



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

Appraisal Policy

OBHP39

Policy owner: Headmaster
Date of issue: November 2018
Date last reviewed: June 2023
Next review due: August 2024

APPRAISAL POLICY

This policy applies to all parts of Old Buckenham Hall School including The Early Years Foundation Stage.

The Principles of Appraisal

1. The aims of the appraisal process are:
 - 1.1 to provide a formal opportunity for recognising and recording achievements
 - to support the appraisee in his/her work
 - to promote staff development
 - to share good practice
 - to maintain high professional standards
 - to identify in-service training needs
 - to identify career aspirations
 - 1.2 not to be dictated by the salary point scale of the appraisee and whether or not the appraisee has reached a salary bar. When members of staff have been at a particular salary bar for the stipulated minimum period.
2. All members of Old Buckenham Hall School are appraised as teachers and in their other pastoral, sporting, extra-curricular and academic capacities. As staff are appraised on the commitment they make and different roles they play within the life of the Pre-Prep or Prep School, this can only be achieved by appraising all of an individual's contribution to the School at the same time. This involves liaison between the appraiser and other colleagues who have oversight of other aspects of the appraisee's work, such as pastoral, sporting and extra-curricular responsibilities and all-round contribution to the life of the school.
3. The paperwork involved is confidential between the appraiser, appraisee, the Executive Assistant and the Headmaster. Copies of appraisals are kept confidentially by the appraisee and the Headmaster through the HR files.
4. Responsibility for appraisal is as follows:
 - 4.1 All members of the Old Buckenham Hall School Senior Management Team, are appraised by the Headmaster. The Headmaster is appraised externally and this is arranged by the Board of Governors of Old Buckenham Hall School.

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- 4.2 All other members of staff are appraised by the Director of Finance and Operations, Senior Deputy Head, Deputy Head Pastoral, Deputy Head Academic, Director of Senior School Admissions, Head of Boarding and the Head of Pre-Prep (SMT). Teaching assistants are appraised by the Head of Learning Success or relevant department Head.
5. Frequency of appraisal should be as follows:
- 5.1 All new members of staff (not NQTs) will be appraised during their Second term (starting Michaelmas 2018) after the appointment has been taken up.
- 5.2 All full-time members of staff should be appraised every two years and part-time members of staff every three years if they teach more than 20 lessons per week.
- 5.3 Staff appointed as NQTs will be appraised every two years following the successful completion of their NQT induction year.
6. The appraisal should incorporate a number of essential components:
- self-appraisal by the appraisee
 - an initial meeting between the appraiser and the appraisee
 - classroom observation
 - book review looking at marking
 - reports
 - observation of appraisee in form tutor or pastoral role
 - collection of data from other sources agreed with the appraisee
 - the writing of a draft appraisal statement by the appraiser
 - an appraisal interview in which the appraisal statement is discussed and any amendments or additions agreed
 - the forwarding of the finalised appraisal statement duly signed by both parties, to the Headmaster
 - a meeting with the Headmaster and appraiser to discuss the appraisal statement.
7. In addition, a review is carried out in the third term following a full appraisal. This consists of a short meeting between the appraiser and the appraisee in which progress towards agreed targets since the last appraisal is discussed.
8. A schedule of when appraisals are due is compiled by the Headmaster as and when necessary, usually at the start of each academic year.

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THE APPRAISAL PROCESS

1. Self-Appraisal

Self-Appraisal provides the appraisee with the opportunity to set an agenda for the appraisal process as a whole. The aims of self-appraisal are:

- to enable the appraisee to reflect upon his or her work and how they might improve their professional practice
- to provide information and evidence to assist the appraisal process
- to enable the appraisee to provide an up-to-date portfolio of commitments and responsibilities
- to identify strengths and possible areas for professional development
- to consider points for discussion in the initial meeting

It is recommended that the prompt sheet provided in the Appendix is used for the self-appraisal.

2. The Initial Meeting

The purpose, content and scope of the appraisal should be discussed and confirmed at the first meeting, which should include:

- planning for the various elements of the appraisal process
- discussion of the self-appraisal and appraisee's portfolio and job description
- agreement on sources and procedures for the collection of data
- agreement on a timetable for the whole process

3. Classroom Observation

3.1 Classroom observation plays a key role in the assessment of a teacher's skills and effectiveness.

3.2 Classroom observation should take place on at least two occasions, one during an academic lesson and another during Form Tutor or House tutor time, or games lesson if appropriate.

