





*Respect – Commitment – Success*  
*Parch – Ymrywmiad – Llwyddiant*

**PERFORMANCE  
MANAGEMENT  
POLICY**

## Document Version Control

<b>Document</b>	<i>Performance Management Policy</i>
<b>Reference</b>	<i>2023SP/PM Policy</i>
<b>Associated Policies and Documents</b>	<ul style="list-style-type: none"> <li>• <i>CCRs Policy</i></li> <li>• <i>Feedback Policy</i></li> <li>• <i>Curriculum for Wales: Summary of Legislation</i></li> <li>• <i>Learning Review Policy</i></li> <li>• <i>PM Policy</i></li> <li>• <i>PLO Policy</i></li> </ul>
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<b>Reviewer</b>	<i>Andrew Williams (Headteacher)</i>
<b>Consultation</b>	<i>Resources Committee of the Governing Body</i>
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<b>Date of publication</b>	<i>September 2023</i>
<b>Chair of Governors</b>	
<b>Headteacher</b>	

## Equality Impact Assessment

<b>Name of Policy or Procedure</b>	Performance Management Policy
<b>Date of review/approval</b>	September 2023
<b>Those involved in the assessment</b>	Resources Committee of the Governing Body
<b>Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)</b>	<p>The policy sets out the expectations upon teaching staff across the curriculum regarding the learning and teaching. The policy does not differentiate by reference to these characteristics:</p> <ul style="list-style-type: none"> <li>• Gender/sex;</li> <li>• Sexual orientation;</li> <li>• Religion/belief;</li> <li>• Age;</li> <li>• Gender reassignment;</li> <li>• Pregnancy/maternity;</li> <li>• Marital status.</li> </ul>
<b>Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic</b>	
<b>How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics</b>	
<b>Recommended changes to mitigate against potential negative differential impacts</b>	

**The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.**

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## 1. About this policy

This policy sets out the performance management arrangements for the head teacher and teachers of **Radyr Comprehensive** school. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed on **6<sup>th</sup> June 2021**.

The headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

### Regulations

[www.legislation.gov.uk/wsi/2011/2940/contents/made](http://www.legislation.gov.uk/wsi/2011/2940/contents/made)

### Guidance

[www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en)

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements
- teachers employed for a fixed period of less than one school term.

## **2. Principles underpinning performance management**

The following principles will underpin our performance management arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.

### 3. Professional standards

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The headteacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

[www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en)



#### **4. Timing of the performance management cycle**

The school's annual performance management cycle will start on **October 2022** and be completed by **October 2023**.

The appraisal cycle has been timed to link with the school's annual planning cycle.

#### **5. Appointment of appraisers**

The headteacher will appoint an appraiser for every teacher in the school.

The headteacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority.

#### **6. The performance management plan**

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the teacher/headteacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching on at least one occasion
- any sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources.

Templates for the recording of objectives (proforma 1(a-d)) can be found at the end of this document and [here](#). [Class teachers](#) and [TLR holders](#) will use Proforma 1a. [Curriculum Leaders](#) will use proforma 1b. [Directors of school](#) will use proforma 1c. [Achievement leaders](#) will use 1d. The [PRD Record](#) (Proforma 2) is on page 15.

In the case of the headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.



The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s). Details can be found on the templates for recording objectives.

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

Independent [action enquiry](#) will form the basis for target 1 for all staff. As a result, at the end of the cycle, the appraisee will be expected to complete a [Professional Learning Experience](#) on their PLP on the Education Workforce Council Wales' website.

## **7. The review meeting**

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting will be combined with the planning meeting for the next annual cycle. Staff will also be expected to write up their action enquiry on their [PLP](#); this is a brief one page summary evaluating the impact of their action enquiry and asking them to consider how it will impact future practice.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- identify the need for additional support, training or development and how this will be met.

## **8. The appraisal review statement**

Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

The 'Appraisal review statement' will be completed and collated electronically via Google forms. Links can be found at the end of this document.

## **9. Appeals**

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the headteacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the governing body.
- Appeals officer/panel appointed.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.
- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals officer/panel must take into account any representations made by the appraisee.
- The appeals officer/panel may then decide that:
  - the appraisal has been carried out satisfactorily
  - with the agreement of the appraiser(s), amend the appraisal statement
  - order that a new appraisal be carried out.
- The appeals officer/panel can not determine that:
  - new objectives can be set
  - existing objectives be revised.

## **10. Use of appraisal statements**

### **Teachers**

The appraiser must give a copy of the appraisal statement to the appraisee and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser
- an appeals officer
- any governors responsible for making decisions or giving advice on matters in relation to pay.

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The headteacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the headteacher in a safe and secure place until at least three years after the next appraisal statement has been finalised.

### **Headteacher**

In the case of the headteacher's performance management the appraisers will give copies of the appraisal statement to the headteacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of headteachers
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least three years after the next appraisal statement has been finalised. The headteacher will also keep a copy of the appraisal statement for the same period of time.

Information from the headteacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the headteacher or in relation to any discretion over pay.

## **11. Managing underperformance**

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures. However, information from the appraisal statement can be taken into account when making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

## Proforma 2: Practice, Review and Development Record



<b>Practice, Review and Development Record</b>	<b>Name:</b>	<b>From:</b>	<b>To:</b>
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		<b>Objective 1:</b> Enter objective here	<b>Objective 2:</b> Enter objective here	<b>Objective 3:</b> Enter objective here
<b>Planning</b>	<ul style="list-style-type: none"> <li>• What is the focus of my objectives – how do they relate to school priorities?</li> <li>• What is the intended impact on my practice?</li> <li>• What do I need to find out – what do other people already know about it?</li> <li>• What data and evidence will I make use of?</li> <li>• How will I use what I've found out to help me meet my objectives?</li> <li>• What actions and/or professional development activities am I planning?</li> <li>• What support will I need?</li> <li>• How will I work with others to achieve my objectives?</li> </ul>			
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• What progress am I making in meeting my objectives?</li> <li>• What impact has there so far been on my practice?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• How are others involved in monitoring?</li> </ul>			

<b>Reviewing</b>	<ul style="list-style-type: none"> <li>• How well have I met my objectives?</li> <li>• Are there any factors which have affected progress in meeting my objectives?</li> <li>• What have I found out?</li> <li>• What has been the impact on my practice and/or learner outcomes?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• What professional development activities have I undertaken?</li> <li>• What support has been provided to me?</li> <li>• Do I need any follow up development?</li> </ul>			
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## Practice, Review and Development Record

### Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
  - their own assessment of their performance against their performance management objectives
  - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
  - any factors which the practitioner considers are affecting performance against the objectives
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

### Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to three objectives. The template can be adapted where additional objectives have been identified.
- The template is arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating.
- Where objectives are linked it may be more appropriate to 'write across' columns to avoid making duplicate entries.



**Objective 1**  
**Professional Learning**

**Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.**

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• <b>Access to relevant literature and research</b></li> <li>• <b>Access to learning walk programme</b></li> <li>• <b>Allocation of INSET time to discuss and share outcomes with colleagues</b></li> <li>• <b>PLOs calendared</b></li> <li>• <b>Access to coaching programme</b></li> </ul>	<ul style="list-style-type: none"> <li>• Effective development of the role of the leader in learning and engagement in relevant professional learning</li> <li>• Successful collaboration with peers to improve an area of their professional practice focused on classroom pedagogy</li> <li>• A positive impact of professional learning on pupil outcomes, progress and wellbeing</li> <li>• Outcomes and findings shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental meeting updates</li> <li>• Mid-Year Performance Management review meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Action enquiry development record</li> </ul>





Objective 2  
Pupil progress

Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• <b>INSET to communicate whole-school and national priorities</b></li> <li>• <b>Departmental focussed professional learning to consider subject specific approaches</b></li> <li>• <b>Access to Coaching Programme</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons will be well-planned, structured and effectively executed so that all pupils make progress</li> <li>• Pupils will be engaged and challenged in their learning</li> <li>• Lessons will contribute, where appropriate, to supporting the CCRs and the four purposes of the Curriculum for Wales</li> <li>• Lessons will demonstrate an effective use of a wide range of pedagogical approaches using the Radyr Comprehensive School Learning and Teaching model, in particular, the six techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation – Line manager Summer term (May-June 2023)</li> <li>• Mid-Year PM review meeting (May 2023)</li> <li>• Work Scrutiny – throughout the year</li> <li>• Learning Walks – throughout the year</li> <li>• Lesson observation – whole school review October 2023</li> </ul>	<p>Up-to-date proforma 2: Practice, Review and Development (PRD) record Departmental data analysis packs</p>

