

SOUTHERN EDUCATION AND LIBRARY BOARD

DERRYCHRIN



PERFORMANCE REVIEW
AND STAFF DEVELOPMENT
POLICY

1. Introduction

- 1.1 The Board of Governors of Derrychrin PS is committed to the development of its teachers as individuals and as teams through constructive feedback and agreed identification of their development needs.
- 1.2 The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.
- 1.3 This performance review and staff development policy applies to all teachers except those in their induction year and in EPD and is fully in accord with the requirements of the PRSD scheme and guidance from the employing authority.
- 1.4 It sets out the approach to implementing performance review in the school and is linked to current activities and policies related to school development planning, school improvement and staff development.
- 1.5 The policy sets out a framework for teachers to agree and review priorities within the context of the school development plan and their own personal, professional and career development needs.

2. Vision/Aims

Vision

To strive, to achieve and be the best we can.

Aims

1. To provide a happy, stable and caring environment that is conducive to learning.
2. To foster close links between home, school and the community.
3. To deliver the Northern Ireland Curriculum and in so doing encompass those skills associated with the programmes of study.
4. To provide a broad and balanced curriculum suitable to the needs and stage of development of each child and incorporating a variety of teaching strategies.
5. To promote the moral, cultural, spiritual, creative, intellectual and physical development of all pupils.
6. To develop in pupils personal qualities of self-esteem, self-confidence, self-discipline, independence, respect for others and a pride in their environment.
7. To provide opportunities for pupils to make full use of all their talents, thus enabling them to live happily and constructively in society.

3. Appointment of Reviewers

3.1 Teachers (including Vice-principal(s))

In smaller schools the reviewer of teachers will normally be the principal; in larger schools the reviewers will be designated by the principal. Wherever possible the reviewer will have management and /or curricular responsibility for the teacher. Where this is not possible, the designation of the reviewer will be in consultation with the teacher. The principal in consultation with the teacher may appoint a new reviewer in place of an existing reviewer at any time. The review process will continue as if there had been no change of reviewer. For the vice-principal(s) the reviewer will normally be the principal. The principal in the deployment of reviewers will be mindful of the workload on each reviewer and consequently a reviewer will normally not be responsible for more than 4 reviewees.

3.2 Principal

The principal will be reviewed by Miss P Mc Guckin and Mr P Mallon as designated by the Board of Governors. The principal's reviewers will be advised by an external adviser designated by the Board of Governors, in consultation with the employing authority.

4 The Performance Review Cycle

4.1 The review process for the principal and teachers will have three stages.

Stage 1 – Planning and Preparation

- (i) Teacher reviewees will discuss and agree with their reviewers, three personal/shared objectives derived from the school development plan and these will cover the areas of professional practice, pupil and curriculum development and their personal and professional development.
- (ii) Principal reviewees will discuss and agree three personal/shared objectives derived from the areas of leadership and management, pupil and curriculum development and his/her personal and professional development. Principal objectives will reflect the priorities identified within the school development plan and reflect the key areas of headship in the National Standards for Headteachers (Northern Ireland version) and any advice or guidance issued by the employing authority or the Advisory and Co-ordinating Group.
- (iii) The reviewer(s) will record the objectives that will apply for the review period in the agreed planning record. Objectives will normally be jointly agreed. However, if there are any differences of opinion about the objectives, the reviewer(s) will set them but the reviewee may add comments to the written record.

Stage 2 – Monitoring Progress

- (i) The principal's reviewers will undertake task observation on two occasions. It is reasonable to set a maximum of one hour of observation for all aspects of review. Task observations will reflect the principal's objectives. The tasks to be observed and the timeframe should normally be jointly agreed in consultation with the principal. However, in exceptional circumstances where agreement cannot be reached the reviewers will decide the tasks to be observed. Where information, written or oral, is to be sought from other people, the agreed Code of Practice on the collection of Information will be adhered to.
- (ii) The reviewer of a teacher will undertake classroom observation on two occasions. It is reasonable to set a maximum of one hour of observation for all aspects of review.
- (iii) Classroom observations will reflect the teacher's objectives. The lessons to be observed and the timeframe should normally be jointly agreed in consultation with the teacher. However, in exceptional circumstances where agreement cannot be reached the reviewer(s) will decide the lessons to be observed.
- (iv) In the case of teachers with management responsibilities outside the classroom, where these are reflected in one of the objectives, one period of classroom observation, after consultation with the teacher, may be replaced with a period of task observation at the discretion of the reviewer.
- (v) Where information, written or oral, is to be sought from other people, the agreed Code of Practice on the Collection of Information will be adhered to.

Stage 3- Reviewing Performance and Staff Development

- (i) There will be an annual review meeting between the reviewee and the reviewer(s). The reviewer(s) will use the recorded objectives as a focus to establish the teacher's/principal's performance and development, including a clear assessment of whether each of the objectives has been met. The review will identify any development needs and include an action plan; the proposed action plan should be consistent with and inform the school's professional and staff development plan and be within the resources available.
- (ii) A written review statement on the current annual review will be prepared by the reviewer recording the main points made and the conclusions reached. Identified development needs shall be recorded in a separate annex that will form part of the review statement. If it is not possible to complete the statement at the review meeting, it must be prepared within 10 working days of the meeting. The teacher will be provided with a copy and within 10 working days of first having access to it, may add comments in writing.
- (iii) The teacher and the principal will be given a copy of the review statement. Those responsible for making decisions regarding pay progression will be provided with

access to it as necessary. A copy of the principal's review statement will be given to the Chair of Governors and, in exceptional circumstances on request, to the employing authority.

- (iv) To ensure confidentiality the principal will keep all review statements in a secure file.
- (v) The training and development needs identified in the review statement will be given by the principal to the person(s) responsible for training and development in the school. This will include, where appropriate, the Curriculum Advisory and Support Service of the ELB's, the Regional Training Unit and Higher Education Institutes or other bodies that provide training and development in the school.
- (vi) It is anticipated that perceived problems or concerns will be addressed informally between the reviewee and reviewer(s). In the event it is not possible to resolve these matters through informal means, teachers and principals have the right of recourse to the grievance procedure as per Section 7 of the PRSD scheme. Any complaint will be on the basis of procedure and process.

5. Link to Other Procedures

5.1 Information from review statements will be used to promote the personal and professional development of all staff. Relevant information from review statements will be taken into account in making decisions and advising those responsible for taking decisions or making recommendations about performance or pay progression. The performance review and staff development process may occasionally identify issues of concern about a teacher's performance. In situations where this arises, a programme of support and development will be provided and the performance review process will cease. In cases where the unsatisfactory teacher's procedure is invoked there will be no pay progression. To preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion.

5.2 Induction/EPD

The final meeting of the induction/EPD period may be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent review cycle.

5.3 Threshold Assessment

Movement to UPS 1, 2 and 3, with effect from September 2007 will be managed through and informed by the operation of the PRSD scheme and on the basis of two consecutive successful performance reviews. In the interim the existing threshold assessment arrangements will continue to apply.

5.4 Upper Pay Scale

Information from two review statements will form part of the body of evidence to determine progression for post-threshold teachers. Teachers will be considered for progression provided two years have elapsed from their placement on a lower point of

the scale. The procedures set out in the school salary policy and the PRSD scheme will apply to teachers in the leadership group

6. Equality of Opportunity

The Governors are committed to implementing performance review on the basis of fairness, openness and equality of opportunity. The Governors will use the performance review and staff development scheme to encourage all the teachers to fulfil their professional potential. The Governors will operate the review process in accord with Section 8 of the PRSD scheme.

7. Timing of the Review Process

- planning meetings will take place in August
- monitoring/including classroom observation will take place from September to June
- review meetings will take place in June

8. Review of this Policy

The Board of Governors and principal, in consultation with the staff, will update and amend this policy as required to ensure that it is effective and complies with the PRSD scheme and any changes that may from time to time be introduced.

Copies of all the standard documents to be used in the school in the Performance Review and Staff Development process are attached

CODE OF PRACTICE ON THE COLLECTION OF INFORMATION

1 Introduction

- 1.1 This Code of Practice covers the collection of information for teacher and principal review other than through classroom observation.

2 General Principles

- 2.1 Trust and confidence on both sides are essential for successful review.
- 2.2 Information collection for the purpose of the review of a teacher or principal is designed to assist dialogue in the review discussion.
- 2.3 The information to be collected and the method of collection shall be on the basis of consultation between the reviewer and reviewee.
- 2.4 Information that does not relate to the professional performance of a teacher or principal shall not be sought or accepted.
- 2.5 Reviewees are expected to co-operate fully with any reasonable request for appropriate information.
- 2.6 Review documents shall only be used for information at the review discussion.
- 2.7 The reviewer(s) shall agree with the reviewee at the planning meeting the information that would be appropriate to collect for the purpose of completing the review.

Background Information

3 Teacher Review

- 3.1 The teacher's reviewer must be familiar with relevant policies.
- 3.2 The reviewer will also need a range of background information relevant to the reviewee's wider professional responsibilities e.g. the school's statements of aims and objectives, pastoral arrangements, equal opportunities policies and departmental policies.
- 3.3 The reviewer should be provided with a copy of the teacher's job description.

4 Principal Review

- 4.1 The principal's reviewers must be familiar with current policies and requirements with regard to curriculum, special needs, equal opportunities, staffing and cover, disciplinary and grievance procedures and other such matters relating to school management.

- 4.2 They will also need a wide range of background information about the school and its context which could include:
- curriculum policies;
 - general organisation and deployment of staff;
 - links with home, outside bodies and other schools;
 - the pattern of meetings with staff and with parents;
 - school activities and routines including assessment and recording systems, examination results, calendar of events;
 - staff review and development arrangements and arrangements for induction/ EPD;
 - financial and management systems.
- 4.3 The reviewers should be provided with a copy of the principal's job description.

PLANNING RECORD 2005 -06

Reviewee

Reviewer.....

Date of meeting

Objectives:

1.

2.

3.

Development and training identified:

Resources identified:

Reviewee comment:

Signed:

Reviewee **Reviewer signature:**

Date:

Lesson Observation

This is a sample only – schedules should be adapted to reflect objectives

Date:.....Teacher:.....

Lesson:.....Class:.....Reviewer:.....

Notes

1. The teacher plans effectively and sets clear objectives that are understood.
2. The teacher shows good subject knowledge and understanding.
3. The teaching methods used enable all pupils to learn effectively.
4. Pupils are well managed and high standards of behaviour are insisted upon.
5. Pupil's work is assessed thoroughly.
6. Pupils achieve productive outcomes.
7. The teacher makes effective use of time and resources.
8. Homework is used effectively to reinforce and extend learning.

Conclusions and Feedback:

Strengths:

Areas for Development:

Teacher's comment (optional)

Guidance Notes for use with proforma

- 1. The teacher plans effectively and sets clear objectives that are understood.**
 - a). Objectives are communicated clearly at the start of the lesson
 - b). Materials are ready.
 - c). There is a good structure to the lesson.
 - d). The lesson is reviewed at the end.
 - e). The learning of those with IEPs are incorporated with the teacher's planning.

- 2. The teacher shows good subject knowledge and understanding.**
 - a). Teacher has a thorough knowledge of the subject content covered in the lesson.
 - b). Subject material was appropriate for the lesson.
 - c). Knowledge is made relevant and interesting for pupils.

- 3. The teaching methods used enable all pupils to learn effectively.**
 - a). The lesson is linked to previous teaching or learning.
 - b). The ideas and experiences of pupils are drawn upon.
 - c). A variety of activities and questioning techniques is used.
 - d). Instructions and explanations are clear and specific.
 - e). The teacher involves all pupils, listens to them and responds appropriately.
 - f). Appropriate methods of differentiation are used.

- 4. Pupils are well managed and high standards of behaviour are insisted upon.**
 - a). Pupils are praised regularly for their good effort and achievement.
 - b). Prompt action is taken to address poor behaviour.
 - c). All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

- 5. Pupil's work is assessed thoroughly.**
 - a). Pupil understanding is assessed throughout the lesson by the use of teacher's questions.
 - b). Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
 - c). Pupil's written work is assessed regularly and accurately.

- 6. Pupils achieve productive outcomes.**
 - a). Pupils remain fully engaged throughout the lesson and make progress in the lesson.
 - b). Pupils understand what work is expected of them during the lesson.
 - c). The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
 - d). The teacher and pupils work at a good pace.

- 7. The teacher makes effective use of time and resources.**
 - a). Time is well utilised and the learning is maintained for the full time available.
 - b). A good pace is maintained throughout the lesson.

- c). Good use is made of any support available eg classroom assistants.
- d). Appropriate learning resources are used, e.g. ICT.

8. Homework is used effectively to reinforce and extend learning.

- a). Homework is set if appropriate.
- b). The learning objectives are explicit and relate to the work in progress.
- c). Homework is followed up if it has been set previously.

These areas will all be relevant to threshold assessment, especially knowledge and understanding (2); teaching and assessment (1, 3, 4, 5, 7 and 8); contribution to raising standards (6) and professional development (1, 3, 4 and 5).

CLASSROOM OBSERVATION

This is a sample only – schedules should be adapted to reflect objectives

Date of observation: _____ Class observed: _____ Lesson: _____
Comment

- 1 **Lesson preparation and planning**
 - The lesson was appropriately structured
 - It was part of a sequence and planned programme
 - The aims of the lesson were clear
 - Adequate and suitable resources were available
 - The material was differentiated as appropriate
- 2 **Subject knowledge**
 - The teacher displayed a good command of the subject material
- 3 **Lesson presentation and teaching methods**
 - Suitable approaches were chosen from the options available
 - The material was well presented
 - The pace was appropriate
 - The teacher adapted the approach where necessary
- 4 **Communication and motivation skill**
 - The teacher's language was appropriate to the pupils' ability
 - The pupils were actively involved and on task
- 5 **Discipline**
 - The teacher displayed a positive approach, encouraging and rewarding good behaviour
 - Where pupil behaviour was inappropriate, the teacher dealt with the situation effectively
- 6 **Effective use of homework**
 - Homework was set and marked in accordance with the school's homework policy
 - Appropriate feedback on homework was given
- 7 **Classroom organisation**
 - The classroom was well organised
 - Materials were well presented
 - An appropriate environment conducive to learning was created
- 8 **Where the teacher's objectives for pupils' learning met?**

CLASSROOM OBSERVATION FEEDBACK RECORD

This is a sample only – schedules should be adapted to reflect objectives

Date of feedback: _____

Date of observation: _____

Class observed: _____

Strengths

Areas for development

Teacher's comments

Reviewer: _____ (signature)

Teacher: _____ (signature)

REVIEW STATEMENT: YEAR 2005 – 2006

NAME: _____

JOB TITLE: _____

DATE OF REVIEW MEETING: _____

1. Summary of discussion and conclusions reached:

2. Overall review of extent to which objectives have been achieved.

Objective 1: _____

Objective 2: _____

Objective 3: _____

3. Reviewee comments (if any)

I agree the above is an accurate record:

Signature (reviewee): _____ Date: _____

Signature (reviewer): _____ Date: _____

ANNEX TO REVIEW STATEMENT

Development and training needs identified.

Development/training needs	Action Plan and Resources

Additional Comments (if any)

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Agreed by:

Reviewee Date

Reviewer Date