3.3 The appraisee should provide the appraiser with a written lesson plan setting out the aims and objectives of the lesson, and provide copies of any handouts to be used.

3.4 The lesson observation form should be used in conjunction with its accompanying prompt sheet. Copies of both are included in the Appendix.

3.5 The appraiser and appraisee should meet to discuss the lesson within 24 hours of the observation.

3.6 Feedback from the appraiser should:

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- be specific & constructive
- refer to observed evidence
- recognise and celebrate strengths and achievements
- comment on possible areas for development
- allow the appraisee to offer his or her own perceptions of the lesson

4. **Collection of Information from Other Sources**

4.1 The appraiser should collect information from other sources in order to be able to comment on the individual's performance in pastoral and extracurricular roles, as well as delivery in the classroom.

4.1.1. For members of department this should be accomplished by:

- (i) full consultations with the Head of Department, Directors of Sport or Music, and other relevant individuals
- (ii) examination of a selection of pupils' exercise books or files
- (iii) reports as sent to parents

4.1.2. For Heads of Departments this should also include discussion with members of the department, asking for comments on the appraisee's management of their department.

4.1.3. For Heads of House this should also include consultation with the Deputy Head/Director of Sport.

4.2 Given the sensitivity of the task, appraisers must follow a strict code of practice, which stresses objectivity, confidentiality and fairness.

- Everyone concerned must know what information is being sought and why and how it will be used
- Appraisers should conduct themselves with sensitivity to all concerned and should ensure that no bias is shown when information is gathered
- General comments should be supported by specific examples
- Information which does not relate to professional performance should be neither sought nor used
- All information should be collated on the Appraisal Support Document Form (copy in the Appendix)

5. **The Appraisal Statement**

5.1 The Appraisal Statement should:

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- summarise the evidence gathered
- record the main points raised in discussion
- identify needs for the appraisee's professional development and training
- reach conclusions and set targets for future development

5.2 Targets should be designed to help, not to inhibit. They should be specific, measurable, achievable, realistic and time-related.

5.3 The Appraisal Statement should be drafted by the appraiser, discussed at the Appraisal Interview and, if necessary, modified in consultation with the appraisee.

5.4 Access to the Appraisal Statement should be restricted to appraisee, appraiser, Headmaster and Executive Assistant. In addition, a new appraiser should be able to see the appraisee's most recent statement. The Appraisal Statement may be viewed in relation to HR related issues in the future where deemed to be a reasonable instruction by the Headmaster.

6. **The Appraisal Interview**

6.1 At the core of the appraisal scheme is an extended interview that reviews the appraisee's work practice. It should provide an opportunity for genuine dialogue and is likely to be successful only when both parties are well informed and well prepared, topics are agreed in advance and discussion is focused on the areas for which information has been gathered.

6.2 Each appraisal interview should include:

- a review of work undertaken, successes and areas for development identified since the last appraisal
- a discussion of the appraisee's need in terms of professional development
- identification of targets for future action or development
- clarification of points included in the Appraisal Statement
- further consideration, if necessary, of the appraisee's portfolio

7. Copies of the final version of the Appraisal Statement should be sent to the Headmaster at least 24 hours before the meeting to allow time for reading.

8. A Meeting with the Headmaster to discuss the Appraisal Statement. The appraisee should arrange to see the Headmaster within ten days of his or her Appraisal Statement being agreed. If possible, these meeting should not be left to the last week of term.

9. **Disagreements between Appraiser and Appraisee**

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- 9.1 If an appraisee is unhappy about the manner of his/her appraisal or the content of the Appraisal Statement, the appraisee and appraiser should attempt to resolve the difficulty jointly through informal discussion.
- 9.2 It is open to all appraisees to register in the Appraisal Statement their disagreement with points in the statement.
- 9.3 As a last resort, if the appraisee has a grievance about the way in which the appraisal was conducted or feels that the conclusions are less than fair, then he/she has a right of appeal to the Headmaster, who will, if necessary, conduct a further partial or complete appraisal.
- 9.4 If the appraisee is a member of the Senior Management and unhappy about the manner of his/her appraisal or the content of the Appraisal Statement the appraisee may discuss any disagreements with the Chairman of Old Buckenham Hall Board of Governors.

