

Whole School Objective linked to the Teachers' Standards (2014-15)

The first objective (below) will be used for all teachers:

Objective 1: *Implement strategies to improve the performance of pupil premium pupils (or other groups of underperforming pupils, e.g. at KS5) so that they make the expected progression in line with career progression criteria.*

Success criteria:

- Effective plans are in place to support those not making the expected levels of progress
- Pupil progress: e.g. "By the end of Key Stage (KS)..., most students achieve in line with school expectations and..."*
- Quality of teaching*

Monitoring arrangements and evidence:

- Progress data in SISRA shows the progress that pupils are making and identifies the percentage making the expected progress
- End of year exam/assessment results
- Scrutiny of work to show: assessment feedback is identifying areas for improvement; evidence this feedback is being acted upon; literacy marking guidelines are being used consistently and regularly
- Lesson observation(s) to show that pupils are making effective progress
- Pupil feedback

*differentiated outcome according to career stage

NB this objective would provide evidence that would help towards meeting the following teacher standards **S1, S2, S3, S4, S5, S6** and **S7**.

Advice (specific to this objective): The use of work record cards will enable the appraiser to see that each student has reflected on the feedback, sought to demonstrate that (s) understands the feedback (by writing down their own target for improvement). They could also incorporate a way to show that the teacher has monitored that the student has acted on the advice.

The most effective feedback is often two-way, i.e. a dialogue between the teacher and student. Learning conversations can be one way in which both teacher and student can demonstrate understanding of the current performance of the student and what (s)he needs to do to improve.

Objective 2: Heads of Department can identify a second objective that the whole Department can have as a focus as identified in their SIDP

Objective 3: The third will reflect the specific needs of that individual. This objective could be used to identify cpd needs that will enable the teacher to, for example, develop or maintain current practice, extend practice in order to support assessment for pay progression or to provide effective experience for promotion opportunities. This objective could be used when a colleague needs to demonstrate progression in developing professional relationships.

All performance management objectives must contribute to:

- Improving the education of our students

The objectives set for each teacher, will be specific, measurable, achievable, realistic and time-bound (SMART) and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives for each teacher will contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

Sample appraisal objectives which relate to the Teachers' Standards

The objectives set need to be specific, measurable, achievable, realistic and time-bound (SMART) and appropriate to the teacher's role and level of experience. Objectives may be revised if circumstances change.

The objectives for each teacher will contribute to Notre Dame's plans for improving the school's educational provision and performance. As such all performance management objectives must contribute to improving the education of our students.

1. Set high expectations which inspire, motivate and challenge pupils

A performance objective could focus on how the teacher creates a learning environment that challenges pupils to engage more in their learning.

2. Promote good progress and outcomes by pupils

Schools always need to focus on pupil progress. An objective could refer to current rates of progress for pupils taught by the teacher, perhaps focusing on a specific group of concern, such as gifted and talented children.

The whole-school objective used in 2013-14 (below) is an example that could be used for individuals in the future:

Implement strategies to improve the performance of pupils so that *they make the expected progression in line with career progression criteria.*

Success criteria:

- Effective plans are in place to support those not making the expected levels of progress
- Pupil progress: e.g. "By the end of Key Stage (KS)..., most students achieve in line with school expectations and..."*
- Quality of teaching*

Monitoring arrangements and evidence:

- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress
- End of year exam results
- Scrutiny of work to show: assessment feedback is identifying areas for improvement; evidence this feedback is being acted upon; literacy marking guidelines are being used consistently and regularly
- Monitoring of lesson observations to show that pupils are making effective progress

*differentiated outcome according to career stage

3. Demonstrate good subject and curriculum knowledge

An objective could focus on the teacher's personal subject leadership. It could also refer to the school's current curriculum priorities. An example might be enabling pupils to become more independent learners.

4. Plan and teach well-structured lessons

Schools could use this section of the standards document to inform an objective on quality. This would also fit well with the new Ofsted framework, with its focus on quality of teaching. The objective could focus on the pace of learning, lesson structure, or how the teacher uses specific CPD to make an impact on day-to-day teaching.

5. Adapt teaching to respond to the strengths and needs of all pupils

The reviewer could also relate this area of the standards to pupil progress. The objective could focus on how the teacher adapts planning and delivery of learning opportunities to

better meet the needs of pupils. For example, assessing whether more 'scaffolding' or more open-ended activities are appropriate.

6. Make accurate and productive use of assessment

A focus here would also be appropriate if the individual teacher needs to fine-tune pupil assessment to have a clearer impact on outcomes.

The whole-school objective used in 2012-13 (below) is an example that could be used for individuals in the future:

Provide regular and effective feedback* to students, through both verbal and written means so that they understand, know and can articulate how they are currently performing in terms of either their national curriculum level, or an appropriate exam grade descriptor, and understand what they can and need to do in order to improve their work and performance.

*Formative and summative feedback should be given every half term

Success Criteria:

- Feedback from students indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- Teachers give written and verbal formative and summative feedback to each student on how to improve
- Teaching is judged as good or outstanding and none is inadequate.
- Student progress: evidence from teacher assessment, which is subject to internal quality control (moderation) and/or external examination results shows that a group of students (identified and agreed between the reviewer and reviewee at the initial meeting) have made good* progress during the year as a result of the good teaching and feedback they have received

*good means that their progress is at least in line with their individual FFT targets

Monitoring arrangements and evidence:

- Lesson observation(s) which can specifically comment on this objective. In the lesson observation, teaching is judged as good or outstanding and none is inadequate.
- Scrutiny of students' work, during observation(s) and department moderation, which shows constructive comments on how the student can improve their work
- Discussions with and/or surveys of students indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
 - Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress

7. Manage behaviour effectively to ensure a good and safe learning environment

An objective in this area could cover how the teacher uses the school's behaviour policy in practice. This could involve looking at how the teacher identifies systems, rewards, sanctions, etc. to engage pupils better and to result in improved learning outcomes.

8. Fulfil wider professional responsibilities

The review could consider a variety of objectives related to this area of the standards. For example, how the teacher develops his or her work with teaching assistants – greater involvement in planning, focus groups, taking greater ownership of teaching, etc.

9. Personal and professional conduct

The second part of the standards document, on personal and professional conduct, would provide a useful backdrop for further discussion. Where required, the reviewer could focus on a specific aspect of the standards (e.g. punctuality).