Signed (post holder):  Date:	Signed (line manager):  Date:
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**Objective 3**

**Leadership and management**

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Year PM review meeting (May 2022)</li> <li>• Line management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Up-to-date proforma 2: Practice, Review and Development (PRD) record</li> <li>• Departmental data analysis packs</li> </ul>

<p>Signed (post holder):</p>   <p>Date:</p>	<p>Signed (line manager):</p>   <p>Date:</p>
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**Objective 1**  
**Professional Learning**

Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• Access to relevant literature and research</li> <li>• Access to learning walk programme</li> <li>• Allocation of INSET time to discuss and share outcomes with colleagues</li> <li>• Learning and teaching meetings calendared</li> <li>• Access to coaching programme</li> </ul>	<ul style="list-style-type: none"> <li>• Effective development of the role of the leader in learning and engagement in relevant professional learning</li> <li>• Successful collaboration with peers to improve an area of their professional practice focused on classroom pedagogy</li> <li>• A positive impact of professional learning on pupil outcomes, progress and wellbeing</li> <li>• Outcomes and findings shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental meeting updates</li> <li>• Mid-Year Performance Management review meeting</li> </ul>	<p>Action enquiry development record</p>



**Objective 2**

**Pupil progress**

**Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.**

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<ul style="list-style-type: none"> <li>• <b>INSET to communicate whole-school and national priorities</b></li> <li>• <b>Departmental focussed professional learning to consider subject specific approaches</b></li> <li>• <b>Access to Coaching Programme</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons will be well-planned, structured and effectively executed so that all pupils make progress</li> <li>• Pupils will be engaged and challenged in their learning</li> <li>• Lessons will contribute, where appropriate, to supporting the CCRs and the four purposes of the Curriculum for Wales</li> <li>• Lessons will demonstrate an effective use of a wide range of pedagogical approaches using the Radyr Comprehensive School Learning and Teaching model, in particular, the six techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation – Line manager Summer term (May-June 2023)</li> <li>• Mid-Year PM review meeting (May 2023)</li> <li>• Work Scrutiny – throughout the year</li> <li>• Learning Walks – throughout the year</li> <li>• Lesson observation – whole school review October 2023</li> </ul>	<p>Up-to-date proforma 2: Practice, Review and Development (PRD) record Departmental data analysis packs</p>



**Objective 3**

**Leadership and management**

To successfully plan, lead and deliver objectives as set out in DIPs/FIPs that enhance the effectiveness of pedagogical and curriculum provision.

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• <b>CSC collaborative Curriculum for Wales and AoLE Network meetings</b></li> <li>• <b>Access to Olevi licensed programmes and national leadership development programmes (available through Cronfa usually in July)</b></li> <li>• <b>Developmental QA processes designed to both challenge and support development</b></li> <li>• <b>Bespoke Radyr Comprehensive School aspiring/ current MLL training programmes/sessions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reignition of departmental pedagogical approaches in line with the RCS T&amp;L model</li> <li>• Reignition and regeneration of departmental feedback approaches</li> <li>• Blended learning strategies incorporated into departmental learning experiences as appropriate</li> <li>• An established subject vision for the Radyr Curriculum</li> <li>• New curriculum approaches identified and trialled</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Year PM review meeting (May 2023)</li> <li>• Line management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Up-to-date proforma 2: Practice, Review and Development (PRD) record</li> <li>• Departmental data analysis packs</li> </ul>
Signed (post holder): Date:		Signed (line manager): Date:	



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**Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.**

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• <b>INSET to communicate whole-school and national priorities</b></li> <li>• <b>Departmental focussed professional learning to consider subject specific approaches</b></li> <li>• <b>Access to Coaching Programme</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons will be well-planned, structured and effectively executed so that all pupils make progress</li> <li>• Pupils will be engaged and challenged in their learning</li> <li>• Lessons will contribute, where appropriate, to supporting the CCRs and the four purposes of the Curriculum for Wales</li> <li>• Lessons will demonstrate an effective use of a wide range of pedagogical approaches using the Radyr Comprehensive School Learning and Teaching model, in particular, the six techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation – Line manager Summer term (May-June 2023)</li> <li>• Mid-Year PM review meeting (May 2023)</li> <li>• Work Scrutiny – throughout the year</li> <li>• Learning Walks – throughout the year</li> <li>• Lesson observation – whole school review October 2023</li> </ul>	<p>Up-to-date proforma 2: Practice, Review and Development (PRD) record Departmental data analysis packs</p>



Objective 3

To successfully lead provision of well-being and achievement as a Head of School

Leadership and management

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• Access to Olevi licenced programmes and national leadership development programmes (usually released June/July)</li> <li>• RCS aspiring/middle leader development programme/sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Successful management and coordination of Achievement Leader teams</li> <li>• A culture of high expectations, aspiration and inclusion established within the Key Stage</li> <li>• All pupils, including late starters, feel safe, supported and confident, and ready to learn</li> <li>• Timely management and supervision of analysis of pupil performance data, including coordination of follow up action</li> <li>• Effective and timely collaboration with all curriculum leaders, including Heads of Core</li> <li>• Effective and Timely collaboration with Learning Support department including successful implementation of ALN reforms</li> <li>• Coordination and preparation of Open Evening events</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Year PM review meeting (May 2023)</li> <li>• Line management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Up-to-date proforma 2: Practice, Review and Development (PRD) record</li> <li>• Departmental data analysis packs</li> </ul>
<p>Signed (post holder): Date:</p>	<p>Signed (line manager): Date:</p>		

**Objective 1**  
Professional Learning

Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• Access to relevant literature and research</li> <li>• Access to learning walk programme</li> <li>• Allocation of INSET time to discuss and share outcomes with colleagues</li> <li>• Learning and teaching meetings calendared</li> <li>• Access to coaching programme</li> </ul>	<ul style="list-style-type: none"> <li>• Effective development of the role of the leader in learning and engagement in relevant professional learning</li> <li>• Successful collaboration with peers to improve an area of their professional practice focused on classroom pedagogy</li> <li>• A positive impact of professional learning on pupil outcomes, progress and wellbeing</li> <li>• Outcomes and findings shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental meeting updates</li> <li>• Mid-Year Performance Management review meeting</li> </ul>	<p>Action enquiry development record</p>

Objective 2

Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.

Pupil progress

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• <b>INSET to communicate whole-school and national priorities</b></li> <li>• <b>Departmental focussed professional learning to consider subject specific approaches</b></li> <li>• <b>Access to Coaching Programme</b></li> <li>• <b>NQT Aspire/induction programme</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons will be well-planned, structured and effectively executed so that all pupils make progress</li> <li>• Pupils will be engaged and challenged in their learning</li> <li>• Lessons will contribute, where appropriate, to supporting the CCRs and the four purposes of the Curriculum for Wales</li> <li>• Lessons will demonstrate an effective use of a wide range of pedagogical approaches using the Radyr Comprehensive School Learning and Teaching model, in particular, the six techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation – Line manager Summer term (May-June 2022)</li> <li>• Mid-Year PM review meeting (May 2022)</li> <li>• Work Scrutiny – throughout the year</li> <li>• Learning Walks – throughout the year</li> <li>• Lesson observation – whole school review October 2022</li> </ul>	<p>Up-to-date proforma 2: Practice, Review and Development (PRD) record</p> <p>Departmental data analysis packs</p>

Objective 3

To successfully lead provision of well-being and achievement as a Key Stage achievement leader

Leadership and management

Professional development / support provided	Success Criteria	Monitoring Procedures	Relevant data / information
<ul style="list-style-type: none"> <li>• Access to Olevi licenced programmes and national leadership development programmes (usually released June/July)</li> <li>• RCS aspiring/middle leader development programme/sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Successful management and coordination of a form tutor team</li> <li>• A culture of high expectations, aspiration and inclusion established within the Key Stage</li> <li>• All pupils, including late starters, feel safe, supported and confident, and ready to learn</li> <li>• Timely management and supervision of analysis of pupil performance data, including coordination of follow up action</li> <li>• Effective and timely collaboration with all curriculum leaders to support pupil achievement</li> <li>• Effective and Timely collaboration with Learning Support department</li> <li>• Coordination and preparation of Parental Evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Year PM review meeting (May 2022)</li> <li>• Line management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Up-to-date proforma 2: Practice, Review and Development (PRD) record</li> <li>• Departmental data analysis packs</li> </ul>

Signed (post holder): Date:	Signed (line manager): Date:
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Objective	Progress made toward objective	Development Needs	Pay Progression Recommendation (MPS to UPS only)	Appraisee comments (optional)
<p><b>Objective 1: Professional Learning</b></p> <p>Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils’ progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.</p>				
<p><b>Objective 2: Pupil Progress</b></p> <p>Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.</p>				
<p><b>Signed (appraisee):</b></p>		<p><b>Signed (appraiser):</b></p>		<p><b>Date:</b></p>

Objective	Progress made toward objective	Development Needs	Pay Progression Recommendation (MPS to UPS only)	Appraisee comments (optional)
<p><b>Objective 1: Professional Learning</b></p> <p>Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.</p>				
<p><b>Objective 2: Pupil Progress</b></p> <p>Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.</p>				
<p><b>Objective 3: Leadership and Management</b></p>				
<p><b>Signed (appraiser):</b></p>		<p><b>Signed (appraisee):</b></p>		<p><b>Date:</b></p>

Objective	Progress made toward objective	Development Needs	Pay Progression Recommendation (MPS to UPS only)	Appraisee comments (optional)
<p><b>Objective 1: Professional Learning</b></p> <p>Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.</p>				
<p><b>Objective 2: Pupil Progress</b></p> <p>Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.</p>				
<p><b>Objective 3: Leadership and Management (TLR holders)</b></p> <p>To successfully plan, lead and deliver objectives as set out in DIPs/FIPs that enhance the effectiveness of pedagogical and curriculum provision.</p>				
<p>Signed (appraisee):</p>		<p>Signed (appraiser):</p>		<p>Date:</p>



Objective	Progress made toward objective	Development Needs	Pay Progression Recommendation (MPS to UPS only)	Appraisee comments (optional)
<p><b>Objective 1: Professional Learning</b></p> <p>Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.</p>				
<p><b>Objective 2: Pupil Progress</b></p> <p>Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.</p>				
<p><b>Objective 3: Leadership and Management</b></p> <p>To successfully lead provision of well-being and achievement as a Head of School.</p>				
Signed (appraisee):	Signed (Appraiser):		Date:	

Objective	Progress made toward objective	Development Needs	Pay Progression Recommendation (MPS to UPS only)	Appraisee comments (optional)
<b>Objective 1: Professional Learning</b>				
<p>Staff will continue to develop the effectiveness of pedagogical approaches in the classroom to further support pupils' progression, outcomes and wellbeing by engaging in relevant and collaborative professional learning through action enquiry.</p>				
<b>Objective 2: Pupil Progress</b>				
<p>Pupils will make good progress in their learning as a result of well-planned lessons which are delivered effectively to engage learners, reflecting whole school and national priorities for learning.</p>				
<b>Objective 3: Leadership and Management</b>				
<p>To successfully lead provision of well-being and achievement as a Key Stage achievement leader.</p>				
<b>Signed (appraisee):</b>		<b>Signed (appraiser):</b>		<b>Date:</b>

## Annex A: Teaching staff

**Appraisal statements will be completed electronically in November 2022 for the first time. Links to the correct forms can be found here:**

- [Class teacher](https://forms.gle/J9bma2MmtKFoP1Dg8) (copy and paste into Chrome if hyperlink doesn't work: <https://forms.gle/J9bma2MmtKFoP1Dg8>)
- [TLR holder](https://forms.gle/FEKgagTD4XS4QZ4b7) (copy and paste into Chrome if hyperlink doesn't work: <https://forms.gle/FEKgagTD4XS4QZ4b7>)
- [HoD/HoF](https://forms.gle/3zvJ6DB3Ua3qRkJU7) (copy and paste into Chrome if hyperlink doesn't work: <https://forms.gle/3zvJ6DB3Ua3qRkJU7>)
- [Pastoral Leader](https://forms.gle/fJPrqWHzY6hTFxTV7) (copy and paste into Chrome if hyperlink doesn't work: <https://forms.gle/fJPrqWHzY6hTFxTV7>)
- [DoS](https://forms.gle/11ZdnFEEkr7rY5rZA) (copy and paste link into Chrome if hyperlink doesn't work: <https://forms.gle/11ZdnFEEkr7rY5rZA>)

## Annex B: Non-teaching staff

Non-teaching staff will meet with their appraiser to discuss previous year's performance and to decide on a target for the next academic year in the November of each year. During the meeting, information will be recorded on this [form](#). (Link to copy and paste into Chrome if not working: <https://forms.office.com/r/549aciV8vb>).