10. Formal Review Meeting

An appraisal review is carried out in the third term following a full appraisal. This consists of a short meeting between the appraiser and appraisee, to discuss the following:

- to review the appraisee’s progress towards targets at the last appraisal
- to consider whether the targets set at the appraisal interview are still appropriate
- to evaluate the usefulness of any training undertaken since the appraisal began
- to provide an opportunity for the appraisee to raise formally issues of concern
- to consider discuss the appraisee’s further career development needs

APPENDIX

LESSON EVALUATION FORM

Observer		Year group			
Teacher		Ability		Number present	
Subject				Date	

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Content of lesson:	
MAT pupils present:	LS pupils present:

Teaching (Observers may not be able to grade **all** criteria, in which case write N/A)

For consideration	Notes/evidence
Lesson planning (including timing)	
Sharing of objectives with the pupils	
Pace	
Use of Assessment for Learning strategies e.g. rich questioning, peer assessment and self-assessment.	
Use a variety of teaching methods to challenge and stimulate the pupils	
Incorporate challenge into your lessons and have high expectations of the pupils	
Monitor the progress of your pupils during the course of a lesson	
Give quality feedback to pupils so that they know how to improve	
Classroom management	
Take into account the different learning needs of different groups of pupils including MAT and LS	
Incorporate key skills into your lessons (communication, numeracy, ICT, speaking, listening, reading, writing)	
Use of resources	
Set homework which advances the learning of the pupils	
Keep the classroom environment stimulating and attractive	
Rapport with pupils	
Subject knowledge (if observing own subject)	
Conveying a passion for your subject	

Standards of achievement

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	Notes/evidence
Pupils' recall of previous lesson(s)	
Pupils' factual knowledge	
Pupils' understanding & evaluation	
Pupils' independence of learning	
Pupils' cooperation with teacher	
Pupils' cooperation with others	
Pupils' participation	
Pupils' learning during the lesson	

Lesson Grading Excellent Good Adequate Unsatisfactory
 (only if observed by line manager – not to be graded if a peer observation))

Highlights	
Areas for Development	

Teacher Signature:

Date:

Observers Signature:

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**FORM FOR COLLATION OF INFORMATION
FROM COLLEAGUES**

To:

From:

We are in the process of appraising:

We would be grateful if you could comment on the following areas:

- 1.
- 2.
- 3.
- 4.

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5.

Positives to note:

Areas for possible targets/improvements:

Please try to make comments specific and relevant rather than general.

Please return this form to me by:

Many thanks

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Appraisal checklist

This is a personal checklist which you may find helpful. Please do not bother to write the answers to these questions but it would be helpful if you would read them through before the initial meeting. If you can answer all the questions in the affirmative then you are perfect! If not, this checklist may serve to remind you of just how demanding our jobs are and what our ideals should be.

Do you

- Take steps to know and understand each child and his/her background?
- Organise the children into ability groups, having identified what they know and what they are ready to tackle?
- Make regular and effective reports to parents and record progress accurately?
- Usually reach the classroom punctually?
- Identify and collect resources needed well in advance?
- Plan schemes of work well in advance?
- Plan lessons adequately and keep a record book so that another teacher could take over if necessary?
- Use adequate and appropriate visual aids and work sheets?
- Define specific goals and deadlines and keep them documented in your record book?
- Use your record book to repeat standard lessons?
- Discuss your approach and preparation with the Headmaster of Department?
- Know and be able to use all the resources available in the school?
- Mark work promptly and effectively, following the school's marking policy, and return it positively?
- Mark attainment clearly and recognise effort?
- Evaluate the results of tests and take appropriate action?
- Try to ensure the motivation of all pupils by encouragement and praise?
- Criticise constructively where necessary?
- Ensure the safety of your pupils?
- Contribute to good morale and support colleagues in the Common Room?

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- Maintain a professional attitude, appearance and conduct?
- Attend and contribute to departmental meetings?
- Carry out duties promptly and efficiently?
- Support the school's discipline structure by invoking its sanctions?
- Keep up with new ideas, learning styles, current research and developments in ICT?
- Attend regular in-service courses?
- Find time to talk to individual pupils about their work?
- Vary your expectation level in respect of your pupil's varying abilities?
- Read professional papers and magazines regularly?
- Turn up regularly to non-compulsory events such as play and concerts and social occasions involving parents?

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APPRAISAL STATEMENT FORM

Name:

Date:

Areas of responsibility:

LESSON OBSERVATION

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SUMMARY OF EVIDENCE GATHERED

--

MAIN POINTS OF THE DISCUSSION RAISED including areas going well/going not so well

Going Well
Areas for Improvement

ACTION AND TARGETS IMPROVEMENTS

--

Appraisee	Appraiser	Headmaster
Date:	Date:	Date: