

MODEL PROFESSIONAL DEVELOPMENT REVIEW POLICY

The Governing Body of XXX School adopted this professional development review policy on XXX.

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1. ABOUT THIS POLICY

This policy sets out the professional development review arrangements for the headteacher and teachers of [insert name of school]. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the values, purpose, procedures, roles and responsibilities that will ensure that the school's professional development review arrangements meet the core values of:

- **Affiliation**

Developing ownership and connection to professional development review as an integral part of every teacher's professional learning and improvement;

- **Agency**

Ensuring time and space for teachers to engage with, reflect on and map out their own professional learning journey to meet the needs of learners, within a supportive culture and environment;

- **Ambition**

Teachers setting ambitions for professional growth by referring to aspects of the Professional Standards as a framework for continuous improvement.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed on **[insert date of last review]**.

The headteacher will provide the Governing Body with an annual written report on the operation and effectiveness of this policy, including the training and development needs arising from the professional development review process.

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

Regulations

<http://www.legislation.gov.uk/wsi/2011/2940/contents/made>

Guidance

<https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-development-review/>

This policy does not apply to:

- newly qualified teachers undergoing their statutory period of induction who are exempted from professional development review arrangements;
- teachers employed for a fixed period of less than one school term or less than two consecutive half-terms.
- high-level teaching assistants and other teaching assistants, who will be subject to their own policy

2. PRINCIPLES UNDERPINNING PROFESSIONAL DEVELOPMENT REVIEW

Professional development review is a school improvement tool which is fully inclusive. It sets a framework for teachers and school leaders to agree and review priorities and objectives in the context of the school's improvement plan. Professional development review provides the opportunity of a shared commitment to achieving high standards. It helps to focus attention on more effective teaching and, therefore, benefits pupils, teachers and the school. It means providing appropriate and effective

training, guidance and development opportunities to individuals to ensure job satisfaction, a high level of expertise and career progression.

The following principles will underpin our professional development review arrangements.

- Decision-making will be evidence-based;
- School self-evaluation can be informed from the same evidence-gathering processes used for professional development review;
- The review will celebrate strengths, recognise progress towards goals and promote further development;
- The review will be part of a culture of mutual trust and respect;
- The review will be an integral element of team learning and collaboration;
- The review will be linked to a commitment to career-long professional growth taking into account the teacher's professional aspirations;
- The review will support the individual's professional learning journey and be guided by individual reflection and support from peers within the school or from another school;
- The review will be accompanied by high-quality professional learning and on-going, focused professional dialogue;
- The review will be a process in which all Practitioners are treated fairly;
- The review will be based on a shared commitment to meeting learner needs;
- The review will be people-focused as opposed to 'paper-focused';
- The review will maintain confidentiality between the Professional Development Review Partner and Practitioner in relation to the formal decision-making component;
- The review will support the well-being of learners and Practitioners.

The Governing Body recognise the entitlement of a work/life balance for teachers and the headteacher as established within the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D). Consequently, the policy has been workload impact assessed (see Annex A) and the school will organise all professional development review activities within Directed Time but not within planning, preparation and assessment (PPA) time.

The Governing Body is committed to ensuring that the whole professional development review process is fair and non-discriminatory.

3. PROFESSIONAL STANDARDS

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

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development. Teachers and headteachers are not expected to provide evidence against every descriptor as part of professional development review.

The relevant professional standards can be found at:

<https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-standards>

<https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>

4. TIMING OF THE PROFESSIONAL DEVELOPMENT REVIEW CYCLE

The school's annual professional development review cycle will start on [insert date] and be completed by [insert date]. The cycle has been timed to link with the school's annual planning cycle.

The School will provide sufficient protected time, space and resources within Directed Time for teachers to undertake all aspects of their professional development review, including to:

- Reflect on, and plan their professional development;
- Meet with their Professional Development Partner to discuss and plan;
- Collaborate with other colleagues; and
- Attend and access professional development opportunities.

5. APPOINTMENT OF A PROFESSIONAL DEVELOPMENT REVIEW PARTNER

The headteacher will appoint a Professional Development Review Partner (the Partner) for every teacher (the Practitioner) in the school. The Partner would normally be the line manager of the Practitioner. The Partner will conduct all aspects of the review, including pay recommendations for teachers who are eligible. The Partner must hold Qualified Teacher Status.

Teachers will not be appointed as Professional Development Review Partners for LSAs unless they have direct line manager responsibilities for LSAs (for example ALNCos)

Teachers including the headteacher have the right to object to the assigned Partner on the grounds of consistency and fairness.

The headteacher's professional development review will be carried out by a panel consisting of:

- at least two governors appointed by the governing body – one of whom must be a foundation governor if the school is a faith school or a voluntary aided school;
- one or two representatives appointed by the local authority. The Diocesan Authority may choose to appoint a representative to the headteacher review panel where the school has a religious character.

The governing body may seek to change panel members at any time. In the case of the local authority appointed representatives, this is at their discretion. If the local authority refuses to appoint an alternative panel member, their reasons must be given in writing.

No governor who is a teacher or has any other role in the school may be a member of the headteacher review panel.

Local authorities are responsible for ensuring governors have the training and information they need to carry out their role effectively.

6. THE PROFESSIONAL DEVELOPMENT REVIEW PLAN

The Professional Development Review will be a continuous cycle throughout the year involving three stages - planning, monitoring and reviewing professional development.

The Partner will meet with the Practitioner at the start of the cycle to plan and prepare for the annual review. Likewise, the Panel will meet with the headteacher at the start of the cycle to plan and prepare for the annual review. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting must not take place in breaks, PPA time, at lunchtime or outside of the timetabled school day (unless this is accounted for in the published calendar and is within Directed Time), and the meeting will seek to agree the following:

- The development priorities for the cycle;
- The professional development activities needed to support achievement of the priorities;
- The type of reflection and monitoring activities that will contribute toward the achievements of the priorities.

All teachers, including the headteacher, will have no more than three development priorities agreed in an annual cycle.

The three development priorities will relate to an agreed whole school objective, a departmental objective based on the School Development Plan, and an objective that reflects the professional development aspirations of the teacher;

The development priorities will be challenging, realistic, achievable, time-bound, fair and equitable in relation to teachers with similar roles, responsibilities and experiences.

The development priorities will not be quantitative targets to either pass or fail.

The development priorities will have regard to what can reasonably be expected of any teacher or the headteacher given the requirement of the Practitioner to achieve a satisfactory work/life balance.

Development priorities may be revised by the Partner in exceptional circumstances and the reasons must be recorded. Additionally, objections and comments may be recorded by the Practitioner.

The development priorities will be discussed and agreed within a culture of collaboration, trust and transparency.

Practitioners may share all or part of their professional development plan with colleagues where an individual priority links to a team or school priority. This will support shared professional learning and shared evidencing, and a collegiate approach to development.

The Partner will take into account the effects of the Practitioner's circumstances, including any disability, when agreeing development priorities. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. A record of the planning meeting will be kept by the Partner and Practitioner (see Annex B).

How progress is reflected on and monitored must be agreed between the Practitioner and the Partner at the beginning of the year.

There will be no requirement to schedule formal review meetings during the cycle; however, the professional development plan should be a 'live' document which practitioners should use throughout the year to:

- reflect on their progress towards the achievement of their development priorities;
- keep a record of any professional learning undertaken using the Professional Learning Passport;
- keep a record of any other factors that may affect their development priorities.

7. REFLECTING ON, AND MONITORING DEVELOPMENT

The monitoring and reflecting activities are as follows:

- There is a statutory requirement for the Partner to observe the Practitioner at least once during the review cycle;
- The type of reflection and monitoring activity that takes place will vary according to the nature of the development priorities and may require supportive lesson observations, but may also be equally achieved by drop-ins, learning walks or book scrutiny alone;
- There will be no more than three reflecting and monitoring events in the cycle, with any observation-based activity lasting no more than one hour;
- Following reflection and discussion during the cycle, the Practitioner and the Partner may agree to revisit the amount of observation activities in order to support the achievement of meeting any development priorities. Any such changes will be formally recorded within the appraisal documentation and signed by the Practitioner and the Partner;
- An agreed classroom observation protocol will support lesson observations (see Annex C);
- Classroom observation will be undertaken solely by persons with Qualified Teacher Status (QTS);
- The Practitioner will be given a record of the lesson observation (see Annex D);
- Lesson observation will normally be undertaken by the Partner, who must observe the Practitioner on at least one occasion. However, it may be agreed at the planning meeting that some of the observation will be carried out by a person other than the Partner, who has the skills, knowledge and behaviours to carry out the role effectively;

- Where the observation is undertaken by a person other than the Partner, a record of the lesson observation must be given to the Partner and the Practitioner;
- Constructive feedback is key to reflecting on progress towards achieving the development priorities. Feedback sessions should be:
 - Specific;
 - Constructive;
 - Challenging yet respectful;
 - Part of a dialogue;
 - Focused on behaviours, not traits;
 - Reflecting on successes as well as areas for improvement;
 - Part of a discussion about next steps;
- The selection of learning activity used will be balanced to reflect the range of work undertaken by the Practitioner;
- Where the Practitioner returns from a period of extended absence, development priorities can be adjusted to allow them to readjust to their working environment;
- Following the planning meeting, no information may be sourced from another person, either written or verbal, without the consent of the Practitioner.

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

8. THE ANNUAL PROFESSIONAL DEVELOPMENT REVIEW MEETING

At the end of the professional development review cycle a formal review meeting will be held where the Partner and Practitioner will discuss achievements, any areas for improvement, and professional development activities. On the understanding that the planning meeting is a separate process, this meeting may be combined with the planning meeting for the next annual cycle, and 10 school days' notice must be given. The Practitioner must share their reflections with their Professional Development Review Partner at least 5 school days in advance of the annual professional development review meeting.

The purpose of the meeting is to summarise activity over the last year by reflecting on:

- Progress against development priorities (individual and school-level);
- Relevant Professional Standards;
- Benefits and application of professional learning;
- Effect on learners;
- Any factors which may have had an impact on the above.

Good progress towards the achievement of a challenging priority will be assessed favourably.

No information may be sourced from another person, either written or verbal, without the consent of the practitioner.

9. THE PROFESSIONAL DEVELOPMENT REVIEW SUMMARY

Within 10 school days of the annual professional development review meeting, the Professional Development Review Partner will produce a brief summary of the discussion and the conclusions reached. Partners are encouraged to share the summary with the Practitioner within the 10-day period.

The Partner must not obtain information from any other person, whether written or oral, relevant to the Practitioner's performance without the consent of the Practitioner.

The Practitioner may add their own comments to the summary. The Partner will seek to agree the final wording of the Professional Development Review Summary with the Practitioner. (see Annex F).

The Summary is a confidential document and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

10. PAY PROGRESSION RECOMMENDATIONS

The Performance Development Review Summary will only be used to determine pay for certain teachers, namely: those who wish to be considered to progress to the Upper Pay Scale, and those who are considered to have achieved excellent performance along the Main Pay Scale.

The Performance Development Review Summary at the end of the cycle must be the only source of evidence teachers require to support pay progression. However, should teachers wish to submit additional evidence they can do so, but they will not be requested or directed to submit additional evidence or disadvantaged if they choose not to do so.

11. APPEALS

The Practitioner may appeal against the Professional Development Review Summary within ten school days of receiving the Summary. An appeals officer or, in the case of the headteacher, an appeals panel will be appointed to conduct a review. If the chair of the governing body is on the panel, the local authority will appoint an alternative representative. All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

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

- Practitioner lodges appeal with the governing body;
- Appeals officer/panel appointed;
- Appeals officer/panel provided with copy of Professional Development Review Summary within five school days of receiving notice of appeal;
- Appeal review will be carried out within ten school days of receiving Professional Development Review Summary;
- The appeals officer/panel must take into account any representations made by the Practitioner;

- The appeals officer/panel may then decide:
 - That the Professional Development Review has been carried out satisfactorily;
 - With the agreement of the Partner, to amend the Professional Development Review Summary;
- Decide that a new annual professional development review meeting be carried out with a new Professional Development Review Partner within 15 school days. The appeals officer/panel cannot determine that:
 - New priorities can be set;
 - Existing priorities be revised.

12. USE OF PROFESSIONAL DEVELOPMENT REVIEW SUMMARIES

The whole professional development review process, the statement of development priorities and the Professional Development Review Summary are personal and confidential documents and will be kept in a secure place.

Teachers

The Partner must give a copy of the Professional Development Review Summary to the practitioner and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

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

Where the Practitioner is eligible for pay progression under the STPC(W)D, the Partner will provide a recommendation on pay progression to the headteacher in line with provisions of the STPC(W)D (see Annex H).

The headteacher will provide a copy of the relevant parts of the Professional Development Review Summary detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

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

Headteacher

In the case of the headteacher's professional development review, the Panel will give copies of the Professional Development Review Summary to the headteacher, the chair of the governing body and the chief education officer. The Panel will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the headteacher's Professional Development Review Summary to:

- Any officer designated by the chief education officer responsible for the performance of headteachers;
- Any appeals officer.

The chair of the governing body will provide a copy of the relevant parts of the Professional Development Review Summary detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

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

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

13. PREVENTING UNDERPERFORMANCE

The professional development review process does not form part of any disciplinary, competency, capability or dismissal procedures. Effective line management arrangements, including the professional development review procedures set out above, will help prevent underperformance in the first place by supporting the individual to meet the development priorities identified.

Procedures to address under-performance are the subject of a separate capability policy.

Information from the Professional Development Review Summary can be used as evidence when making decisions about promotion, dismissal, or disciplinary matters under other policies.

14. TRAINING AND SUPPORT

The school's continuing professional development (CPD) programme will be informed by the training and developmental needs identified during the Practitioner's planning and review meeting.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for Practitioners, including provisions to be freed from timetabled duties so as to undertake and access professional development activities.

An account of the training and developmental needs of teachers, including the instances where it did not prove possible to provide any agreed CPD, will form part of the headteacher's annual report to the governing body about the operation of the professional development review process within the school.

Practitioners will not be held accountable for failing to make good progress towards meeting their professional development review priorities where the support recorded for their development priorities was not provided.

All Partners will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

15. MONITORING AND EVALUATION

The governing body and the headteacher will monitor the operation and effectiveness of the school's professional development review arrangements.

The headteacher will provide the governing body with a written report on the operation of the school's professional development review 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 and maternity and pregnancy.

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

This policy has been assessed against the agreed system to monitor the workload and working hours of teachers and the headteacher.

This policy complies with and is consistent with the teachers' contractual entitlements.

This policy and any related procedures were introduced following full consultation with the teacher trade unions.

This policy and any related procedures include a specific statement regarding workload impact.

This policy and any related procedures will not add additional hours of working.

This policy does not duplicate any other existing policy.

The resources necessary to support this policy, including staff time, any additional staffing and appropriate equipment, have been identified.

The implementation of this policy will not result in any additional meetings / activities that have not been identified within the school calendar, published and revised in consultation with teacher trade unions.

All staff (including the headteacher) will be trained to ensure that this policy and any related procedures are carried out without increasing workload burdens.

This policy and any related procedures will be reviewed annually to ensure that additional workload burdens have not been added over time.

ANNEX B: PROFESIONNAL DEVELOPMENT REVIEW PLAN TEMPLATE

Name of Practitioner:	
Name of Partner:	
Date of Meeting:	

Development Priorities

1	
2	
3	

Development and Training Needs:	
Resources to support the Priorities:	
Procedure(s) for monitoring progress:	
Practitioner's Comments:	

Practitioner (signature):

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Partner (signature):

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Date:

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ANNEX C: LESSON OBSERVATION PROTOCOL

Introduction

This governing body is committed to ensuring that lesson observation is a developmental and supportive tool, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how lesson observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- Respect the confidentiality of the information gained.

Planning and preparing for lesson observation

In keeping with the school governing body's commitment to the core values and principles as set out above, the headteacher will:

- Consult teachers on the pattern of lesson observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;
- Ensure that these patterns of observations are placed in the school calendar;
- Ensure that those being observed for all purposes will be notified at least five working days in advance;
- Arrange, as far as possible, for all observations to take place at a time agreed between the Practitioner and the Partner;
- Ensure that there is a reasonable amount of time between lesson observations, irrespective of the purpose of those observations;
- Ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the professional development review cycle and will include details of:

- the amount of observation required to inform the development priorities;

- the focus of the observation;
- the duration of the observation;
- when during the professional development review cycle the observation will take place; and
- Who will conduct the observation (if it is agreed that the Partner will not be observing).

In order that lesson observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on Practitioners, the information gathered in an observation will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the headteacher, in the exercise of their duty, to evaluate the standards of teaching and learning, and to ensure that the proper standards of the professional development review are established and maintained.

Before any lesson observation is conducted, there will be an opportunity for the Partner and Practitioner to meet within directed time in order that the context of the lesson to be observed can be discussed. The meeting will not occur in break time, lunchtime or PPA, and the school attempt to free the participants off timetable so as to allow reasonable time to conduct business.

Conducting observation

There will be an annual limit of a total of three observations for all purposes and the focus and timing must be agreed in the practitioner's professional development review plan.

Neither pupils nor governors will undertake observations (although governors may, by prior agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area).

Feedback and records

Oral feedback will be given as soon as possible after the lesson observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for lesson observation for professional development review purposes will be made available in addition to PPA time.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the Practitioner.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The Practitioner has the right to append written comments on the feedback document. No written notes in addition to the written feedback and practitioner's comments will be kept. The Partner will be given sufficient time within the school day to put in written form the conclusions agreed with the Practitioner on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

Classroom observation and formal capability procedures

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.

ANNEX D: LESSON OBSERVATION FEEDBACK TEMPLATE

Date of Feedback:

Date of Observation:

Class Observed:

Strengths:

--

Areas for development:

--

Teacher comments:

--

Partner (signature):

Practitioner (signature):

ANNEX E: PRACTICE, REVIEW AND DEVELOPMENT RECORD TEMPLATE

PRACTICE REVIEW AND DEVELOPMENT RECORD

Development Priority	Professional development activities and support provided		Contribution of professional development activities and support to meeting priorities			Factors that are affecting progress against the priorities		Assessment of progress against the priorities		
	Description	Date	Very helpful	Helpful	Unhelpful	Description	Date	Met	Partially met	Not met
To be completed at the planning meeting	<i>To be completed at the planning meeting</i>	<i>Add as confirmed</i>	<i>Tick as appropriate</i>			<i>To be added during the cycle, if necessary</i>		<i>Tick as appropriate</i>		

ANNEX F: PROFESSIONAL DEVELOPMENT REVIEW SUMMARY

Date of Review Meeting:

Practitioner:

--

Partner:

--

Please list the Development Priorities and indicate whether they have been progressed or whether they require further development:

Development Priorities:

1

2

3

Areas of Strength:

--

Areas to be developed, if any:

--

Support and resources required from school:

--

--

Practitioner's Comments:

--

This Statement has been agreed by:

Practitioner (signature):

--

Partner (signature):

--

Date of completed PDR Summary:

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ANNEX G: WELSH GOVERNMENT GUIDANCE ON CLASSROOM OBSERVATION

Classroom Observation - Purpose and Protocols

Classroom observation can be an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. Whilst there is no upper limit placed on the number of occasions in which observation may take place, it is essential that the emphasis is firmly placed on the quality of experience rather than quantity.

To ensure that observation is purposeful, supportive and developmental, all those involved in arranging, carrying out or participating in observation should observe the following guidance which sets out the purpose and protocols that characterise effective practice.

What is meant by 'classroom observation'?

'Classroom observation' refers to all occasions when learning and/or teaching activities are observed for a specific purpose by someone other than the class teacher and support staff normally attached to the class.

Principles and protocols

Classroom observation should observe the following principles:

- All those involved in each observation should have a shared understanding of its specific purpose. Disputes about observation procedures etc. should be dealt with through the school's established issue resolution processes and/or recognised collective issue resolution processes where applicable.
- Where practicable and appropriate, efforts should be made to combine observations for different purposes so that the most efficient use is made of opportunities for classroom observation.
- Careful thought should be given to the choice of observer so it reflects the purpose of the observation.
- Observation should support and develop teaching and learning - there should be minimal disruption to normal classroom activity.
- Observation arrangements should be planned in advance so those involved have adequate notice.
- Observation should be objective, developmental and supportive and conducted with professionalism, integrity and courtesy.
- Successful observation requires preparation and appropriate consideration.

- As part of the school's overall arrangements for classroom observation, those involved in the observation should seek to agree in advance the nature and timing of any feedback to be provided and with whom it is to be shared.
- Planning and feedback arrangements should take account of directed time and statutory terms and conditions of employment.

In addition, for observation involving judgements on the performance of individual practitioners, the following principles should also apply:

- Only a person holding QTS can carry out observation of teaching for the purpose of teachers' professional development review (including newly qualified teacher and Graduate Teacher Programme (GTP) assessment) and as part of capability procedures.
- The nature, purpose and amount of observation, as well as the areas to be focused on, should be determined at a planning meeting.
- The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be excessive in total.
- It is important that total time of observation is limited to no more than that required to form sound and evidenced judgements, as frequent observation sessions are disruptive and counterproductive.
- Careful consideration is required at the planning meeting of the timing and number of observation sessions to be carried out during the academic year. This consideration should also include the requirements of the appraiser to adequately prepare, carry out and report back on each session. In order to reduce bureaucracy in schools some appraisers, for example, find it helpful to link each session to natural breaks in the academic year such as terms.
- At least five working days' notice should be given of observation for these purposes.
- It is important that the observed sessions should proceed in as normal an atmosphere as possible.
- Constructive oral feedback should always be provided as soon as possible after the observation and confirmed in writing within five working days. Teachers should be given the opportunity to add their own written comments to this feedback.
- All those with access to information gained from the process should respect its confidentiality and ensure that the provisions of the Data Protection Act 1998 are followed at all times.

Purposes of classroom observation

The purposes of observation can be grouped under the following areas - these are not necessarily exhaustive or exclusive:

- 1) To observe the learning of individual learners and/or groups of learners; for example:
 - tracking progress of individuals and/or groups across the curriculum;
 - learners' experiences in different settings;
 - awareness raising for governors.
- 2) As part of continuing professional development; for example:
 - sharing effective practice;
 - shared learning and collaborative development;
 - peer observation;
 - as part of coaching and mentoring arrangements;
 - specialist guidance or advice - such as on teaching techniques, curriculum areas, use of ICT equipment, etc.
- 3) To monitor the quality of teaching, including:
 - as part of the annual professional development review cycle as defined in the school's professional development review policy;
 - as part of capability procedures as defined in the school's capability policy;
 - as part of the statutory induction process for newly qualified teachers as defined in Welsh Government regulations and guidance;
 - as part of the GTP (or other teacher entry programmes) as defined in Welsh Government regulations and guidance;
 - for the purposes of making judgements about teaching and learning in the school as a whole;
 - as part of inspection arrangements.

ANNEX H: PAY PROGRESSION RECOMMENDATION TEMPLATE

Date of Pay	
Recommendation:	

Partner:	
Practitioner:	
Period covered by the PDR	
Summary:	

Recommendation for Pay Progression*:

Onto the Upper Pay Scale (UPS1):	
Excellent Performance (M2-M6):	

* Complete as appropriate

Declaration

In accordance with the requirement of The School Teacher Appraisal (Wales) Regulations 2011, and having regard to the relevant Professional Development Summary, I recommend that:

_____ should progress onto: _____

Partner (signature):	
Practitioner (signature):	