

LINKS TO CAREER AND PAY PROGRESSION

Aspects of pay progression decisions made by the governing body for all teachers/Headteacher will be based on information about a teacher's/Headteacher's performance. Information from the Performance Management review statement may be used to inform those decisions.

MANAGING WEAK PERFORMANCE

Performance review does not form a part of disciplinary or dismissal procedures. The school follows the Capability Procedures, which are subject to a separate national agreement. However, where information from the review, taken with other material, gives rise to concern about the capability of a teacher, it may lead to a decision to investigate and record performance more intensively. Where a decision is taken to enter into a formal capability procedure, that procedure supersedes performance management arrangements.

EVALUATION

Oystermouth Primary School is committed to the ongoing professional development of all staff. We are also committed to a continuous cycle of school improvement.

The Headteacher shall provide an annual report to the Governing Body on the operation of performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers and the Headteacher.

The Governing Body shall review the performance management policy every school year and, if they consider it necessary, amend it. Before amending the performance management policy, the governing body shall ensure that all school teachers at the school are consulted.

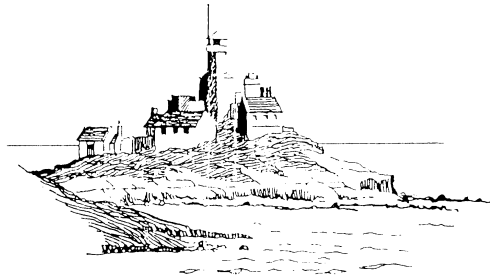
STANDARD DOCUMENTATION

The following forms will be used in the Performance Management cycle:-

- Professional review preparation form. This will form the basis of discussion for the Autumn meeting.
- Individual Plan
- Review Statement
- Training Needs
- Classroom observation form.

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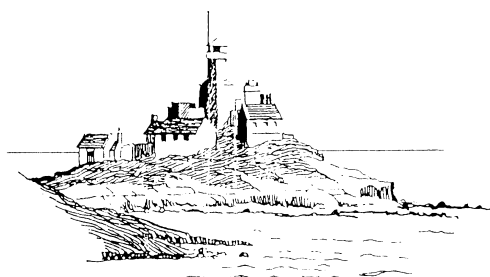
TIMETABLE FOR PERFORMANCE MANAGEMENT OBSERVATIONS

FOCUS: _____

Date/Time:	Observation	Observation	Supply
9.00 – 10.00 am			
10.45 – 11.45 pm			
12.50 – 1.50 p.m.			
2.40 – 3.10 p.m.			
9.00 – 10.00 am			
10.45 – 11.45 pm			
12.50 – 1.50 p.m.			
2.40 – 3.10 p.m.			
9.00 – 10.00 am			
10.45 – 11.45 pm			
12.50 – 1.50 p.m.			
2.40 – 3.10 p.m.			

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Lesson Observation Form

Class:		Subject:		Date:	
Observer:		Observation Time:		Context of Observation	
No on role:		No present:		Ability:	

Standards and Progress:	Judgement:
Do pupils:	
<p>Achieve in the lessons?</p> <p>Recall previous learning?</p> <p>Acquire new knowledge, understanding and skills?</p> <p>Apply their knowledge and understanding of new skills to new situations?</p> <p>Make progress expected at their stage of learning?</p> <p>Use skills in communication/numeracy/ICT/problem solving?</p> <p>Review own learning/understanding their progress/continue to reach targets;.</p>	

Conditions for learning checklist:					
Water		Key Skills		Pace	Next Steps for Learning
'Aiming		Bilingualism		Organisation	Target

High' books			(pairs/individual/groups)		Setting	
		WALT AFL Strategies		Planning (school format)		Peer Assessment
Merits & Rewards / Golden Time		Mental Maths, Welsh practice		Differentiation		Plenary

Teaching:	Judgement:
Does the teacher:	
<p>Have good, up-to-date subject knowledge?</p> <p>Have high expectations of all pupils?</p> <p>Plan effectively and have clear objectives for taught sessions and other learning experiences?</p> <p>Use a range of teaching and training methods and resources which interest pupils and stimulate and challenge them to achieve highly?</p> <p>Provide a good language model for pupils?</p> <p>Establish good working relationships that foster learning?</p> <p>Manage pupil's behaviour effectively?</p> <p>Use learning support staff effectively?</p> <p>Successfully provide demanding work to meet the needs of all pupils, for example those with SEN and those who are more able and talented?</p> <p>Provide oral feedback and marking enable pupils to know how well they are doing what they need to do to improve?</p> <p>Consistently encourage pupils to take note of feedback?</p> <p>Give feedback that develops pupils ability to assess their own and their peers' performance?</p> <p>Use assessment information to inform future planning?</p>	

Observation summary:
Actions for development:

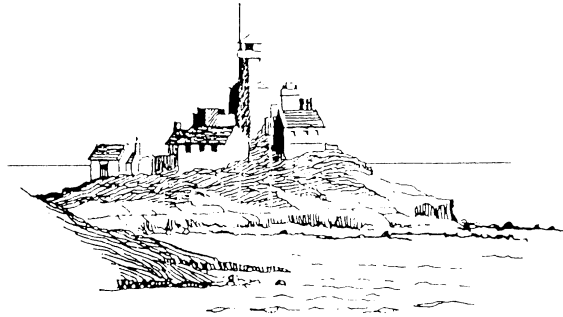
Excellent	Outstanding, excellent, very good, innovative, inventive, exceptional, superb, superior, exemplary, accomplished, well above expectations, highly imaginative, highly creative, highly effective, very high standard, high quality, exquisite, fine, perfect, extensive.
Good	Good, comprehensive, lively, successful, skilful, worthwhile, beneficial, use well, consistently good, pleasing, valuable, able, thorough, useful, powerful, effective, particularly (add a word from adequate).
Adequate	Satisfactory, effective, appropriate, suitable, efficient, competent, relevant, enough, sufficient, acceptable, useful, solid, valid, average, responsive, sound, consistent.

Evaluation words and phrases	
Nearly all	With very few exceptions
Most	90% or more
A majority	Over 60%
Half/around half	Close to 50%
A minority	Below 40%
Few	Below 20%
Very few	Less than 10%

Excellent	Many strengths, including significant examples of sector-leading practice.
Good	Many strengths and no important areas requiring significant improvement.
Adequate	Strengths outweigh areas for improvement.
Unsatisfactory	Important areas for improvement outweigh strengths.

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PERFORMANCE MANAGEMENT BASIS FOR DISCUSSION FOR REVIEW MEETING

Classroom teaching and pupil progress

1. On reflection, which aspects of your classroom teaching do you feel have developed over the last year? Why? (What aspects do you feel have been particularly positive?)
2. What aspects of your classroom practice did you feel presented you with particular challenges last year? Why? What are the sticking points for you in teaching?
3. With reference to your current class, what would be an appropriate pupil progress objective and teaching and learning objective?

Wider Professional Development

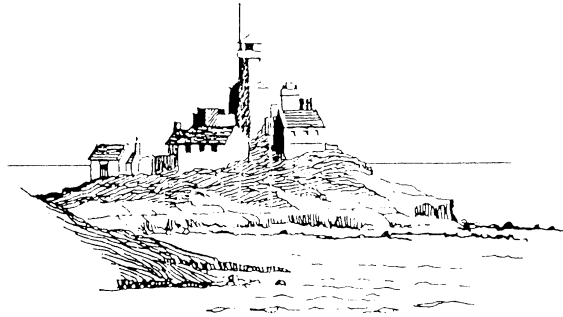
1. How do you think you would like to see your career developing in the immediate short term (the next 18 months) and over the next 5 years?

2. What would be an appropriate objective to develop your professional practice?

3. What professional development support and training would you find helpful in achieving this objective?

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PERFORMANCE MANAGEMENT - REVIEW STATEMENT

Date of Review: _____

Signed (Teacher): _____

Date: _____

Signed (Team Leader): _____

Date: _____

Name: _____

Job Title: _____

Overall assessment of performance:

Objective 1:	
Objective 2:	
Objective 3:	

--	--

Statement agreed by:

Post holder: _____ Date: _____

PERFORMANCE MANAGEMENT - REVIEW STATEMENT
- continued

Post holder comments:

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Identified training needs:

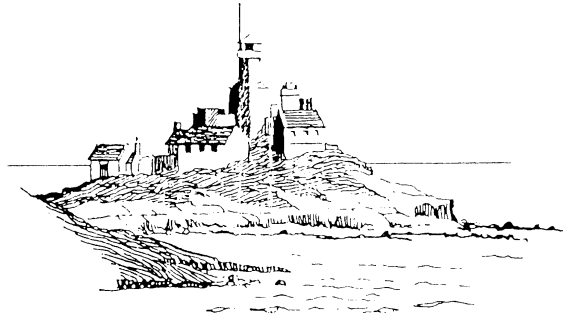
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Statement agreed by:

Headteacher: _____ Date: _____

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Performance Management - Teaching and Learning

Objective

What do I need to achieve?

Action Steps

What tasks will I carry out to achieve this?

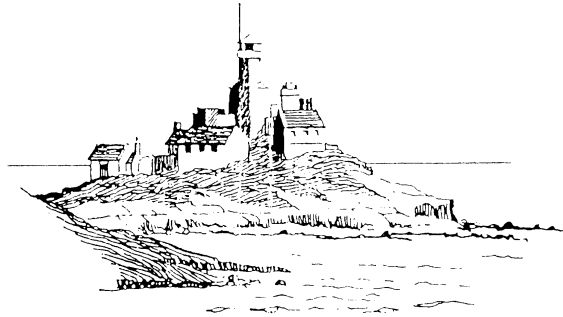
Success Criteria

Support and Resources



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Performance Management – Pupil Progress

Objective

What do I need to achieve?

Action Steps

What tasks will I carry out to achieve this?

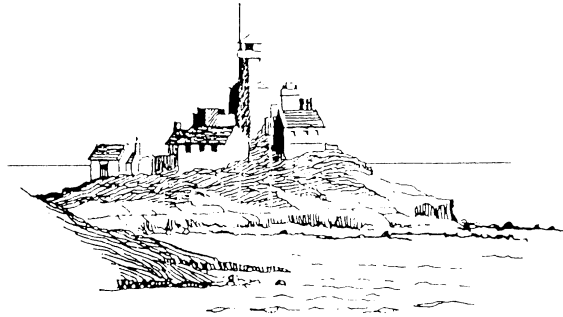
Success Criteria

Support and Resources



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Performance Management – Continuing Professional Development

Objective

What do I need to achieve?

Action Steps

What tasks will I carry out to achieve this?

Success Criteria

Support and Resources

