

Ysgol Aberconwy



Peer Review Policy

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ISSUE NO: 8

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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LT Link : IG

PEER REVIEW POLICY

The policy applies to the Headteacher and to all teachers employed by the school, except teachers on contracts of less than one term, those undergoing induction (i.e. newly qualified teachers) and those who are the subject of capability procedures.

The policy can also be adapted by local authorities for unattached teachers, where appropriate.

The process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure.

The Performance Management process will not constitute any steps that must be taken in disciplinary or dismissal procedures. Disciplinary and dismissal is subject to a separate policy and procedure.

PURPOSE

This policy sets out the framework for clear and consistent methodology to support teachers and the Headteacher develop their practice within the context of the school's improvement plan and their own professional needs.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the criteria specified in the statement, will be the basis on which the recommendation is made by the school.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT.

The peer review process will be the main source of information for school self-evaluation and the wider school-improvement process, the school's teaching and learning audit will be undertaken as part of this cycle. Appraisees' objectives will be aligned with the school's priorities and plans, as well as reflecting appraisees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The governing body is committed to ensuring consistency of treatment and fairness in the operation of peer review.

The governing body recognised that teachers and Headteachers have a right to pursue a grievance if there is an objection to an appraiser, the process is being applied unfairly, or access to is being denied.

APPOINTMENT OF APPRAISERS

The Headteacher must appoint a coach for every teacher at the school.

The local authority is the appraiser for unattached teachers but may delegate some or all of the responsibilities to an appropriate person. The governing body must appoint at least two governors as appraisers of the Headteacher at the school.

The local authority may appoint one or two appraisers in relation to the appraisal of the Headteacher.

The appraisal of Headteachers is carried out by a panel comprising of at least two governors appointed by the governing body, one or two appraisers appointed by the local authority and, where appropriate, an appraiser appointed by the diocesan authority.

The right to object to a coach is referred to in the section on Consistence of Treatment and Fairness above.

PLANNING AND OBJECTIVE SETTING

Planning

At the start of the annual cycle, the teacher and their coach will meet to plan and prepare for the review.

Objectives will be set and the procedures for monitoring progress during the cycle will be agreed.

The objectives will be challenging, realistic, achievable, time-bound, fair and equitable in relation to teachers with similar roles / responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position.

The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if achieved, they will contribute to improving the progress of students at the school.

The professional development activities and support required to assist the teacher in meeting the objectives will be identified.

The appraiser and appraisee will seek to agree to objectives and appropriate development activities and support required to assist in meeting the objectives but where a joint determination cannot be made, the appraiser will make the determination but the appraisee will be allowed to add comments.

All teachers, including the Headteacher, will have no more than three objectives.

Teachers, including the Headteacher, will not necessarily all have the same number of objectives.

As appropriate, all teachers including the Headteacher, may have a whole-school objective or a team objective.

Although peer review is an assessment of overall performance of teachers and Headteacher objectives in any cycle cannot cover the full range of a teacher's roles/responsibilities.

In addition, the professional standards should be looked at as a whole to provide a backdrop to the discussions to identify areas of strength and areas for further development.

Objectives will, therefore, focus on the priorities for an individual for the cycle. At each stage it will be assumed that those aspects of an appraisee's roles/responsibilities not covered by the objectives, or any revisions to the objectives that may have been made during the cycle, have been carried out satisfactorily.

Monitoring progress

The procedures for monitoring progress will ensure that lesson observation is limited to a total of three hours. This limit will cover all lesson observations, other than in the circumstances described below, and will be proportionate to the needs of the teacher.

Lesson observation will normally be undertaken by the coach, unless it has been agreed at the planning meeting that some of the observation will be carried out by other persons.

The selection of lessons to be observed will be balanced to reflect the range of work undertaken by a teacher and their development objectives.

All lesson observation will be undertaken through performance management other than during an Estyn Inspection, or by Estyn in circumstances where an inspection report categorises a school as requiring significant improvement of special measure, or a teacher becoming subject to capability procedures.

Only persons holding a qualified teacher status (QTS) will be eligible to undertake lesson observation.

Informal Performance Review Discussions

The arrangements for any informal performance review discussions during the review will be agreed at the planning meeting but. In general, such meetings should coincide with the lesson observations and feedback. A written record of the discussions will be kept.

A coach must not obtain information from any other person, whether written or oral, relevant to the appraisee's performance without the prior consent of the teacher.

