



Tudor Grange Academies Trust

Appraisal Policy (Teaching and Executive Staff)

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25.02.2021	3.0	<ul style="list-style-type: none"> • Para 1.4: amended to include virtual meetings • Para 4.1: amended to reflect CEO appoints appraisers of Executive and central school improvement team • Para 10.6 and 10.7: updated on UPS progression • Para 11.1: updated, that Executive Principals conduct outcome analysis meetings
02.03.2021	3.1	<ul style="list-style-type: none"> • Inclusion of Appendix 7: Primary Lesson observation proforma
16.05.2022	3.2	<ul style="list-style-type: none"> • New: section 12 'Recommendation' • Appendix 1: amended to include mentoring responsibilities • Appendix 2: amended to include mentoring responsibilities • Appendix 5: updated with Recommendation letter

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1 Purpose

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, Principals and members of the executive. It aims to support their development within the context of the school's plan for improving educational provision and performance to enhance pupil achievement, and the standards expected of teachers.
- 1.2 Appraisal in our schools will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop further as teachers. The Appraisal Policy informs decisions on pay and is the mechanism through which eligible teachers are enabled to access pay progression.
- 1.3 This policy applies to the Principal, Executive and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to capability proceedings as covered in the separate Trust Capability Procedure.
- 1.4 All appraisal activities will take place within directed time. The school will ensure that adequate directed time is allocated to appraisal activities. Meetings may be held virtually should health and safety reasons necessitate.

2 The appraisal period

- 2.1 The appraisal period will run for twelve months, normally from 1 September to 30 August. Reviews take place prior to 30 September and all pay recommendations and associated decisions are made in October.
- 2.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period subject to appraisal will be determined by the duration of their contract.

3 Links to pay progression

- 3.1 Teachers will be eligible for pay progression where they have met, or made significant progress towards, meeting their objectives. The final performance review statement (see template, Appendix 1) is the only documentation required and this is completed during the final review meeting. Mid-year review meetings will establish progress towards meeting objectives and highlight any areas requiring specific development as a supportive measure (see template, Appendix 2).

4 Appointing appraisers

- 4.1 The Principal, after consultation, will decide who will appraise the other teachers. The CEO will decide who will appraise members of the Executive and Central School Improvement Team. All appraisers of teachers other than Principals will have appropriate, relevant and current teaching experience. All appraisers should have Qualified Teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility. Where it becomes apparent that the appraiser appointed by the Principal will be absent for the majority of the appraisal

cycle, the Principal may perform those duties him/herself or delegate those duties to another teacher for the duration of the absence.

- 4.2 Senior leaders will be appraised by the Principal and the Chair of the LGB. The Principal will be appraised by An Executive principal, supported by members of the Executive and at least one Trustee from the Trust Board.
- 4.3 Where possible, alternative appraisers will be offered to teachers where there is a genuine and valid objection or the appointed appraiser is not available due to long term sickness. This will be confirmed with the appraisee at the beginning of the process.

5 Setting objectives and reviewing performance in the cycle

- 5.1 The Principal's objectives will be set by the Chair of the LGB and the Executive Principal. Executive team members' objectives will be set by the CEO, and the CEO's objectives will be set by the Board of Trustees.
- 5.2 All teachers in TGAT schools are expected to meet Teachers' Standards; this is one of their two objectives. The Teachers' Standards document is used throughout the year to sustain high quality conversations about professional development. There are three checkpoints within the academic year. At each checkpoint Curriculum Leaders/Lead Teachers gather quality assurance information and update the school's professional development tracker (see sample extract at Appendix 3). Teachers will access all information recorded about their professional development in the tracker. At the mid-year review, the reviewee and reviewer will agree areas where standards are being met and any areas where further development is required. The reviewer can set specific objectives in this meeting that are designed to support the reviewee to meet standards by the end of the year. The final review meeting will review the progress made on the objectives identified in the mid-year review and determine a final outcome of "met" or "not met".
- 5.3 Pupil progress targets are established at the beginning of the year and these are published to all staff. In the mid-year review meeting, the progress data available for all groups is reviewed. Curriculum Leaders or Lead teachers may establish key objectives for groups that appear to be underperforming at this stage. Clear next steps and development areas will be recorded on the mid-year review pro-forma.
- 5.4 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append comments alongside their objectives. Each school must agree its own moderation process. Objectives may be revised by agreement if circumstances change.
- 5.5 For the final review meeting, the school will provide any terminal examination groups' data. All relevant progress data will be reviewed, including any actions agreed at the mid-year review. Where pupil progress targets have not been met, the reviewer will allow the reviewee to present reasons for this. No formal or written evidence is required. Teachers will be eligible for pay progression where pupil progress targets have not been met but there are clear reasons for this. The focus will be on what the teacher has done to support pupil progress rather than the raw outcomes.
- 5.6 The Trust will provide standard templates for documenting this evidence (see annexes).

- 5.7 Current Teachers' Standards provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of targets which are used throughout the year to ensure that standards will be met and can be evidenced in the review. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless there is clear, compelling evidence to the contrary.
- 5.8 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives or evaluating performance. For example, this might include a reasonable adjustment to the objectives set. Also, when staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

6 Observation

- 6.1 The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and follow the procedure as set out in Appendix 4.
- 6.2 Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7 Development and support

- 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers. The professional development tracker provides a record of continuing professional development and learning (CPDL) undertaken.

8 Feedback

- 8.1 Feedback will happen as a matter of course throughout the appraisal period. In response to feedback throughout the year any further action or changes that need to be made will be decided and agreed by the appraiser and appraisee. The mid-year review is the formal checkpoint where any actions required are recorded.

9 Relationship to capability

- 9.1 Teachers experiencing difficulties will be supported through the appraisal process. Teachers will be made aware of concerns and supported to achieve the required standards during a period of informal support lasting approximately 4 to 8 weeks, depending on severity of concerns and experience. We support our teachers in a number of ways, for example:

- Time for shared planning activities
- Peer to peer observation
- Team teaching with experienced practitioners
- Counselling sessions
- Visits to other schools

The above list is not exhaustive.

9.2 Where it proves necessary to move management of performance to the capability procedure, the employee must be informed that the appraisal process is ending and they are invited to a meeting under the capability procedure at which a further period of informal support will be agreed. Prior to embarking on a formal capability procedure, the EP, CEO and Chair of the LGB (in the case of Principals) or Principal (in case of other teachers) must be certain that every aspect of appropriate support through the appraisal process and all other avenues has been exhausted and has failed to achieve the required improvements.

10 Annual assessment

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period.

10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities are reviewed at an interim meeting, the mid-year review.

10.3 Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the mid-year review should be made. The appraisee, will be given the opportunity to add written comments to the mid-year review and final review statements.

10.4 In TGAT, teachers will receive their final review appraisal report by 30 September. The final review summary template is at Appendix 1 and will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant.
- a space for the teacher's own comments.

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

10.6 Applications for progression to the Upper pay scale should be made in line with the Pay Policy and STPCD requirements. Staff are responsible for ensuring their applications are submitted by 30 September each year and teachers should discuss their intentions with their line manager well in advance. Line managers are expected to coach and prepare staff through the appraisal process to optimize the chances of success.

10.7 Progression through the upper pay scale should be considered biennially following consultation with your line manager. Assessments are made biennially to ensure any

performance can be viewed as sustained. Eligible Staff who do not wish to be considered for progression should indicate this to their appraiser.

11 Moderation

11.1 Principals will moderate performance review outcomes in their school. All documentation is collated by the Principal and a list of all teachers and outcomes is compiled. The Principal leads the senior team to review all teachers at each pay scale as a group, using the professional development tracker to review decisions. All College Leaders are held to account during this meeting. The meeting is minuted and all areas for further action are agreed. The Executive team ensures equitable treatment through the following activities:

- conducting joint lesson observations during the annual review;
- a full review of the TGAT Pay Outcomes report to identify any impact of patterns of decision making (sample report at Appendix 5);
- the Executive Principals conduct outcome analysis meetings in each school identifying areas for investigation; seeking reassurance actions have been taken to address any underperformance

12 Recommendation

12.1 Prior to making a salary recommendation to the Review Committee the Headteacher (or Chair of the Appraisal Review Committee in the case of the Headteacher) will inform the employee of their recommendation to the Review Committee and the date this Committee will be considering their recommendation.

12.2 A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation informally with the appraiser or Headteacher before the recommendation is actioned.

12.3 Whilst there is no right of appeal to the Headteacher's recommendation, if the employee does not agree with the recommendation to be made, then they may provide a written statement to the Clerk of the Pay Body which will be provided to the Review Committee to consider alongside the pay recommendation and the employee will be invited to attend a formal meeting with the Review Committee.

12.4 The statement provided by the employee must indicate the reason/s why they disagree with the recommendation and must fall within one or more of the following:

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy
- in the case of a teacher, failed to have proper regard to the STPCD statutory/contractual guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased; or
- otherwise unlawfully discriminated against the employee

12.5 The employee will have a minimum of five working days' notice between the date they are informed of the recommendation and the date of the meeting of the Review Committee to

provide this written statement. The Clerk of the Pay Body will provide the Headteacher (or Chair of the Headteacher's Appraisal Review Committee, in the case of the Headteacher) with a copy of the written statement submitted by the employee prior to the meeting of the Review Committee.

General Principles Underpinning this Policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and LGB to quality-assure the operation and effectiveness of the appraisal system.

Quality assurance will be undertaken as part of monitoring and evaluation.

Monitoring and Evaluation

F&PC will monitor the operation and outcomes of performance management arrangements.

The HR Director will provide the F&PC with a report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- an evaluation of the operation of the appraisal policy;
- an overview of the effectiveness of the school's appraisal procedures;
- a summary of staff training and development needs;
- an assessment of the impact of the policies on groups of staff, including those with protected characteristics.

Reports are shared and discussed with the recognised trade unions when requested.

Consistency of Treatment and Fairness

The LGB is committed to ensuring that the appraisal process is fair and non-discriminatory. The HR Director's report must confirm that the appraisal process complies with the Equalities Act 2010.

The Principal 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 protected categories covered by the Equalities Act 2010.

Appeals

At any point in the appraisal process all staff have a right of appeal in respect of application of the policy or any entry in their planning and review statements. This is clearly set out in the TGAT Pay Policy.

The grounds for the appeal will determine the relevant appeal process to be used.

Definitions

Unless indicated otherwise, all references to "teacher" include the Principal.

Long Term Absence

The appraisal process may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives. In such cases a review will take place.

Maternity Leave

If the reviewee has taken maternity leave for part of the year, then the appraisal process will be adjusted to review performance during any worked period within the appraisal year. If the maternity leave period spans the entire appraisal period, then performance in the previous appraisal year is used to make any determination on pay.

Retention

The LGB and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. The appraisee should retain their own copy for the same period.

Access to Documentation

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates. However, review statements are confidential to the Principal, the appraiser and the appraisee.

APPENDIX 1 Final Appraisal Review - All Teaching and Executive Staff

Staff Name

Role

Date

(Please put X in appropriate box)	N/A	Yes	No
Objectives fully met			
Recommended for performance increase			
Does reviewee intend to make a Threshold application			
Does reviewee wish to be considered for progression through UPS (Biennially)			
Wellness Action Plan discussed			

REVIEW SUMMARY (completed by reviewer)

Evidence of leadership impact/qualities, mentoring or line management responsibilities during the review period: (completed by reviewer)

NEXT STEPS / CPD OPPORTUNITIES (Completed by reviewer)

REVIEWEE COMMENTS (completed by reviewee)

Signed: _____ (Reviewee) Print name: _____ Date: _____

Signed: _____ (Reviewer) Print name: _____ Date: _____

APPENDIX 2 Mid-Year Development Review - All Teaching and Executive staff

Staff Name

Date

Role

	Current Progress	Next steps/CPD	Current assessment (circle)
Teaching standards			Meeting Developing Not meeting
Leadership/Line management/ Mentoring responsibilities (if applicable)			Meeting Developing Not meeting
Pupil Progress (group progress, pp etc)			Meeting Developing Not meeting
Wider standards; Personal and Professional conduct, flexibility etc.			Meeting Developing Not meeting

Reviewer comments:

Reviewee comments:

Signed: _____ (Reviewee)

Print name: _____

Date: _____

Signed: _____ (Reviewer)

Print name: _____

Date: _____

Professional Development Tracker

Teacher Data													Checkpoint 1 (Autumn)																							
2017													Percentage achieving each																							
Surname	Forename	Line Manager	College leader	Role	Years of teaching (input NOT year)	Length of service category	Years of teaching at TGA (input year)	Length of employment	Department	Subject designation	Included in CP1	Included in CP2	Included in CP3	80%	94%	88%	56%	94%	94%	75%	38%	81%	75%	94%	89%	50%	60%	75%	50%	Capacity?	Engaged?	Achieved?				
Focus	Increment	Passion	Belief	Clarity	Decoding Assessment	Enrichment Vocabulary	Questioning	Marking and feedback	Interleaving	Low Stakes	Classroom Leadership	Teacher Attributes	Delivery of lesson	Use of evidence	Responsive feedback routines	Shaping questions to meet students' needs	Questioning to deepen learning	Capacity?	Engaged?	Achieved?																
Seen	Not Seen	Not Seen	Seen	Not Seen	Seen	Not Seen	Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	Not Seen	
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At each checkpoint Curriculum Leaders/Lead Teachers gather quality assurance information and update the school's professional development tracker. The professional development tracker tracks a teacher's engagement in CPD and how this is reflected in quality assurance activities.

Each teacher agrees an area of focus with their line manager and decides the CPD they will take part in to develop their focus. Each school will have key levers, which will be defined in the Teaching and Learning Policy. Each school may also have an area of focus each year depending on the needs of the pupils.

At each checkpoint, teachers will be able to provide support to others, be on track with their own teaching, require some support from another teacher or will be on a support plan.

Staff data

CPD focus

Development of CPD

(Seen / Not seen / mastery)

Capacity to support others

(On track, provides support, requires support, support plan)

Engaged in CPD and met focus

APPENDIX 4 Classroom Observation Protocol for Appraisal Purposes

The Trust is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained and follow school procedures for observations.

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual appraisal and will last no more than a total of three hours per appraisal cycle.

There is no requirement to use all of the three hours.

The focus and timing of observations will be communicated to staff at the beginning of each observation cycle. Schools will publish calendars that include planned quality assurance activities throughout the year.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including:

- informing school self-evaluation; and
- informing school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation, those being observed for appraisal purposes will be notified 5 days in advance. All teachers will be given clarity about the focus, style and duration of appraisal observations.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation these should also be covered in the written feedback and appropriate action taken in accordance with the regulations and guidance.

Examples of lesson observation proformas are provided at Appendix 6.

APPENDIX 5 Template responses following appraisal

Recommendation letter

Dear

Following your annual Performance Review and subsequent moderation I write to confirm my recommendation as follows:

- That you have successfully met the requirements and are eligible for pay progression.
- That you have not successfully met the requirements and are therefore not recommended for progression.
- That you have successfully met the requirements but are at the top of your scale and ineligible for pay progression
- That you have recently been appointed and are therefore ineligible for further pay progression at this time.
- That you have not yet met the criteria for progression through the threshold/ Upper pay spine.

My recommendation will be considered by the Pay Review Committee at its meeting held on the XX October 20XX. Should you wish to discuss this matter informally in line with the pay policy please contact my PA at the earliest opportunity to arrange a suitable time. If following our meeting you are unsatisfied with my recommendation you may follow the procedure outlined in the pay policy.

Thank you for your continued support.

Principal

Top of scale

Dear

I am writing to you following completion of the latest performance appraisal cycle. The Finance and Personnel Committee met recently to consider all performance management reviews and note that you had successfully met your targets. You are currently at the top of your scale and therefore not eligible for progression however I would like to thank you for all your hard work and the commitment you have demonstrated to the school.

Met Targets (Teachers not applying for progression at UPS)

Dear

I am writing to you following completion of the latest performance appraisal cycle. The Finance and Personnel Committee met recently to consider all performance management reviews and note that you had successfully met your targets but had indicated you did not wish to progress to/through the Upper Pay scale at this time. Whilst I must respect your personal decision, I wish to reassure you of my continued support and I look forward to discussing this further when you believe the time is right. In the meantime, I thank you for your hard work and commitment to the school.

Pay enhancement

Dear

I am writing to you following completion of the latest performance appraisal cycle. The Finance and Personnel Committee met recently to consider all performance management reviews and note that

you had successfully met your targets. I am pleased to inform you that it was agreed that your pay should be enhanced as follows:

Current level of pay and point

Revised level of pay and point

Your revised salary will be effective from 1 September 20XX and should be evident within your November salary. Thank you for all your hard work over the past year, keep up the good work!

UPS not met

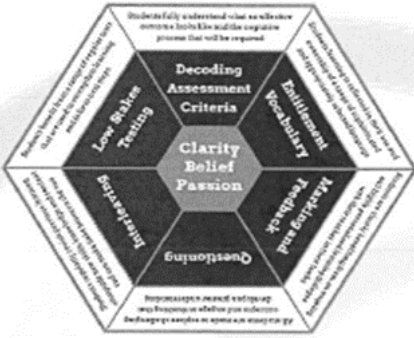
Dear

I am writing to you following completion of the latest performance appraisal cycle. The Finance and Personnel Committee met recently to consider all performance management reviews including your UPS application. I am writing to let you know that whilst they recognise the contribution you are making to the school, they felt that on this occasion they had to decline your application as you had not fully met the UPS standards.

I appreciate that this will be a disappointing decision for you and If you want to discuss this further, please contact my PA to make an appointment.

Thank you for all your continuing hard work and commitment. I very much appreciate your contribution.

APPENDIX 6 Lesson observation proformas

TGAW Observation Proforma Feb 2018																																								
Observer		Teacher	Date	Period																																				
Year group	Subject Code	Grouping- MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, lower ability, O = Other	Gender	Number of students present																																				
		MC SU SA SL O	B G MI																																					
<p>Key Levers that strengthen learning</p> 			<p>Key values/ Key Levers / Climate for learning (Please only complete after the observation)</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Area for development</th> <th style="width: 20%;">Seen</th> <th style="width: 20%;">Mastery</th> </tr> </thead> <tbody> <tr><td>Passion</td><td></td><td></td></tr> <tr><td>Belief</td><td></td><td></td></tr> <tr><td>Clarity</td><td></td><td></td></tr> <tr><td>Decoding Assessment Criteria</td><td></td><td></td></tr> <tr><td>Entitlement Vocabulary</td><td></td><td></td></tr> <tr><td>Questioning</td><td></td><td></td></tr> <tr><td>Marking and Feedback</td><td></td><td></td></tr> <tr><td>Interleaving</td><td></td><td></td></tr> <tr><td>Low Stakes</td><td></td><td></td></tr> <tr><td>Classroom Leadership</td><td></td><td></td></tr> <tr><td>Teacher Attributes</td><td></td><td></td></tr> </tbody> </table>		Area for development	Seen	Mastery	Passion			Belief			Clarity			Decoding Assessment Criteria			Entitlement Vocabulary			Questioning			Marking and Feedback			Interleaving			Low Stakes			Classroom Leadership			Teacher Attributes		
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Please note it is only necessary to complete this page. The following two pages can be used as a guidance to help shape final comments detailed on the front.

APPENDIX 7 Primary lesson observation proforma

School:		Date:
Observer	Teacher	Class/ Year
Lesson context / learning intentions		
Key Levers for Learning		
<p>3; 4; 5. Challenge: Are children at different points of learning challenged to engage their interest and move them forward?</p>	<p>10; 11. Feedback: Is a clearly established learning dialogue happening? Do children know what they are doing well/what they need to do next?</p>	<p>9; 12; 13. Questioning: Are questions (written and verbal) used to encourage greater depth and higher level thinking? Are there opportunities for T-P; P-T; P-P questioning?</p>
<p>7. Language: Are children developing a rich use of appropriately demanding vocabulary? Are children given opportunities to practise this through talk and reading / writing?</p>	<p>Passion Care Inspiration</p>	<p>Routines for learning: Are there clear routines for supporting and encouraging positive learning behaviours and consolidation of key learning? Are positive learning behaviours appropriately reinforced?</p>
<p>6; 7; 8. Modelling: Are children aware of expected outcomes / 'what a good one looks like'? Does the teacher model expected outcomes? Does the teacher model expected skills / attitudes / attributes?</p>		
<p>*Numbers refer to QTF framework. See reverse of sheet.</p>		
1; 2; 3; 4; 5. Planning		
Evidence of seating plan/ data overview? (Y/N)		Contextual information for class provided? (Y/N)
Evidence of learning: pupil books/ observed activity		Evidence of learning: pupil interviews
How teacher strengthens learning		Next steps to enhance learning/ key questions to consider next

Expertise and planning	Teachers plan effectively and present clearly because they have deep subject knowledge and expertise	1	Teachers plan and share the learning journey with clarity; they actively present overviews and make the main ideas clear.	
		2	Thoughtful planning ensures that learning is revisited frequently and appropriately to support long term memory and enduring connections.	
	Teachers plan expertly because they have strong pedagogical knowledge and judiciously apply this to content.	3	Teachers expertly plan sequences of learning that move students from novice to mastery.	
		4	Resources are well selected and made accessible to all.	
		5	Teachers are expert in planning effective approaches for possible misconceptions and areas of complexity.	
	Teachers can model expertly	6	Teachers expertly identify and can create aspirational models. Good practice is spotlighted effectively.	
		7	Teachers model expertly so that all students acquire mastery of language and reading in the subject.	
		8	Teachers expertly deconstruct cognitive processes so that all students can think in a disciplined way.	
Responsive Teaching	Checking	9	Teachers thoughtfully and sustainably use testing as a means of checking understanding of the main ideas; low stakes assessments often achieve difficult but successful retrieval.	
		10	Teachers allocate time in lessons for all students to reflect upon and improve their work.	
		11	Skilled assessment and feedback by the teacher enables learning of the main ideas for all.	
	Questioning	12	Teachers select appropriate and effective questioning techniques.	
		13	Teachers create an environment where all students are confident to ask and answer questions.	