



APPRAISAL POLICY

Policy Review

Policy owner	RSSKL - Principal
Policy lead	Designated Safeguard Lead
Audience	All staff and volunteers and is available to parents on request
Legislation and regulation	
Formally endorsed by	SMT and the Board of Trustees
Endorsement date	November 2017
Next review	November 2019

PART A: POLICY FOR APPRAISING TEACHER PERFORMANCE

1. RATIONALE

- 1.1 Our core purpose as a school is to secure the highest possible standards of teaching and learning for all our students. This policy sets out how Rudolf Steiner Kings Langley will ensure the best outcomes for students, develop teacher's skills and improve their performance.
- 1.2 The appraisal procedure will support all teachers with policies not a capability policy and procedure. That is a separate process.

2. AIMS

- 2.1. To improve outcomes and experiences for students.
- 2.2. To ensure excellent standards of teaching and learning
- 2.3. To motivate teachers to update their skills and improve their performance.
- 2.4. To provide a framework of support for all teachers.

3. PROCEDURES

3.1 APPLICATION OF THE APPRAISAL POLICY

- 3.1.1 This policy applies to all teachers employed at the school except those on contracts of less than one term and those undergoing induction (*i.e.*, *NQTs*) or teachers on capability procedures
- 3.1.2 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.2 THE APPRAISAL PERIOD

- 3.2.1 The appraisal period will run **for 12 months**, normally from July to July.

- 3.2.2 Teachers who are employed on a fixed term contract of less than one year will have their performance appraised in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 3.2.3 Where a teacher starts their employment at the school part-way through a cycle, the School Management Team or, in the case where the employee is a member of the School Management Team, the Principal shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 3.2.5 Where a teacher transfers to a new post within the school part-way through a cycle, the School Management Team or, in the case where the employee is a member of the School Management Team, the Principal shall determine whether the cycle shall begin again and whether to change the appraiser.

3.3 APPOINTING APPRAISERS

- 3.3.1 All appraisers of teachers or Reviewers, other than those appraising members of the School Management Team, will be teachers and will be suitably trained.

3.3.2 School Management Team

- (a) The SMT will be appraised by the Principal, supported by a suitably skilled and/or experienced external adviser who has been appointed for that purpose. Please see supplement to this policy for the Principal Appraisal Procedure.
- (b) Any member of SMT may submit a written request to the Principal for the Appraiser to be replaced, stating the reasons for the request.

3.3.3 Teachers

- (a) The choice of appraiser/Reviewer is for the Principal to propose. Where teachers have an objection to the Principal's choice, their concerns will be carefully considered and, where possible, an alternative appraiser/Reviewer will be offered. All appraisers appointed by the Principal will be teachers and will have current or recent teaching experience.
- (b) Where it becomes apparent that the appraiser/Reviewer appointed by the Principal will be absent for the majority of the appraisal cycle, the Principal may perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

- (c) The Principa will appoint an appraiser/Reviewer who will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- (d) The Principal may appoint a member of the SMT to start capability procedures with any teachers and remove the colleague from the appraisal procedure.

3.4 SETTING OBJECTIVES

3.4.1 The Principal's members' objectives will be set by the Trustees after consultation with the external adviser if appropriate. The SMT objectives will be set by the Principal.

3.4.2 Objectives will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees/Reflectors may at any point append their comments alongside their objectives.

3.4.3 The objectives set for each teacher, including the Principal, will contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at the school. Objectives will be set under the four pillars of the development plan. This link will be made:

- By ensuring that the school improvement plan objective (all teachers) addresses one or more of the key priorities identified in the plan;
- By ensuring that the professional development objective(s) (all teachers) addresses the training needs identified by the annual audit against Steiner teacher standards
- By ensuring that the classroom practice objective (all teachers) addresses the key development priority identified by the lesson observation and, learning walk, or analysis of exam result.

3.4.4 The appraiser/Reviewer and appraisee/Reflector will seek to agree the objectives. Objectives may be revised if circumstances change. Targets will be moderated across the school, by the HR Manager and Principal, to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be

agreed, the final decision on allocation of objectives rests with the Principal, scrutinised by the Trustees.