REVISING OBJECTIVES

Objectives will be revised by the coach only in exceptional circumstances and the reasons for the revision will be recorded fully by the appraiser.

Teachers will be allowed to record any objections to revised objectives.

PRACTICE, REVIEW AND DEVELOPMENT RECORDS

Teachers are required to maintain an up-to-date practice, review and development (PRD) record during the course of the review on bluesky.

The PRD record must include a record of an appraisee's assessment of performance against the objectives, particulars of professional development activities undertaken and how this has contributed to meeting the objectives, and particulars of any factors that a teacher considers are affecting completion of objectives.

The PRD record will be a short, concise record that covers the requirements of the regulations only.

The PRD record is a personal record held by a teacher who is only required to provide a copy to the appraiser for the planning and review meetings.

The PRD record will not form part of the appraisal statement, this will be kept on bluesky.

APPRAISAL REVIEW

At the end of the cycle, assessment of performance against the objectives will be on the basis of the performance criteria set at the beginning of the cycle and taking account of the PRD record.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed at the review discussion.

A coach must not obtain information from any other person, whether written or oral, relevant to teacher performance without the consent of the teacher.

APPEALS

Teachers and Headteachers have the right of appeal against the written statement prepared by the coach following the review meeting.

Appeals must be submitted in writing to the governing body or in some instance for unattached teachers to the authority within ten school days of receiving the review statement.

The governing body or local authority, where applicable, must provide a copy of the review statement to the appeals officer, or the appeals panel in the case of a Headteacher, within five school days of receiving an appeal.

The appeal, including representations, must be heard within ten school days of receiving the review statement.

The appeals office or panel can decide if the process has been carried out satisfactorily, amend the statement but only with the agreement of the teacher, or order that a new review can be carried out.

Where the determination is for a new review, the process must be completed within 15 school days.

The appeals office or panels cannot determine that new objectives be agreed or set, or that the agreed or set objectives be revised.

CONFIDENTIALITY AND ACCESS TO STATEMENTS OF OBJECTIVES AND APPRAISAL STATEMENTS

The whole peer review process, the statement of objectives and the review statement are personal and confidential documents and will be kept in a secure place. (On the bluesky system).

The coach must give a copy of the review statement to the Headteacher, via bluesky.

The Headteacher must provide a copy of the statement, on request, to the coach, any appeals officer any governor responsible for advising or taking decisions in relation to the promotion of teachers or the use of any discretion in relation to pay, and to the Chief Education Officer or a specially designated adviser responsible for advising or taking decisions in relation to the promotion of teachers or the use of any discretion in relation to pay.

The governing body must provide a copy of the Headteachers statement of objectives to Estyn, if requested.

TRAINING AND SUPPORT

The school's continuing professional development (CPD) programme will be informed by the training and development needs identified in the teacher's review statements.

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 teachers.

An account of the training and development needs of teacher in general will form part of the headteachers annual report to the governing body about the operation of the peer review in the school.

Teachers will not be held accountable for failing to make good progress towards meeting their objectives where the support recorded in the planning statement has not been provided.

All coaches will be provided with training to enable them to discharge all aspects of their roles appropriately and effectively, including the conduct of peer reviews, objective setting, lesson observation and the provision of quality feedback to teachers.

RETENTION OF STATEMENTS

Review statements will be retained for a minimum period of six years.

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of peer review arrangements.

The Headteacher will provide the governing body with a written report on the operation of the school's peer review policy annually. The report will not contain any information that would enable any individual to be identified.

The report will include:

- The operation of the peer review policy
- The effectiveness of the school's peer review procedures.
- Teachers training and development needs.

The governing body is committed to ensuring that the peer review process is fair and non-discriminatory, and the following monitoring data should be included in the Headteacher's report because it represents the possible grounds for unlawful discrimination.

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part time contacts
- Union membership

The Headteacher will also report on whether there have been any appeals or representations, on an individual or collective basis, on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The governing body, the local authority and the Headteacher will review the peer review policy every school year at its autumn term meeting.

In the event that agreement cannot be reached, the local authority must determine the policy.

The governing body will take account of the Headteachers report in its review of the peer review policy. The policy will be revised, as required, to ensure that it is always up to date.

Prior to the establishment or amendment of the policy, the governing body (or the Headteacher if so directed) will consult with all of the appropriate stakeholders in this policy.

To ensure teachers are fully conversant with the peer review arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be published on the relevant section of O365.