

**Sunnydown Teacher Appraisal Report 21 - 22**

Appraisee's Name		Appraiser's Name	
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**Planning for current academic year (cycle) (21 -22)**

**1. Agreed Objectives for current appraisal period**

Objective 1 – Direct link to The Quality of Education (SDP Priority 1)	<ul style="list-style-type: none"> <li>Links to The Quality of Education - Student learning will be enhanced through our teaching and assessment processes, underpinned by an active learning and growth mind-set approach, facilitated by our use of Google Education and Chromebooks</li> </ul>			
Link to Professional Standards	1. High Expectations	3. Subject Knowledge	5. Adaptive teaching	7. Behaviour Management
	2. Promote Progress	4. Well-structured lessons	6. Accurate Assessments	8. Professional Responsibilities

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used – by when will evidence be needed)
<ul style="list-style-type: none"> <li></li> </ul>	
Spring Review	Summer Review

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

Objective 2 – Behaviour and Attitudes (SDP Priority 2)	<ul style="list-style-type: none"> <li>Links to Behaviour and Attitudes - The principles of Maslow’s Hierarchy will remain integral to our ethos and approach as we enhance our student sense of belonging and responsibility for the development of the school.</li> </ul>			
Link to Professional Standards	1. High Expectations	3. Subject Knowledge	5. Adaptive teaching	7. Behaviour Management
	2. Promote Progress	4. Well-structured lessons	6. Accurate Assessments	8. Professional Responsibilities

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used – by when will evidence be needed)
<ul style="list-style-type: none"> <li></li> </ul>	
Spring Review	Summer Review

Final Assessment Has the objective been met?			Comments and evidence
Met	Partially Met	Not Met	

Objective 3 – Personal Development (SDP priority 3)	<ul style="list-style-type: none"> <li>Links to Personal development - Extending the pastoral provision to meet the emotional needs of our learners, ensuring that learning opportunities are CoIN / Autism friendly</li> </ul>			
Link to Professional Standards	1. High Expectations	3. Subject Knowledge	5. Adaptive teaching	7. Behaviour Management
	2. Promote Progress	4. Well-structured lessons	6. Accurate Assessments	8. Professional Responsibilities

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used – by when will evidence be needed)
<ul style="list-style-type: none"> <li></li> </ul>	
Spring Review	Summer Review

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

Objective 4 – Links to – Leadership and Management	<ul style="list-style-type: none"> <li><i>Links to Leadership and Management</i></li> </ul>			
Link to Professional Standards	<i>1. High Expectations</i>	<i>3. Subject Knowledge</i>	<i>5. Adaptive teaching</i>	<i>7. Behaviour Management</i>
	<i>2. Promote Progress</i>	<i>4. Well-structured lessons</i>	<i>6. Accurate Assessments</i>	<i>8. Professional Responsibilities</i>

Performance Criteria (What the appraise will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used – by when will evidence be needed)
<ul style="list-style-type: none"> <li></li> </ul>	
Spring Review	Summer Review
	<ul style="list-style-type: none"> <li></li> </ul>

Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

## 2. Identified Training and Development Needs

Name of Appraisee: \_\_\_\_\_ Date of Planning Meeting \_\_\_\_\_

This section should identify any training and development needs. These activities need not be training courses but could include support in a range of different forms, such as coaching or mentoring, additional assistance in the classroom, provision of equipment, observing colleagues, project work or job shadowing.

Area to be Addressed (link to objective)	Action to be Taken	Spring (__/__/__)	Summer (__/__/__)	Final Assessment (__/__/__)

**NB: Copy to be discussed with CPD Lead (IM) by appraisee at earliest convenience.**

### 3. Lesson Observations to support the demonstration of the teaching standards

Lesson observations should be seen as an opportunity to reflect on practice. Whilst some formal observations need to be undertaken, peer observations, learning walks and team teaching are valid practices to be encouraged to ensure regular reflection on our teaching practice.

During Lesson observation feedback meetings, the teacher will have the opportunity to discuss the available data demonstrating progress of students within the lesson and over time.

## Part C: Assessment of Performance

### 1. Review of performance against current agreed objectives

Performance will be reviewed during the review meetings (Spring 1<sup>st</sup> half term and Summer 2<sup>nd</sup> half term) and the Final Assessment in September and recorded in the appropriate section for each objective.

### 2. Review of performance against training and development needs

Performance will be reviewed during the review meetings (Spring 1<sup>st</sup> half term and Summer 2<sup>nd</sup> half term) and the Final Assessment in September and recorded in the appropriate section of Part 2.

### 3. Review of performance against relevant teaching standards

Performance will be reviewed during the review meetings (Spring 1<sup>st</sup> half term and Summer 2<sup>nd</sup> half term) and the Final Assessment in September and recorded in the appropriate sections below.

Standards for Teachers	Date	Progress	Comments Note evidence used in assessing performance
<b>Part One: Teaching Standards</b>			

<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <p>1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1.3 demonstrate consistently the positive attitudes, values and behaviour which 1. are expected of pupils.</p>	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	
<p><b>Promote good progress and outcomes by pupils</b></p> <p>1.4 be accountable for pupils’ attainment, progress and outcomes</p> <p>1.5 be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these</p> <p>1.6 guide pupils to reflect on the progress they have made and their emerging needs</p> <p>1.7 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>1.8 encourage pupils to take a responsible and conscientious attitude to their own 2. work and study.</p>	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	
<p><b>Demonstrate good subject and curriculum knowledge</b></p> <p>1.9 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</p> <p>1.10 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>1.11 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</p> <p>1.12 if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics</p>	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	

1.13if teaching early mathematics, demonstrate a clear understanding of appropriate 3. teaching strategies.			
<b>Plan and teach well structured lessons</b>  1.14impart knowledge and develop understanding through effective use of lesson time  1.15promote a love of learning and children’s intellectual curiosity  1.16set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  1.17reflect systematically on the effectiveness of lessons and approaches to teaching  4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	
<b>Adapt teaching to respond to the strengths and needs of all pupils</b>  4.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  4.2 have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these  4.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  4.4 have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them.	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	
<b>Make accurate and productive use of assessment</b>  4.5 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  4.6 make use of formative and summative assessment to secure pupils’ progress	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	



<p>4.7 use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>4.8 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>			
<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p>4.9 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>4.10 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>4.11 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>4.12 maintain good relationships with pupils, exercise appropriate authority, and act</p> <p>4.       decisively when necessary.</p>	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	
<p><b>Fulfil wider professional responsibilities</b></p> <p>4.13 make a positive contribution to the wider life and ethos of the school</p> <p>4.14 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>4.15 deploy support staff effectively</p> <p>4.16 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>4.17 communicate effectively with parents with regard to pupils' achievements and</p> <p>5.       well being.</p>	Spring 1 <sup>st</sup> Half Term	M / PM / NM	
	Summer 2 <sup>nd</sup> Half Term	M / PM / NM	

**Part Two: Personal and Professional Conduct**

<ul style="list-style-type: none"> <li>● <b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b> <ul style="list-style-type: none"> <li>○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>○ having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> <li>○ showing tolerance of and respect for the rights of others</li> <li>○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>○ ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.</li> </ul> </li> </ul>	<p><b>Does the appraisee consistently meet a high standard in this area? Note evidence used in assessing performance</b></p> <hr/> <p><b>Spring 1<sup>st</sup> Half Term</b></p> <hr/> <p><b>Summer 2<sup>nd</sup> Half Term</b></p>
<ul style="list-style-type: none"> <li>● <b>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b></li> </ul>	<hr/> <p><b>Spring 1<sup>st</sup> Half Term</b></p> <hr/> <p><b>Summer 2<sup>nd</sup> Half Term</b></p>
<ul style="list-style-type: none"> <li>● <b>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b></li> </ul>	<hr/> <p><b>Spring 1<sup>st</sup> Half Term</b></p> <hr/> <p><b>Summer 2<sup>nd</sup> Half Term</b></p>