- 3.4.5 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.
- 3.4.6 Setting more than four objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than one objective per pillar.
- 3.4.7 The appraiser/Reviewer will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

3.5 REVIEWING PERFORMANCE

3.5.1 Observation

- (a) The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.
- (b) Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- (c) Reasonable notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.
- (d) Classroom observation will be carried out by teachers.
- (e) For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser/Reviewer with the

appraiser/Reflector based on the individual circumstances of the teacher and the overall needs of the school. This is likely to be up to three times a year.

- (f) SMT members may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice to be given, will vary depending on specific circumstances.
- (g) For the purpose of professional development, feedback about lesson observations should be developmental, not using Ofsted grades.
- (h) This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.
- (i) Teachers (including SMT) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

3.6.2 Development and Support

- (a) Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.
- (b) The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Principal will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisers/Reflectors, maintaining access on an equitable basis.
- (c) An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the HR Manager's report to the Principal about the operation of the appraisal process in the school.
- (d) With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- i. the training and support will help the school to achieve its priorities; and
 - ii. the CPD identified is essential for an appraiser/Reflector to meet their objectives.
- (e) Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

3.6 ANNUAL ASSESSMENT

3.6.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the SMT, the Trustees must consult the external adviser.

3.6.2 The teacher will write as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report – evaluation and Personal Development Plan. The report will include:

- details of the teacher's pillar objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a space for the teacher's own comments;
- a space for the appraisers to comment and sign;

3.6.3 A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

3.6.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

3.6.5 Following the review all objectives and accompanying paperwork will be quality assured by the School Management Team. Objectives that are

insufficiently robust or lacking in clarity may be returned to appraisers for re-drafting.

3.7 TEACHERS EXPERIENCING DIFFICULTIES

3.7.1 When the appraisal procedure is no longer useful for an individual the capability procedure should begin.

3.8 GENERAL PRINCIPLES UNDERLYING THIS POLICY

3.8.1 ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

3.8.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.8.3 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

3.8.4 Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

3.8.5 Confidentiality and Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the Principal will be provided with access to the appraisee's/Reflector's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the Principal to discharge their management responsibilities. Appraisees/Reflector will be consulted on requests for access to statements in the context of this policy.

3.8.6 The process of gathering evidence for performance review will not compromise normal professional relationships between teachers.

3.8.7 However, the desire for confidentiality does not override the need for the Principal and Council of Trustees to quality-assure the operation and effectiveness of the appraisal system. The SMT might, for example, review all teachers' objectives and written appraisal records to check consistency of approach and expectation between different appraisers.

4. MONITORING

4.1 The SMT and Trustees will monitor the operation and effectiveness of the school's appraisal arrangements.

4.2 The HR Manager will provide the Trustees with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

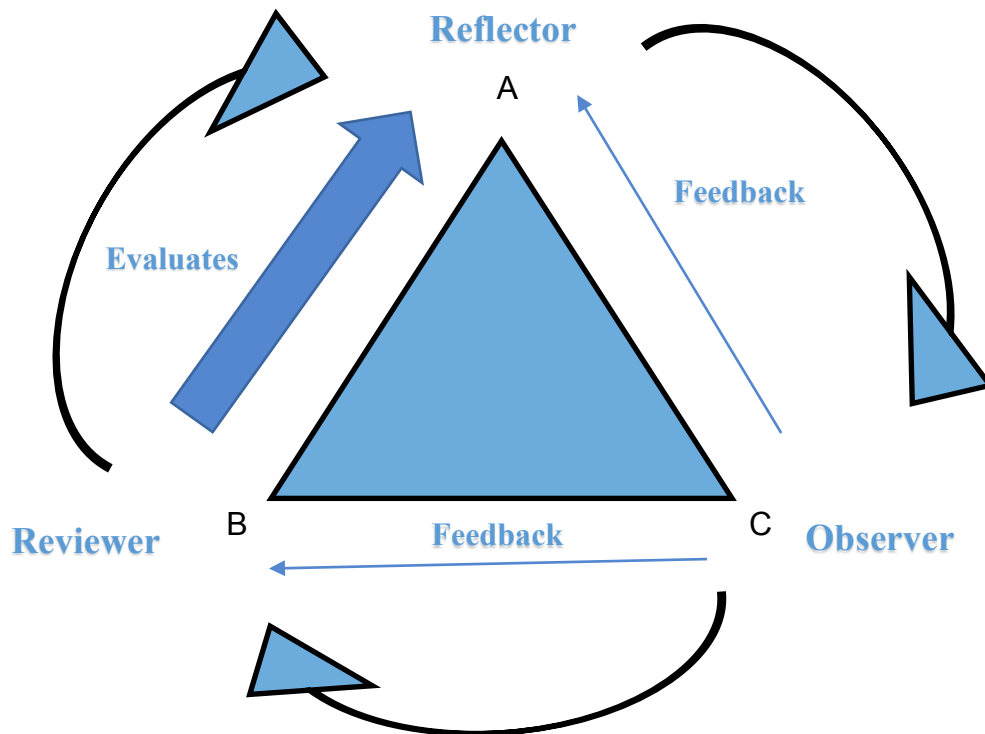
- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

4.3 The HR Manager will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

4.4 Retention

The SMT and Trustees will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appraisal process



- Teachers will organise themselves in the e-evaluation triads
- will invite the other two (B,C) to do the e-evaluation.
- B will do the e-evaluation and C will observe the process to ensure that maximum value is extracted and learning takes place
- B will go through the prompts and ask for and evaluate the evidence provided. S/he may ask for more evidence or may offer observation, may talk to colleagues, parents and event students if required. This will always be done in a constructive way to support the development and growth of the 'Reflector'
- C will give feedback to both the Reviewer and the e-evalutee on the process. E.g. are they satisfied with the 'evidence' provided? Do they feel the 'scores' are realistic? Do they feel the development plan is viable and sufficient? Make proposals on 'best practice' that can be shared with other colleagues.
- They will rotate until all three have done their e-evaluations.
- They will submit their e-evaluation to the 'Evaluation sub-committee' (a small group of mentors of the College for 'quality assurance and learning feedback'
- There will be continuous feedback during All Staff and College meetings to ensure that the process achieved the required impact.

Appendix A



Appraisal form – teaching staff

Name of Reflector:
Teaching position:
Name of Reviewer: <i>An Reviewer is someone who seeks and extracts value from someone and helps that person to share and develop his or her gifts and professional skills. (derived from David Mitchell- see abstract below)</i>

Personal Information: Who am I and where am I?

We want to know more about you, your qualifications, passion and dreams and how you see the post that you are holding.

It is important to know to what extent you can fulfil your dream and passion in this position and the career you have chosen with RSSKL.

Your colleagues want to support you in finding and living your life purpose and your spiritual journey.

Background information: qualifications, achievements, talents, interests, passions, life purpose
What is the purpose of your role? How does it contribute to our vision and that of RSSKL?
What are the key responsibilities of your role? How do they link in with others?
What were your areas to improve from previous reflections, observations and feedback?

Consider the following 'four pillars' of your Appraisal and Development Plan. Read carefully through the various prompts under each heading evaluate yourself in term of the evaluation criteria blow and provide some evidence.

The four Pillars of the development plane are:

Pillar 1 - Teaching – subject and curriculum knowledge and teaching skills

Pillar 2 - Relationships in the classroom – motivational and pastoral

Pillar 3 - Organisational life and culture – collegial working and parent partnerships

Pillar 4 – Personal learning and growth – becoming a lifelong, proactive learner

Assessment criteria

S – Strength area

M – Meets requirements

D – Development area

The following categories/prompts were taken from an Ofsted approved 'appraisal system' and adjusted to the Steiner Pedagogical Philosophy and we are sure that it will exceed the Ofsted expectations during their next inspection.

Pillar 1 - Teaching – subject and curriculum knowledge and teaching skills

In a Steiner school what is taught and how it is taught is based on Steiner's pedagogical philosophy. Steiner teacher training courses cover the method, curriculum and underlying philosophy, and this highlights the need for the teacher to take account of the spiritual essence of the child in the learning process.

1.1 Promote good progress and outcomes by pupils	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • Demonstrate increasing understanding of the pedagogical philosophy that defines the sequential stages of the curriculum and its relationship to the physical, intellectual, spiritual and cognitive development of the child (also see 1.4 below) • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • plan teaching to build on pupils' capabilities and prior knowledge • be accountable for attainment, progress and outcomes of the pupils • guide pupils to self-reflect on the progress they have made and their emerging needs • encourage pupils to take a growing responsible and conscientious attitude to their own work and study 			

1.2 Demonstrate good subject and curriculum knowledge	Evidence	Self-assessment score	Reviewer assessment score
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<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies • demonstrate the ability to write personal targets for pupils that are appropriate (SMART) 			
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1.3 Plan and teach well-structured lessons	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • delivering lessons artistically as means of fully engaging the imagination of pupils in the learning process • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject areas(s) 			

1.4 Adapt teaching to respond to the strengths and needs of all pupils	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which 			

<p>enable pupils to learn effectively</p> <ul style="list-style-type: none"> • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social, intellectual and individual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 			
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1.5 Make accurate and productive use of continuous assessment	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 			

1.6 Utilisation of teaching resources	Evidence	Self-assessment score	Reviewer assessment score

<ul style="list-style-type: none"> • Use of current and established teaching resources • Creative application of available resources • Developing new, innovative and appropriate resources 			
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Pillar 2 - Relationships in the classroom – motivational and pastoral

2.1 Teacher standard - Set high expectations which inspire, motivate and challenge pupils	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • establish a safe and stimulating environment for all pupils, rooted in mutual respect • set differentiated goals that stretch and challenge all pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 			

2.2 Manage behaviour effectively to ensure a good and safe learning environment	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • understands how to balance control and freedom to enhance personal growth for the child • Shows sensitivity for the relations between children in the class (group dynamics) to enhance a positive social learning environment • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 			

<ul style="list-style-type: none"> demonstrate and model appropriate behaviour to lead by example 			
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Pillar 3 - Organisational life and culture – collegial working and parents

3.1 Collegial practices	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> Develop effective professional relationships with colleagues, engage in a creative, professional dialogue Deploy support staff effectively Share classroom experiences with colleagues Sharing best practices Attending and contributing to relevant meetings 			

3.2 Culture: Contribution to Values and Ethos of the RSSKL	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> Make a positive contribution to the wider life and ethos of the school Demonstrate understanding and promotion of the Steiner Ethos 			

3.3 Professional relationships with parents	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> Communicate regularly and effectively with parents with regard to pupils' achievements and well-being Establishing effective and meaningful learning- partnerships with parents which contribute to best outcomes with pupils 			

Pillar 4 – Continuous learning and development – life long, proactive learner

4.1 Continuous professional development	Evidence	Self-assessment score	Reviewer assessment score
<ul style="list-style-type: none"> • Takes personal responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Proactively engages colleagues in personal reflection and development • knowing how and when to draw on advice and specialist support • Foster a professional learning dialogue with members of staff and with the wider education community • Has an effective, viable personal development plan • Develop a love for daily advance in learning • 			

Overall comments

Reflector: How valuable was the reflection session? New insights? Did it leave you inspired, motivated to achieve, develop and integrate?

Reviewer: How did you experience the interview? Is the person 'open' to feedback? Do you observe a 'learning spirit?'

Self-development plan:

November 2017

The self-development plan includes a professional dimension as well as a spiritual journey.

Development objectives		
Personal spiritual path: See notes under 'Who am I'. Giving expression to my passion and talents	How? Plan to develop areas and evidence of achievement	Assessment and by when?
Pillar 1 objectives	How? Plan to develop areas and evidence of achievement	Assessment and by when?
Pillar 2 objectives	How? Plan to develop areas and evidence of achievement	Assessment and by when?
Pillar 3 objectives	How? Plan to develop areas and evidence of achievement	Assessment and by when?
Pillar 4 objectives	How? Plan to develop areas and evidence of achievement	Assessment and by when?

Appendix B
RSSKL Peer Observation form

November 2017

Teacher:	Class:	Subject:	Date:
Observer:			
<i>This form should serve as a basis for a reflective and supportive conversation between the observer and the teaching colleague. It is a tool for maintaining and developing the quality of teaching & learning.</i>			

QUALITY STANDARDS	Needs attention	Meets Basic Expectations	Good Practice; many good elements	Excellent
1. Lesson plans & differentiation				
2. Teacher's relationship with class				
3. Authority and respect				
4. Behaviour and discipline				
5. Delivery and response				
6. Quality of teaching				
7. Motivation & engagement				
8. Work assigned; challenge				
9. Independent & Team working				
10. Differentiation during teaching				
11. Recall				
12. Presentation: Pupil & Teacher				
13. Work expectations				
14. Quality of learning				
15. Use of Assessment				
16. Balance & breathing				

Recommendations:

Teacher:	Signed:	Date:
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Observer:	Signed:	Date:

Needs attention	Meets Basic Expectations	Good Practice; many good elements	Excellent
1. Lesson plans & differentiated work (<i>Thoroughness of the teacher's preparatory thinking</i>)			
Little detail is to be observed in plans, which are unsystematic in layout. Unclear aims and objectives. No consistent differentiated work recorded.	Plans are sketchy but adequate. Aims and objectives included.	Aims and objectives clear. Individual needs identified and differentiated work included.	Detailed plans (yearly, termly, daily) included. Clear aims & objectives (including WFT). Learning differences and work assigned evident. Reviews included.
2. Teacher's relationship with class (<i>Feeling realm</i>)			
Teacher is clearly not at ease with class and a strained relationship is observable.	Teacher is developing a positive relationship with the class. Pupils accept guidance.	Teacher relates well. There is evidence of humour.	Excellent relationship where teacher is warm, encouraging and understanding of all pupils.
3. Authority and respect (<i>Pupil response to the Will of the Teacher</i>)			
Pupils may be rude, answer back and are slow to do what the teacher has asked. Teacher struggles to get the children to conform to expectations of behaviour.	Most pupils usually listen to the teacher and respond positively to what is asked of them.	Pupils generally demonstrate a positive attitude to their teacher. They clearly accept the teacher's authority.	All pupils show high level of respect for their teacher.
4. Behaviour and discipline (<i>Interaction of the wills</i>)			
Significant effort is exerted in managing behaviour. Some pupils behave poorly and disrupt learning of others. Teacher has difficulty with implementing disciplinary procedure.	Pupils generally know boundaries, conform positively to expectations and behaviour is generally appropriate. Discipline procedure is applied when required.	Pupils' behaviour is very good and disciplinary measures are rarely required.	Behaviour is consistently appropriate and very positive. There is no significant disruption to learning.
5. Teacher's delivery of new content and pupils' response (<i>The story we give</i>)			
Delivery of new content lacks significant substance. There is no obvious variation in use of voice, pace, or change of mood. Pupils are restless, interrupt teacher's narration and are	Teacher delivers appropriate content with elements of imagination. Pupils are mostly attentive.	Teacher presents significant content in an imaginative way. There is a clear variation in dynamic and mood. Most pupils listen well.	Imaginative delivery of substantial and meaningful content is excellent. All pupils are deeply engaged and focused on the lesson.

unfocused.			
6. Quality of teaching (<i>Teacher as Artist</i>)			
Teaching fails to capture interest and imagination of many children.	Teaching is focused and clear.	Teaching also includes imaginative elements.	Teaching is consistently stimulating and imaginative.

7. Pupils' motivation to work & participation in class activities (<i>Strength & direction of the will</i>)			
Pupils are not engaged or motivated to work. They may disrupt class activities, do not participate and show negativity and boredom.	Pupils' motivation is variable with some good aspects. They participate in class activities.	Pupils' motivation for work is good. They participate with enthusiasm.	The great majority of pupils show a high level of motivation. They contribute positively in class activities, taking initiative.
8. Work assigned; challenge			
Many pupils need reassurance and are unhappy when challenged due to lack of confidence. Teacher's sights are set too low. Work is not always age appropriate; pupils underachieve.	Work set presents an appropriate challenge. Pupils carry it out with good will, achieving a satisfactory standard.	Pupils achieve a good standard in their work in response to appropriate challenge. Teacher employs different strategies, for example paired or group work.	Pupils of all abilities are motivated to work and are sufficiently challenged. Teacher uses different strategies appropriately. There is high pupil achievement and an excellent standard of work attempted.
9. Ability to work independently and with others (<i>Independence and socialisation of will</i>)			
Teacher does not encourage independent work. Pupils show little effort or initiative in tasks set.	Pupils are encouraged to share responsibility for completing group tasks; they work independently as required.	Pupils consistently work with a degree of independence at material suited to their level of ability. They collaborate well on group tasks.	The great majority of pupils demonstrate appropriate level of independence and initiative and they work with enthusiasm in group tasks. They use time well.
10. Differentiation during teaching (<i>Teacher's sensitivity of will</i>)			
Little or arbitrary differentiation to be observed. Learning differences are not addressed.	Teacher is aware of varying needs in the class and attempts to teach accordingly. Some differentiated independent work is given.	Differentiation is a strong aspect of the teaching and learning process.	Differentiated work is varied, interesting and age appropriate ensuring that pupils work positively to their abilities and strengths.
11. Recall (<i>Quality of use of factor of sleep in deep learning</i>)			
Methods for recall are ineffective and fail to engage the whole class. Relationship with previous content is not extended or deepened.	Methods for recall are effective and engage the class. Relationship with previous content is extended or deepened.	Recall is thorough and creative and forms a clear link between previous content and new work.	Recall is used effectively and innovatively, in a manner that stimulates all children to be active. Recall creates strong link between previous content and new work.
12. Presentation of pupils' work (<i>ML books, if appropriate</i>)			

Teacher accepts a low standard of work and carelessness is evident in presentation. Pupils give little attention to detail. Work is rushed/immature.	Teacher takes care over presentation and directs pupils towards good standards.	Teacher and pupils consistently set good standards with regard to presentation of work done.	The great majority of pupils consistently work to high standards and take pride in their work.
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13. Work habits (*Behavioural routines for progress in learning*)

Classroom routines do not support attention, concentration and learning.	Classroom routines support attention, concentration and learning.	Most children apply good work habits that support their learning and progress, without too much prompting.	Pupils respond to expectations of good work habits, without prompting by the teacher.
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14. Quality of learning – new knowledge, skills, ideas and understanding (*Thinking realm*)

Pupils make little effort to understand tasks set and have little idea of how to improve.	Pupils are aware of their own progress and know how to improve.	Pupils ask questions and show a desire to learn; they can explain what they have learnt and demonstrate any relevant skills.	Pupils' work shows understanding. They can explain confidently and clearly what they have learnt. They demonstrate age appropriate intellectual skills.
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15. Use of assessment to improve planning and learning (*Reflective thinking*)

Insufficient use is made of assessment in planning pupils' work and in teaching. Pupils are given little information about their progress.	Pupils' work is assessed regularly and this informs lesson plans, feedback, and teaching. Pupils are positively engaged in discussions about their progress.	Varying approaches to assessment are used so that the progress of all pupils is checked and recorded. Pupils are apprised of their progress and clear guidance is given on how to improve.	Regular and thorough progress checks are used to reshape teaching. Recording of attainment and progress is clear. Most pupils are involved in self-assessment.
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16. Balance of listening/doing – rhythm and breathing of the lesson

Teacher has little sensitivity for when activity is over-extended and needs to be changed. Pupils may be pale, tired, and restless or over-excited, silly, talkative and unable to settle.	Teacher is somewhat aware of timing of activities and shows some flexibility about changing activity when needed.	Teacher responds to the mood of the class with sensitivity, changing activity when appropriate. A good balance between listening and doing is observable.	Teacher is sensitive to timing and duration of activities. Lesson is conducted with excellent balance between listening and doing. Pupils are stimulated, active and fully present.
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Further Comments: