Derwent and Southill Federation

We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.

Teacher Appraisal Policy 2026-7

1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our School Development Plan (for the Federation) and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in

Teacher Appraisal - guidance for schools

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher. Where relevant, we have added further detail regarding arrangements for head teachers.

3.1 Early career teachers (ECTs)

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period, and are not covered by this policy.
Arrangements for ECT appraisal will follow our ECT induction policy, and the statutory induction process for ECTs.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the second half of the summer term and draft targets for the next year set (for confirmation during the first weeks of the autumn term). Colleagues who leave the federation by 31 August will have their final appraisal review and confirmation of future references as required.
For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.
Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.
It is intended that teachers will have had their annual appraisal meeting and receive their appraisal report by the end of the appraisal meeting and the document will be shared on the Google Drive where it is kept.
It is intended that the headteacher will have had their annual appraisal meeting and receive their appraisal report by the end of October following the end of the academic year.

5. Setting objectives

Teachers' objectives will be set in draft form through agreement during the final appraisal in the summer term with the HT or line manager as appropriate and will be confirmed in the first weeks of the start of the autumn term. They

will align with the School Development Plan and the career aspirations where they are able to be included in line with the school targets will be referenced.

The headteacher's objectives will be set by the governing board, in consultation with an external adviser where one is available as allocated by the LA. In the absence of this, the Chair of Governors will set objectives for the panel of governors.
For all teaching and leadership staff, objectives will:
Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens the Head teacher in consultation with the Chair of Governors and the panel will quality assure all objectives against the school development plan.
Be specific, measurable, achievable, realistic and time-bound (SMART)
Be appropriate to the teacher's role and career experience
Be revised if circumstances change throughout the year
When objectives are set, teachers will also be informed of the standards their performance will be judged against.
The appraiser and teacher will seek to agree on the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards
Maintained schools insert*:* Teachers will be assessed against the Teachers' Standards. The headteacher, and other school leaders where relevant, will also be assessed against the Headteachers' Standards.

7. Reviewing performance (including observation protocol)
We will use a range of evidence to judge a teacher's performance:
- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Learning Wander feedback from SLT

7.1 Observation protocol
We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.
There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.
All observations will:
- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations
Drop-in observations will usually be conducted by SLT including the Headteacher in order to monitor the quality of teaching and learning.
The drop in will be in the form of learning wanders and will not last more than 10 minutes. There will be email feedback in the week of the drop in and there will be the opportunity to discuss with the teacher. On occasion they may involve the observer talking to pupils and looking at their work.
The frequency will depend on the individual teacher and the school's needs at the time.
We will use all reasonable endeavours to provide written feedback within 5 working days.
Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. These will be scheduled and form part of the ECT programme requirements. A very experienced teacher will typically receive fewer observations and if they are deemed necessary will be with scheduled notice in agreement with the teacher and the subject observed.

Teachers will not receive more than 3 formal observations over the year. Generally, verbal feedback will be given as soon as possible and email follow up will provide a written record of that conversation.

As a general rule in Derwent and Southill, formal observations are not used except in situations where extra support and monitoring is required. Most feedback on teaching and learning is through Learning Wanders fed back via email, book monitoring and pupil progress meetings.

7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed informally throughout the year and there will be an interim mid-year review for class teachers and senior leaders.

The appraisal meeting is the end point of the annual appraisal process and will take place at the end of the summer term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a formal capability meeting. Refer to our capability policy for more information

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the terms and conditions of the headteacher's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser. The adviser may be from the local authority or a neighbouring local authority, or be an external consultant. The governing board will delegate the headteacher's appraisal to a sub-group of 2 governing board members and the Chair of Governors with a wide range of experience and knowledge of the school. This will not include any staff governors.

The Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours.

10. Appraisal report and timeline

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within five working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

DATE	ACTION
End of July	Assess against objectives from the start of the academic year. Provide report and complete pay review recommendation **Pay is not linked to Performance Management targets.**
First day of autumn term	New appraisal cycle begins
September / October	Draft appraisal targets from the summer end of year meeting are agreed and linked to the School Development Plan and teacher stated career or professional development objectives included where they are appropriate to the needs of the schools.
31 October	Pay Award Committee sits. Pay awards backdated to September of this academic year.
31 October	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
By February half-term	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided via 1:1 meetings and Learning Wander feedback

11.

Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.
The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.
The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy. All HR related policies are the Central Bedfordshire agreed policies.

12. Confidentiality
The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.
Appraisal information will be anonymised when information is reported to the governing board.
Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements
The governing board will monitor and review the effectiveness of the appraisal arrangements. The Headteachers for Derwent and Southill, and Deputy Head teacher at Derwent and Assistant Head and SENCO at Derwent will monitor objectives and assessments to ensure consistency.

This policy will be reviewed annually if guidance or any legislation surrounding teacher pay terms and conditions, or if any processes within the federation change.
The Pay Award Committee delegated authority by the Full Governing Body will be responsible for approving this policy.

Reviewing performance

Observation
This school believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observations will be carried out in a supportive fashion.

It is important to note that with the introduction of the Education (School Teacher's Appraisal) (England) Regulations 2012, there is no longer a limit on the total period of classroom observation allowed per performance management cycle - previously, the limit was three hours. At Derwent and Southill the aim is that the amount of classroom observation arranged for any teacher will not exceed three hours per cycle, although this may vary depending on the level of support required by staff. It is also important to note that there is also no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. As a general rule, all teachers at Derwent and Southill may be observed for 30 minutes per term as part of the monitoring of the quality of teaching by leaders.

Development and support
Appraisal is a supportive process which will be used to determine decisions on pay progression and 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.

Feedback
Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation for example in the form of learning wanders, has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (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 *(it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time will reflect the seriousness of the concerns)*;
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.
- When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though that process.

Evidence
The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Transition to capability
If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted following the CBC Capability Procedure for School Based Employees.

Annual assessment
Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the governance board may consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (*e.g. once a term).*

The teacher will receive as soon as practicable following the end of each appraisal period – the end of the summer term in July (31 October for the Headteacher). The appraisal report will include:

details 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 professional development needs and identification of any action that should be taken to address them;
The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Policy Review
The Governing Body of our school is responsible for ensuring the review of this policy, and for reporting back to the Local Authority.

Date policy agreed: September 2026 **Date of Review: September 2027**

Signed Neil Parsons (Chair of Governors)

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

carry out the role with professionalism, integrity and courtesy;
evaluate objectively;
report accurately and fairly;
respect the confidentiality of the information gained.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the Teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The Teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and Headteachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulation.

Appendix 2: appraisal report template

DERWENT AND SOUTHILL FEDERATION
ANNUAL PERFORMANCE REVIEW

NAME:

Assessment against objectives Year:					
Objective 1:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 2:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 3:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 4:					
Fully achieved		Partly achieved		Not achieved	
Comments					

Assessment against standards
Standards that apply (i.e. the Teachers' Standards and any other relevant standards):
Comments:

RECOMMENDATION FOR PAY PROGRESSION (WHERE APPLICABLE)
Is pay progression being recommended? (Recommendations are subject to the approval of the Pay Award Committee
If so, what is the recommended new salary?
Reviewer name and signature:
Reviewee name and signature:

PLANNING FOR THE NEXT SCHOOL YEAR:
New objectives
Objective 1:
Steps to achieve, evidence to assess progress, and timescales:
Objective 2:
Steps to achieve, evidence to assess progress, and timescales:
Objective 3
Steps to achieve, evidence to assess progress, and timescales:

STANDARDS AND TRAINING/DEVELOPMENT
Standards to focus on:
Evidence to assess progress and timescales:
Training and development
Focus:
Action:
Support:
Timescales:

COMMENTS AND SIGNATURES
Reviewer:
Reviewee:
Date: