

# Performance Review and Staff Development Policy



Agree Date	Review Date	Person Responsible
May 2024	May 2027	Mr. Smith

## **Introduction**

- 1.1 The Board of Governors of Earlview Primary School and Nursery 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. CORE VALUES**

### **Ethos**

At Earlview Primary School and Nursery we embrace and promote a family atmosphere which is safe and inclusive for all.

We welcome children into our nurturing school community. We encourage and support all children to become confident learners who value their own self-worth.

Working in partnership with our parents/guardians and carers, we enable each child to fulfil their potential and celebrate their achievements.

### **Vision**

Earlview Primary School and Nursery will work in partnership to ensure that our supportive and stimulating environment is further developed with an increased focus on nurture and removing the barriers to learning. Through a culture of reflection and improvement, we aim to reduce underachievement and create a community where all children learn, thrive and achieve to the best of their abilities.

### **Mission Statement**

On a daily basis we aim to:

Provide high quality teaching, that adapts to the needs of all children, giving each child access to a broad and balanced curriculum, through engaging lessons that foster a sense of pride in children to aspire, achieve and contribute to their own learning journey.

Ensure the development of the whole child, providing opportunities for each child to demonstrate their creativity and imagination, through Art and Design, Music and Drama. Through class and extra-curricular activities we will inspire children to develop a healthy mind and body through physical activity. We will support them to make healthy choices and to develop a positive self-image.

Implement our positive behaviour policy consistently and teach the Christian values of patience, love, kindness, joy and self-control so that all children aspire to become loving and caring citizens, able to resolve conflicts and display resilience.

Create an environment in which positive relationships are fostered and all stakeholders are valued and respected. Through regular communication and active participation in school life, the voices of pupils, parents/guardians, staff, governors and the wider school community will be heard.

### **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 principal will designate the reviewers. 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**

Members of the Salary Committee will review the principal. 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**

- a. Board of Governor Meetings
  - b. Questions/Phone calls made by BOG members to Principal
  - c. Annual Board of Governors Report
  - d. Direction/Guidance for new teachers given by Principal
  - e. Other – as suggested by EA at future training
- (i) 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.
  - (ii) 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.
  - (iii) 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.
  - (iv) 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 may 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 securely.
- (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.
- (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 will be managed through, and informed by, the operation of the PRSD scheme and on the basis of two consecutive successful performance reviews.

Induction, EPD and two consecutive PRSD reviews must be completed before teachers can move to Threshold.

### **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 all teachers.

## **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 normally take place in the period June to September
- monitoring/including classroom observation will normally take place in the period October to June
- review meetings will normally take place in the period April to August

## **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 at the end of this document.**

## **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.



## Lesson Observation

Guidance Notes for use with lesson observation 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 e.g. 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).***

**Example of possible REVIEW STATEMENT proforma**

**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.

<b>Development/training needs</b>	<b>Action Plan and Resources</b>

Additional Comments (if any)

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Agreed by:

Reviewee ..... Date .....

Reviewer ..... Date .....

## **STAFF DEVELOPMENT APART FROM P.R.S.D.**

As well as the PRSD aspect, is the policy of Earlview Primary School and Nursery to ensure that ongoing teacher development is a planned and regular component of annual practice and an integral part of the overall development of the school.

The programme of whole staff development will be dependent upon:

- a) The School Development Plan and the training needs required to see the plan through.
- b) Requirements as indicated by legislation or statute;
- c) Provision made on an ongoing basis from departments within the Education Authority.
- d) The provision of school based INSET.
- e) An agreed dissemination process as contained within the overall arrangement for staff development.
- f) The availability of support staff in relation to the particular area of development.
- g) Feedback on the value of the training or dissemination and subsequent evaluation.

Key Features within the overall staff development structure fall into four main categories.

### **1. PLANNING**

This is heavily dependent upon the issues which arise and priorities for inclusion within the School Development Plan. All staff are involved in this process and every teacher has the opportunity to voice personal as well as whole school requirements.

Each individual teacher's job description will exert an influence on planning for in-service training. It will be a matter of responsibility for each teacher to actively seek training which is appropriate to the demands of their responsibility if not instructed by the Principal to follow a particular course. Timing of training for each teacher will depend again on the priority dictated by the school

Development Plan and/or the re-structuring of duties among the staff. Other immediate needs or newly introduced statutory requirements may of course dictate priority.

## **2. RECORDING**

It will be the duty of each teacher who has received specific training to complete an online record sheet which records details of the training received, the proposed method of transferring this to the rest of the staff and the overall aim in relation to the course.

## **3. DISSEMINATION**

It is essential that the benefits of course material are passed on to all concerned. Dissemination of this material will depend upon the nature of the subject and it will be a matter of judgement for the teacher concerned about how he/she will pass on the benefits of training. The usual methods will be:

A) Organisation of year group, key stage or whole school staff meeting for consultation in relation to policy/schemes/other documents. Some or all of the following methods may be included:

- Copies of material
- A form or presentation
- Discussion

B) Simple distribution of material to staff

C) Individual meetings with staff members.

D) Liaison with the Principal and/or Senior Management Team (SMT).

## **4. EVALUATION**

Evaluation will be conducted some time after the objectives of the course have been put into practice. The system of monitoring and/or information collection which facilitates evaluation will be a matter to be decided by the teacher concerned. The

most simple method of evaluation will be a collection of staff feedback as presented at Key Stage or whole school staff meetings. The feedback should indicate the value of the course felt by the staff for the benefit of the school (if any). These details will be collated from staff opinion by the teacher responsible and recorded appropriately.

**STAFF DEVELOPMENT APART FROM P.R.S.D relates to ALL members of staff – both teaching and Non-Teaching.**