

Broughton Hall High School



Teacher Appraisal

In Action, Guidance and Templates

2012/2013

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Teacher Appraisal

Appraisal is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers by concentrating on key objectives

From 1st September 2012 new Regulations came into effect with regard to Teacher Standards, Teacher Appraisal and Teacher Capability; Broughton Hall has reviewed its current arrangements and made changes to ensure it meets the new Regulations. In doing so the school consulted staff and representatives. The Governors approved the school's Appraisal policy in the autumn of 2012.

New Standards for Teachers

From September 2012 new Standards for Teachers come into force, which replace the Professional Standards for Teachers (2007).

Teachers' performance is now assessed (via the Appraisal process) against the appropriate teachers' standards*, their role in school and their performance management objectives

*Teachers are to be judged by the definition of values and behaviours set out in the **Preamble**, the 8 Standards for Teaching set out in **Part 1** and the standards of Personal and Professional Conduct set out in **Part 2**. A copy of the standards can be found on the DfE website www.education.gov.uk

These new standards replace both the standards for Qualified Teacher Status and the Core professional standards.

These changes have implications for those involved in Initial Teacher Training (both trainees and assessors), NQTs and their mentors and all teachers and line managers whether they are at the beginning of their career, seeking application for threshold (UPS 1-3) or teachers with many years' experience.

Therefore, both as a line manager and/or a classroom teacher, it is important that you read and make sure you understand the new standards and how they will affect you. Line managers will use these standards to assess the performance of the members of their team

Some of the key points related to the new teacher appraisal process:

- appraisal applies to all teachers (where they are employed for one term or more) unless they are undergoing induction or the subject of capability procedures
- schools must have a written appraisal policy and an annual appraisal process for teachers
- teachers' performance will be assessed every year against the Teacher Standards, their objectives and their role in the school
- objectives set **must** contribute to improving the education of pupils
- teachers must be given a written appraisal report which sets out, an assessment of their performance, an assessment of their training and development needs and where relevant, a recommendation on pay progression
- as part of the change to Ofsted inspections from September 2012, schools if asked will have to provide anonymised appraisal information to inspectors, in order to demonstrate that the process is being effectively used in the drive for school improvement

Within the School Inspection handbook it says the following:

“Inspectors should consider

- *the robustness of performance management and effectiveness of strategies for improving teaching, including the extent to which the school takes account of the ‘Teachers’ Standards’ – this is demonstrated through:*
 - *the robustness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled*
 - *a strong link between performance management and appraisal and salary progression*

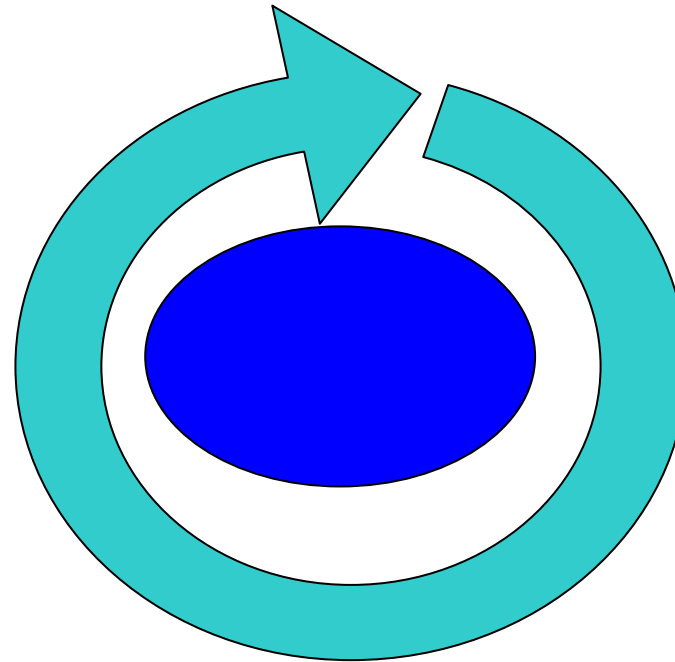
- *the coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion.*
- *the accuracy with which best practice is identified and modelled.”*

Ms Clarke, as head teacher, is responsible for the appraisal of other teachers but may delegate this duty to other appropriate staff, usually those with management responsibilities. The head teacher is also responsible for producing an annual report to Governors about the operation of the appraisal policy, the effectiveness of the procedures and the teachers' training and development needs.

The Appraisal Process

The annual appraisal assessment/ review meeting (Sept)

End of previous cycle progress, assessing achievements, pay decisions



The planning meeting (Sept/Oct)

Agreeing new objectives, assess against standards, agree evidence/ success criteria, work development plans/CPD

Monitor and review progress (March) throughout the year keeping professional dialogue ongoing and to include mid-year review as applicable

Appraisal Steps

Step 1: Arrange a suitable time/place to meet

Step 2: Prepare for the meeting (Sept)

Use the appraisal pre-meeting proformas to help you do this. Your discussion will/may include:

- successes/achievements
- progress towards objectives including relevant evidence
- performance against relevant Teacher Standards
- factors which have impacted on effectiveness, including training over the last year
- identification of future key areas for objectives linked to job role and experience
- future training and development needs
- any career goals/aspirations

Step 3: Completing the review/planning meeting (Sept/Oct)

- review objectives and performance
- training & development needs – discuss the developmental progress since the last review and the training development opportunities that have occurred, their impact and future needs
- review Teacher Standards met, as identified at the original planning meeting
- agree new/continuing objectives linked to school priorities, job role/additional responsibilities and experience
- objectives will need to be clearly defined and measurable
- additional notes/ comments should be included
- identify and note future training & development needs

Step 4: After the review/planning meeting - completion of the documentation (Sept/Oct)

The appraiser will complete an appraisal statement and submit it to you to sign/agree. Once signed the form should be submitted to the head teacher and details of any training needs to the CPD co-ordinator. The appraiser and appraisee should each retain a signed copy of the completed appraisal statement form and the CPD form. Please note all documentation will be confidential.

Step 5: Monitoring

Your appraiser will monitor performance, for example via:

- classroom observations
- work scrutiny e.g. marking, assessments
- discussions with yourself and other line managers if applicable to the agreed objectives

Any evidence from monitoring will be shared and discussed with you. There should be 'no surprises' for either party.

Step 6: Mid year review (March)

In order to check/discuss:

- progress against agreed objectives or amend them, for example if your role changes
- overall performance against the role and relevant professional standards
- development and support opportunities are being provided
- any issues arising during the year
- evidence in support of the final annual review

Templates

Pre Appraisal Meeting - Self Review

This can be used to help you prepare for your appraisal meeting. It should be used as appropriate, as all areas may not be relevant.

What have your successes been over the past year (as appropriate to role and current objectives):	Notes/Evidence/Dates
Pupils? <ul style="list-style-type: none"> - standards/attainment - progress - behaviour / attitude - attendance - contributions 	
Curriculum development? <ul style="list-style-type: none"> - developed / improved resources - increased personal knowledge - use of assessment procedures - professional use of ICT skills - contribution to wider curriculum e.g. sports clubs 	
Support for wider aspects of school life? <ul style="list-style-type: none"> - more efficient systems/processes introduced - contributed to policy development - member of a working/project group? 	
Support for other staff/ team members and impact? <ul style="list-style-type: none"> - shared new knowledge or skills - built significant relationships - mentored/coached a colleagues 	
What learning or development opportunities have you experienced over the year and their impact? EG. <ul style="list-style-type: none"> - professional learning courses/networks/events - shadowing colleagues - observations 	
How has your successes this year impacted on the way you work or what you have achieved in relation to: <ul style="list-style-type: none"> • the pupils? 	

What have your successes been over the past year (as appropriate to role and current objectives):	Notes/Evidence/Dates
<ul style="list-style-type: none"> - pupil progress; - pupil behaviour / attitude; - pupil attendance; - pupil contributions • the curriculum? <ul style="list-style-type: none"> - developed / improved resources; - increased personal knowledge; - use of assessment procedures; - use of ICT skills; - contribution to wider curriculum • the school? <ul style="list-style-type: none"> - More efficient systems introduced; - contributed to policy development; - member of a project group? • the team? <ul style="list-style-type: none"> - shared new knowledge or skills; - built relationships 	
<p>What areas do you feel you need to focus on in the coming year (and what support/professional learning do you need)?</p> <ul style="list-style-type: none"> • Pupils? • Curriculum? • School? • Team? • Personal development? 	

Broughton Hall High School - Teacher Appraisal Statement

Name/appraisee:	Post held:
Name and role of line manager/appraiser:	Additional responsibilities:
Date of target setting meeting:	Date of review meeting:
Post threshold: Yes / No / Wishes to apply	Date of appraisal observation: Judgement:

PART 1: APPRAISAL TARGET SETTING

Objective	Success criteria	Evidence	Training and development needs	Teacher standards met
1. Pupil progress....				

Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact
 Mid year/end of year review (Progress (so far)? Impact?)

Objective	Success criteria	Evidence	Training and development needs	Teacher standards met
2. Whole school/DDP objective....				
<p>Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact Mid year/end of year review (Progress (so far)? Impact?)</p>				
3. Other... Eg. linked to other roles/resp., professional development				
<p>Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact Mid year/end of year review (Progress (so far)? Impact?)</p>				

Appraisee's signature:.....

Date:.....

Appraiser's signature:.....

Date:.....

PART 2: APPRAISAL REVIEW STATEMENT

APPRAISEE _____

APPRAISER _____

DATE _____

OBJECTIVE	MET	FURTHER DEVELOPMENT	NOT MET
1			
2			
3			

Areas of particular strength?

Areas for future development?

Post threshold performance (where applicable)

Recommendation for pay progression (where applicable)

Appraisee's signature:..... Date:.....

Appraiser's signature:.....¹⁴..... Date:.....

PART 3: TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT REQUEST

Once completed this document should be sent to the school's CPD Co-ordinator.

NAME: _____

DATE: _____

Outline identified training needs:

1.

2.

3.

How are these training needs linked to whole-school priorities?

Appraisee's signature:.....

Date:.....

Appraiser's signature:.....

Date:.....

Teaching Standards 2012 – Self Review

This should be used in advance of the appraisal meeting to help you identify standards already met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the agreed objectives, evidence/success criteria, training and support needs. It is recommended that this is used year on year (rather than starting a new one each year) unless an individual's job changes significantly.

Part one: Teaching

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. 		
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	<p>pupils learn and how this impacts on teaching</p> <ul style="list-style-type: none"> • encourage pupils to take a responsible and conscientious attitude to their own work and study 		
3. Demonstrate good subject and curriculum knowledge	<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 		
4. Plan and teach well structured lessons	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • 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 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	curriculum within the relevant subject area(s)		
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • 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 and intellectual 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 		
6. Make accurate and productive use of assessment	<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 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
7. Manage behaviour effectively to ensure a good and safe learning environment	<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 • 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, act decisively when necessary 		
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being 		

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

Standard	Meet/ partially/ not	Notes/Evidence/Dates
<p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law. 		
<p>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>		
<p>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</p>		

Post Threshold Standards – Self Review

Post threshold teachers must show evidence of continuing to meet the teacher standards 2012 in order to be assessed against the 10 post threshold standards. There must be evidence against all the standards to show they have been sufficiently met. This proforma can be used to identify standards met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives/success criteria/training and support agreed. A copy of the standards can be found on the DfE website www.education.gov.uk

	Standard	Meet/ partially/ not	Notes/Evidence/Dates
Professional attributes Frameworks	P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
Professional knowledge and understanding Teaching and learning	P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.		
Professional knowledge and understanding Assessment and monitoring	P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		
	P4. Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		

	Standard	Meet/ partially/ not	Notes/Evidence/Dates
Professional knowledge and understanding Subjects and curriculum	P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.		
	P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well being of children and young people.		
Professional skills Planning	P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		
Professional skills Teaching	P8. Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		
	P9. Promote collaboration and work effectively as a team member.		
	P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		

SAMPLE APPRAISAL OBJECTIVES

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

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

Sample objective for a classroom teacher:

Objective 1:

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

Success Criteria:

- Feedback from students indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- Teachers give written and verbal formative and summative feedback to each student on how to improve
- Student progress: evidence from teacher assessment, which is subject to internal quality control (moderation) and/or external examination results shows that a group of students (identified and agreed between the reviewer and reviewee at the initial meeting) have made better than expected progress during the year as a result of the good teaching and feedback they have received

*defined as 4 levels of progress from yr7-11, and 2/3 sub-levels within one year

Monitoring arrangements and evidence:

- Lesson observation(s) which can specifically comment on this objective

- Scrutiny of students' work, during observation(s) and department moderation, which shows constructive comments on how the student can improve their work
- Discussions with and/or surveys of students indicating that they receive feedback regularly on their work and value it, that they know their current performance and how to improve
- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress

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

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

Objective 3: The third will reflect the specific needs of that individual. This objective might link to other roles or responsibilities the individual holds. It could be used to support CPD needs that will enable the teacher to, for example, develop or maintain current practice, extend practice in order to support assessment for pay progression or to provide effective experience for promotion opportunities.

Other objectives which relate to the new teachers' standards:

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

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

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

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

The reviewer could also relate this area of the standards to pupil progress. The objective could focus on how the teacher adapts planning and delivery of learning opportunities to better meet the needs of pupils. For example, assessing whether more 'scaffolding' or more open-ended activities are appropriate.

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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

9. Personal and professional conduct

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

Sample objectives for Directors of Subject (and/or their deputy):

1. Promote good progress and outcomes by pupils

The subject leader (or deputy) will implement strategies to improve the performance of pupils so that a specified percentage (X%) make four levels of progress in the subject area between the start of year 7 and the end of year 11.

Success criteria:

- Effective plans are in place to support those not making the expected levels of progress
- By the end of Key Stage (KS) 4, X% of current year 11 pupils have made four levels of progress in the subject
- Most pupils have met or exceeded their target grades in their GCSE examinations
- X% of pupils are on track to make three sub levels of progress in other year groups
- Effective plans are in place to support those not making the expected levels of progress to achieve this by the time they reach the end of KS4

Monitoring arrangements and evidence:

- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress
- GCSE results for current year 11 pupils
- Results of GCSEs taken early (if applicable) show the percentage making or on track to make four levels of progress
- Monitoring of lesson observations to show that pupils are making effective progress

2. A targeted intervention

The Director of Subject (or deputy) will develop effective strategies to improve the progress of a particular group. For example, the identified group could be more able girls, pupils eligible for free school meals (FSM 6) or special educational needs (SEN) pupils.

Setting this objective will involve agreeing a percentage of the group that is expected to make four levels of progress between the end of KS2 and the end of KS4.

Success criteria:

- Targeted intervention strategies have been set up to support the specified group to help them achieve four levels of progress by the time they reach the end of KS4
- Termly tracking and progress reports show an increasing number of the group are on course to make the necessary progress and that the gap between this group and the others is narrowing

- By the end of KS4, there is no significant difference in the achievement of this group compared to others

Monitoring arrangements and evidence:

- Termly data monitoring shows the progress that pupils are making and identifies the percentage making the expected progress
- At the end of the academic year, comparing the GCSE results of this group with those of others in the school in terms of the proportions making four levels of progress
- Monitoring of lesson observations and intervention sessions to show that pupils are making effective progress

3. Teaching and learning

The Director of Subject (or deputy) will contribute to the improvement in the quality of teaching and learning in the subject so that most is good or outstanding, and none is inadequate.

Success criteria:

- Most teaching is judged to be good or outstanding, and none is inadequate
- The quality of work in students' books shows evidence of effective teaching and learning
- Students and their parents agree that teaching in the subject is good
- Teachers in the subject feel well supported and are keen to improve their teaching

Monitoring arrangements and evidence:

- Monitoring of teaching and learning on a termly basis through learning walks and formal lesson observations
- Scrutiny of students' books to check on how well they are working
- Monitoring of progress data to show the impact of teaching and learning over time
- Surveys to gather students' and parents' views on the quality of teaching and learning
- Focus group discussions with students to gather their views on teaching and learning
- Focus group discussions with staff in the subject area and questionnaires to gather their views on teaching and learning

4. Differentiation strategies

The Director of Subject (or deputy) will contribute to the development of teaching and learning by improving the quality and range of differentiation strategies used in the subject area to support the needs of different groups of students.

Success criteria:

Lesson observations show that teachers in the subject area are using a good range of methods to differentiate work for different groups of students

- Work in lessons is pitched at the right level for different ability groups

- Schemes of work and lesson plans show that differentiation is well embedded in the work of the department
- Books show that students are coping well with the work provided and it is not too easy for some or too hard for others
- Students say they find the work is at the right level for their needs
- Teachers and support staff in the subject area are confident about how to differentiate to meet the differing needs of their students
- Monitoring of progress data shows that different groups of students are increasingly making similar levels of progress and that gaps between groups are narrowing
- Examples of differentiated work that have been particularly successful are shared with others within the subject area and across the school

Monitoring arrangements and evidence:

- Monitoring of teaching and learning on a termly basis through learning walks and formal lesson observations
- Scrutiny of students' books to check the quality and range of differentiated work
- Monitoring of progress data to show the impact of differentiating work over time on different groups of students
- Surveys for students to gather their views on how well the work they are given meets their learning needs
- Focus group discussions with students to gather their views on teaching and learning
- Focus group discussions with staff in the subject area to gather their views on how well they feel they are doing in meeting the needs of different groups and how well supported they feel

Other examples of performance objectives:

1. Teaching and learning: develop the use of questioning so that it helps to improve students' higher order thinking skills
2. Curriculum: create intervention strategies and programmes for students who are/have fallen behind, to help them to catch up
3. Leadership and management: develop a quality assurance framework for the subject area to inform and help improve the quality of the department's work

Sample Training, Support & Professional Development Opportunities

Career Stage	What can I do?	CPD opportunities	CPD opportunities through Links / LA	CPD opportunities through National links
Induction Year Work towards and evidence achievement of: National Standards	Join a professional association Complete Career Entry & Development Profile Start a Professional Development file	Observe teaching by dept. colleagues Meetings with mentor and ITT Leader NQT Induction programme Receive developmental feedback from a colleague Attend staff CPD – INSET days, other. Be involved in Action Research Peer observation programme Receive in-class support	Attend LA induction sessions Work with LA Consultants Visit other schools Observe other teachers	Early Professional Development courses
Years 2 and 3 and subsequent years Opportunities for teachers to work towards and evidence achievement of: National/Threshold Standards	Maintain a Professional Development Portfolio Record, reflect and self-evaluate your CPD Attend Secondary Subject meetings Undertake personal research Analyse and interpret pupil data Look at opportunities to lead training for other staff	Observe teaching by colleagues – and have the opportunity to deliver feedback Be observed and receive developmental feedback Attend / lead CPD Be involved in a Working Party Receive in-class support Chair a meeting of a Working Party	Early Professionals Development courses Work with LA consultant Visit other schools Observe other teachers	Early Professional Development courses Take part in certificate, diploma or master's degree programmes.

		<p>Attend a Middle Leaders meeting</p> <p>Arrange an out-of-school visit for pupils</p> <p>Plan and lead an assembly</p> <p>Opportunities to present to staff/parents</p> <p>NQT/ITT mentoring</p> <p>Focussed discussion about your CPD needs as part of Appraisal</p>		
<p>Years 4 & 5 and subsequent years: Subject or Pastoral Leader Focus</p> <p>The CPD entitlement provides opportunities for all teachers to work towards and evidence their achievement of:</p> <p>The National Threshold Standards</p>	<p>Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and CPD opportunities</p> <p>Participate in on-line discussion groups</p> <p>Undertake classroom and action research</p> <p>Develop your observation and coaching skills</p> <p>Read academic and professional journals</p> <p>Become an exam marker</p>	<p>Attend and lead Staff Training – INSET Days, CPD Sessions</p> <p>Be involved in a School Development Group</p> <p>Opportunities to present to staff/parents and Governors</p> <p>Shadow senior colleagues</p> <p>Lead a school initiative</p> <p>Develop observation and coaching skills</p> <p>Study/evaluation lessons with colleagues</p> <p>Opportunities for team teaching</p> <p>Coaching or mentoring role</p> <p>Become an appraiser</p> <p>Middle Leaders CPD</p>	<p>Work with LA consultants</p> <p>Visit other schools</p> <p>Observe other Teachers</p> <p>Attend subject moderation meetings</p> <p>Contribute to or participate in courses, conference or seminars</p>	<p>Take part in certificate, diploma or master's degree programmes.</p> <p>Take part in Higher Education networks or research groups</p> <p>Look for international opportunities through school</p> <p>School Leaders programmes</p>

<p>Year 6 and post-Threshold</p>	<p>Maintain and progress Threshold Professional Standards through UPS 1 to UPS2 to UPS3.</p>	<p>Observe / feedback to ITT / NQT / GTP / SCITT students. Plan Dept. SOW / PSHE topics. Mentor colleague in Department in development / delivery of SOW. Mentor colleague in developing effective Tutor skills. Facilitate an Action Research group.</p>		
<p>Developing the Leadership Role The CPD entitlement provide opportunities for all teachers to begin to work towards and evidence their achievement of: The National Standard for Headteachers (NPQH)</p>	<p>Contribute to academic and professional journals, books or websites Attend local professional association/local GTC meetings Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and CPD opportunities</p>	<p>Work with a range of agencies Chair meetings Take part in selection of new staff Be observed and receive feedback Support/team teach with junior colleagues Shadow a senior colleague Take on a new role/initiative Take responsibility for a</p>	<p>Support colleagues in other partner schools Lead training in partner schools Make presentations at conference/meetings Lead training for ITT students</p>	<p>Take part in certificate, diploma or masters degree programmes Look for international opportunities Attend Leadership Conferences</p>

	Become a governor representative	<ul style="list-style-type: none"> budget Attend and lead Staff Training Opportunities to present to staff/parents and Governors Assist in the organisation of a whole school event Contribute to the writing of bids 		
<p>Assistant/Deputy Headteacher</p> <p>The CPD entitlement provide opportunities for all teachers to continue to work towards and evidence their achievement. Work towards and achieve The National Standards of Headteachers</p>	<ul style="list-style-type: none"> Maintain a Professional Development Portfolio Record, reflect, self-evaluate and plan your CPD Join a professional association for senior leaders 	<ul style="list-style-type: none"> Lead Staff Training – INSET Days, CPD Seminars Organisation of a whole school event Line-manage/Coach a subject leader Attend/make presentations to Governors Bid writing Rotate roles Take responsibility for a significant part of the school’s self-evaluation Take part in preparation for OFSTED Act as Headteacher in Headteacher’s absence 	Attend local Senior Leaders’ meetings and networks	<ul style="list-style-type: none"> Apply for NPQH Attend Leadership Conferences