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SECTION I

STAFF DEVELOPMENT POLICY

Rationale

All members of staff at Abbey Court School are entitled to agreed, planned, personal and ongoing professional development in order to enable them to:

- i) “Carry out the Job” which they are contracted to do as formalised in their Job Descriptions.
- ii) To equip themselves for future professional and career responsibilities whether within the school or elsewhere.

Additionally, all new entrants to local government service, or those that have had a break from continuous local government employment (excluding Teachers who are subject to a one year induction period), are subject to a six month probationary period. The policy and procedure for this is set out in the Probationary policy, School Handbook, Section 2, Document 17.

A Staff Development Policy is an agreed, planned, process of development within a school which enhances the quality of pupils learning, whilst also promoting each member of staff’s professional development thus maximising their job satisfaction.

Staff Development identifies and meets the professional needs of the staff to fulfil the needs of the school. All staff have a professional portfolio that enables them to organise, monitor and support their professional development. This portfolio is referred to by the member of staff and their line manager during all staff development interviews and is their own responsibility to maintain.

Aims

1. To improve the quality of educational provision for the pupils by fostering the professional and personal development of staff.
2. To establish a process of planning and review of professional development which gives due consideration to the needs of the school and to the needs and interests of the staff.
3. To involve every staff member in the school in the staff development process.
4. To create a climate of communication, consultation and shared decision -making within which staff will be able to participate and influence the development of the school.
5. To secure financial support within the school budget for staff development and to direct financial resources towards identified staff development priorities.
6. To promote the value and self-worth of each individual thus enhancing the morale of the staff team and influencing, positively, the ethos of the school.

MANAGEMENT OF THE STAFF DEVELOPMENT PROGRAMME

The Staff Development Process operating at Abbey Court School is described below.

1. Each member of teaching staff will have a professional development meeting with a member of the Leadership Team during each academic year at which their personal and professional development needs for the forthcoming year can be expressed. These needs will be documented and taken to the Leadership Team planning meeting during the Summer Term.
2. During this meeting the personal training needs of the member of staff will be discussed. These will relate to; achievements and obstacles / difficulties encountered over the previous year; and perceived training requirements.
3. The interview will conclude with a plan of action for meeting the training needs. Where appropriate the member of staff may have responsibility for this (e.g. the need to read pupil files for background information) but usually the Leadership Team member will be responsible for facilitating the training.
4. The Performance Management process in the school will similarly identify the needs of all staff and individual training needs will be provided for the Headteacher (see Section 2).
5. The induction process in the school will similarly identify the needs of all staff and individual training needs will be provided for the Headteacher (see Section 3).
6. During the Summer Term, the Leadership Team meet to identify additional school development needs for the forthcoming year (e.g. to plan next years staff development days) as outlined in the School Development Plan (SDP).
7. The "School Development Plan" is reviewed through consultation with staff, Governors and parents. Information collated and resulting training needs are identified and taken to the Leadership Team.
8. The Headteacher will bring information regarding available funding, i.e., the Standards Fund and any additional available funding, to the relevant meeting.
9. Decisions made by the Leadership Team will be made known to all staff at staff meetings and Governors at Governors meetings in the Summer Term where the staff development programme for the following year will be presented and discussed.
10. All training will be evaluated. (eg: Dissemination takes place at staff meetings under a specific agenda item and/or at a Department Meeting if more time is needed.)
11. Governors receive, termly, an evaluation of training undertaken. The termly Headteacher's Report to the Governing Body includes sections on Staff Development and Performance Management and updates Governors of all areas of professional development. Governors are invited to attend staff development days and training sessions in order to carry out their responsibilities.

12. Responsibilities

The Headteacher has overall responsibility for the professional development of staff. The Leadership Team has the responsibility for the professional development of all staff within their Department.

13. Monitoring and Evaluation

In order to monitor the effectiveness and usefulness of training, the Leadership Team may interview staff members. Staff feed back their development experiences to staff meetings. Staff Development Days are formally evaluated. Professional development interviews, held with all staff annually, focus on evaluating the effectiveness of all training received (see Monitoring and Evaluation Policy for further detailed information).

Updated, Karen Joy – November 2018, February 2020

Updated Vicky Aspin – March 2021

Updated Vicky Aspin - September 2022

APPENDIX I

STAFF DEVELOPMENT ACTIVITIES

Examples of Activities which will contribute to the Staff Development Programme

- Regular staff meetings for all staff containing development activities.
- Staff working together on development projects.
- Staff team-teaching within and across Departments.
- Observation of colleagues` work to share good practice.
- Observation of pupils throughout the day.
- Questionnaires (e.g., relating to school practice).
- Visits to other schools renowned for good practice.
- Staff Development Days and twilight sessions (open to all staff and Governors).
- Liaison, links and joint-training with other schools.
- Contact with advisers and consultants (A two year rolling programme focuses on each subject in turn).
- The undertaking of additional responsibilities which are planned, supported and evaluated.
- The Induction, Probationary and Performance Management programmes operating within the school.
- The 10 day advanced certificate in severe learning difficulties for teaching staff.
- A library of relevant books, journals and articles as part of an ongoing programme of staff development provision.
- Involvement in the SLD Schools Kent / Medway Consortium staff development programme.
- Involvement in the Medway Zone 3 Primary School group staff development programme.
- Multi-disciplinary input to the school staff training programme.

APPENDIX 2

AGENDA FOR PROFESSIONAL DEVELOPMENT INTERVIEWS

These are informal meetings held annually with the Headteacher to ensure each Teacher remains satisfied that their professional development needs are being met at Abbey Court School.

Areas for discussion

Staff should come prepared for the interview with details of:

- Training undertaken during the last academic year
 - Their own professional Portfolio (orange file)
1. Professional Development Interview
 - Have all actions been undertaken?
 2. Professional Development undertaken during Academic Year
 - Has this achieved its aim?
 - Is anything outstanding?
 3. Classroom Practice
 - Reflections on placement and practice.
 - Identification of achievements and areas for development.
 - Views on placement for next year.
 - Training needs (including ICT, Numeracy and Literacy).
 4. Curriculum practice (teaching staff) or additional responsibilities (TAs)
 - Reflections on achievements within curriculum action plan.
 - Areas requiring development.
 - Training needs (including ICT).
 5. Professional portfolio
 - Progress to date.
 - Support needed?
 6. Contributions to development of the whole school
 - School aims.
 - School Development Plan.
 - Current and future contributions.
 7. Summary and agreed development targets
 8. Any other items

NOTES OF PROFESSIONAL DEVELOPMENT INTERVIEW

1. Tell me about this year.

2. List your contributions to development of the whole school this year.

3. How do you feel about your contribution this year?

4. Achievements / Areas for Development within classroom (+ training needs)

5. Achievements / Areas for Development within area (s) of responsibility (training needs)

6. What do you wish for next year?

7. What would you like to achieve next?
8. Views on class placement for forthcoming academic year
9. Summary and agreed actions

Signed:

Date:

Signed:

Date:

SECTION 2



This policy was last reviewed to ensure appropriateness and relevance in
November 2018

Model Performance Appraisal Policy (teaching and non-teaching staff)

For adoption by Schools and Academies

Medway's HR Schools team undertakes to check and review this model policy annually, and where necessary, update it to comply with current legislation and good HR practices.

All trade unions and professional associations formally recognised by Medway Council have been consulted in the development of this policy.

Latest revision (Medway Council) – September 2018

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I INTRODUCTION

- I.1 The leadership team is committed to continually improving the performance of the school with the ultimate aim of ensuring that a high quality of education is provided for its pupils in a safe and well-managed educational setting. The school believes that the use of regular performance appraisal will assist staff to achieve this aim by providing clarity of role and expectations, developmental feedback, and encouragement.
- I.2 The performance appraisal process will provide the vehicle for a professional discussion to take place regarding workloads and priorities and will provide staff members with the appropriate focus, development and support. It will also provide employees with an opportunity to discuss in confidence any matters regarding their employment, priorities, and career development and discuss any issues which may inhibit their performance.
- I.3 This policy sets out the principles and framework for a clear and consistent approach to performance appraisal within the context of the school/academy development plan and the developmental needs of the individual staff members.
- I.4 Appraisal arrangements will be implemented using the following principles:
- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development
 - *Consistency of Treatment and Fairness*: Steps will be taken to ensure the performance appraisal process is fair, non-discriminatory and that staff are treated consistently
 - *High Standards*: By setting appropriate and challenging standards of performance and providing suitable feedback and development all staff will have the potential to continually improve their performance
 - *Work – life balance*: All staff are entitled to a satisfactory work – life balance and the performance appraisal is an appropriate mechanism to help facilitate this
 - *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.
- I.5 Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

2 APPLICATION OF THE APPRAISAL POLICY

- 2.1 This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

- 2.2 This policy will be suspended for any staff whose performance is being monitored and supported under the school's formal capability procedure. This appraisal process must not be used as a substitute for the informal stage of the capability procedure. Capability is covered by a separate policy and procedure.

3 PURPOSE

- 3.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of all non-teaching staff and for supporting their development within the context of the schools plan for improving educational provision and performance. The framework will also address how employees' professional development needs will be handled.

4 THE APPRAISAL PERIOD

- 4.1 The performance of staff within this educational establishment will be reviewed annually.

- 4.2 The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all staff in this school and this will be completed by 31 July, in any one academic year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

- 4.3 Staff 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 will be determined by the duration of their contract.

4.4 Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

5 APPOINTING APPRAISERS

5.1 The Headteacher will decide who will be responsible for appraising members of the teaching staff. All appraisers of teachers, other than those appraising the Headteacher, will be teachers themselves. Appraisers for teachers should hold QTS and will be suitably trained and will have current or recent teaching experience

5.2 The Headteacher, or other senior leader, will decide who will be responsible for appraising support staff.

5.3 Where staff have an objection to the Headteacher's choice, their concerns will be carefully considered by the Headteacher, but the overriding decision lies with the Headteacher.

5.4 Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another appraiser for the duration of that absence.

5.5 If the Headteacher appoints an appraiser who is not the member of staff's line manager, the appraiser must have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

6 THE APPRAISAL MEETING

6.1 It is the responsibility of the appraiser to arrange a meeting with each appraisee at the beginning of the performance appraisal cycle. This should be arranged by mutual agreement and normally with 5 or more working days' notice.

6.2 The appraiser must prepare for the meeting and ensure all relevant information and evidence to be used at the meeting has been shared with the appraisee at the earliest opportunity.

6.3 The appraisal meeting should provide a two-way discussion covering;

- Assessing performance over the previous year against the appraisee's role and responsibilities, and against the appropriate national standards (if relevant).
- Agreeing objectives and expectations for the year ahead.
- Confirming timeframes for achievement of the objectives and for the provision of any support, training and development.

- Ensuring the appraisee understands the performance objectives, and how they will be measured, including any relevant pay progression criteria (if relevant).
- Discussing and agreeing appropriate monitoring arrangements and other support for the appraisee.
- The opportunity for the appraisee to raise any issues of concern regarding his/her objectives and workload which may present a barrier to success.

6.4 In setting the performance objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

6.5 Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the appraiser. Appraisees may at any point append their comments and or objections alongside their objectives.

6.6 The agreed objectives should contain a description of what success may look like. Where the use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the appraisee works and it will be recognised that factors outside the appraisee's control may significantly affect success.

6.7 It is for the school to decide on what is considered to be a reasonable number of objectives, in discussion with the appraisee. However, as a guide, a minimum of one and a maximum of four objectives would be considered reasonable.

6.8 Although appraisal is an assessment of overall performance, it is recognised that objectives cannot cover the full range of an employee's roles/responsibilities. Objectives will, therefore, focus on the priorities for the relevant appraisee during the appraisal period.

6.9 The objectives set for each member of teaching staff are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school/academy.

6.10 Before, or as soon as practicable after the start of each appraisal period, each member of staff will be informed of the standards against which their performance in that appraisal period will be assessed. Teachers will be assessed against the National Teachers' Standards.

6.11 The Headteacher (of Governing Body (as appropriate) will need to consider whether certain staff should be assessed against other sets of standards published by the Secretary of State or by another body that is relevant to the job role.

- 6.12 Staff should be encouraged to undertake appropriate self-evaluation, reflection and continuous professional development activities to improve their performance. As the employee's career progresses, the employee will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

7 REVIEWING PERFORMANCE

- 7.1 The effective and efficient operation of the appraisal process requires regular review and assessment. It should be a confidential process of constructive engagement within an atmosphere of support and co-operation.

- 7.2 The school will normally give 5 working days' notice of the review meeting and each member of staff will be given a self-review sheet to complete (please see Appendix 2). These sheets will form the basis of discussion at the review meeting.

7.3 Lesson Observations – teachers

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

- 7.3.1 Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy. Lesson observations will be evaluated objectively and reported accurately and fairly and should take account of any particular circumstances which may affect performance on the day.

- 7.3.2 The school will normally give 5 working days' notice of the date and time of the observation. Verbal feedback will be provided by at least the end of the next school day and written feedback normally within 5 working days, unless circumstances make this impossible.

- 7.3.3 Classroom observation will only be carried out by qualified teachers.

- 7.3.4 For the purpose of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

- 7.3.5 The Headteacher, or another leader with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and

maintained. The length and frequency of “drop in” or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school’s classroom observation protocol.

- 7.3.6 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using the Ofsted grades.
- 7.3.7 This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions which teachers are observed.
- 7.3.8 Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7.4 Development and Support

- 7.4.1. Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all staff take responsibility for their professional development. Professional development will be linked to school/academy improvement priorities and to the on-going professional development needs and priorities of individual staff members.
- 7.4.2 The school’s CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school/academy budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.
- 7.4.3 An account of the training and development needs of staff members including the instances where it did not prove possible to provide any agreed CPD, should form a part of the Headteacher’s annual report to the Governing Body on the overall operation of the appraisal process in the school/academy.
- 7.4.4 With regard to the provision of CPD in the case of competing demands on the school/academy budget, a decision on relative priority will be taken with regard to the extent to which:
 - a) the training and support will help the school/academy to achieve its priorities; and
 - b) the CPD identified is essential for an appraisee to meet their objectives.
- 7.4.5 Account will be taken in an appraisal meeting of where it has not been possible for staff members to fully meet their performance criteria because the support requested in the objective setting stage has not been provided.

8 ANNUAL ASSESSMENT

- 8.1 Each appraisee's performance will be formally assessed in respect of each appraisal period.
- 8.2 The appraisee will receive, as soon as practicable following the end of each appraisal period, a copy of the written performance appraisal report. The appraisee will have the opportunity to comment on and append comments to the written appraisal report.
- 8.3 The appraisal report will include (as a minimum):
- details of the appraisee's objectives for the appraisal period in question;
 - an assessment of the appraisee's performance of their role and responsibilities against their objectives, and against the relevant standards (as appropriate);
 - an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay progression (where relevant)
 - a space for the member of staff's own comments;
- 8.4 The annual appraisal meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle.
- 8.5 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed on an informal basis during the cycle.

Appeals

- 8.6 There is no formal right of appeal against the appraisal decision/report, it is hoped all questions and issues can be resolved between the line manager and member of staff. In exceptional circumstances, the individual can raise their concerns with the Headteacher.
- 8.7 Where an individual wishes to appeal against a pay award or non-award of pay increment, the appeal process is outlined within the school's separate Pay Policy.

9 CONFIDENTIALITY & PROFESSIONAL RELATIONSHIPS

- 9.1 Only the appraiser's line manager(s) will be provided with access to the appraisee's objectives and performance review documents. This will be done upon request and only where this is necessary to enable the line manager to discharge line management responsibilities. Appraisees will be consulted on requests for access to their individual performance review documents in the context of this policy.
- 9.2 The process of gathering evidence for the appraisal meeting must not compromise normal professional relationships between staff. It is recognised that the appraiser will consult with, and seek to secure the agreement of the appraisee before seeking feedback from other colleagues about the work of the appraisee.

- 9.3 However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or an appropriate colleague might, for example, review all employees' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers.

10 MONITORING AND EVALUATION

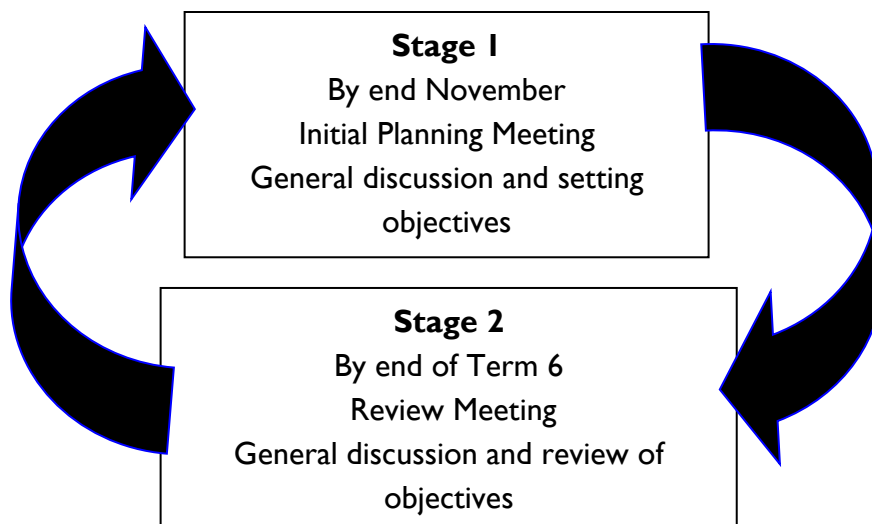
- 10.1 The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.
- 10.2 The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal process annually. The report will not identify any individual by name. The report should seek to include an assessment of the impact of the appraisal policy against protected characteristics (e.g. race, gender, religion, age, sexual orientation, part-time status; maternity and pregnancy).
- 10.3 The Headteacher will report to the Governing Body on whether there have been any appeals or representations regarding the pay awards, which were brought based on the grounds of alleged discrimination.

11 RETENTION OF APPRAISAL DOCUMENTS

- 11.1 The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for up to 6 months' following the end of the employment relationship, before being confidentiality destroyed.

APPENDIX A – The Performance Review Process

Annual Performance Review Cycle



Step One – Arrangements

- Both parties need to share information about the performance management process. Ideally, this should be face to face, using written guidance notes and forms.
- Agree a date and time giving both parties time to prepare – it is important to allow enough time for the discussion itself. A minimum of one hour is suggested.
- Ensure the appraisee receives the proforma (Appendix II) to help them prepare for their interview meeting.
- Set aside a quiet, private room where you won't be interrupted.

Step Two – Preparation (Term 6)

- Review performance in the period since the last review, using an agreed performance action plan. The first performance management interview will be slightly different – more an informal review of the past period's work.
- Fact finding – Were targets met? What other factors should be considered? Do you have a copy of the job description? Is it still accurate?
- Review training and development undertaken in the previous year and the learning gained.
- Identify examples of good performance and any areas for development or improvement.
- Prepare draft objectives/key tasks for next period based on the strategic objectives of the school improvement plan.
- Consider appropriate action points and who should be responsible.
- Review likely new tasks and responsibilities.
- Review anticipated development and training needs to meet the strategic objectives of the school improvement plan.

Step Three – Interview (Term 1)

- Agree the process to be followed. Remember the importance of the two-way process.
- Agree a revised version of the role profile, if required. Ensure it includes general responsibilities, such as those for health and safety.
- Using the agreed performance action plan, review previous period's performance. Measure success against the agreed objectives and targets. Make sure you agree about the evidence. Look at other factors.
- Agree objectives/key tasks for next period. Link targets to the school improvement plan.
- Consider ideas and proposals to improve performance.
- Consider and agree appropriate measurements or indicators that provide a balance of quality and quantity.
- Review areas for development or improvement – agree appropriate action points and who should be responsible. Agree what development and training needs are appropriate to meet the strategic objectives of the school improvement plan and complete a personal development plan.
- Take notes and record the agreed actions with success criteria indicating how performance will be evaluated.

Step Four – After the interview (Term 1)

- The appraiser should draft a record of the discussion. The key parts are the review and a new performance action plan.
- The appraisee should be given a copy of the draft to add any comments or amendments. This will be done within a week of the interview.

- Both parties should sign the agreed record. The aim is to agree objectives, but the over-riding decision lies with the Line Manager.
- The appraiser should take a copy of the personal development plan and send it to the person responsible for support staff development and training arrangements. Information from personal development plans will be aggregated to form the basis of annual development plans. These will take account of organisational priorities and development resources available. These plans will inform the annual plans for use of the school's development and training resources. Resources for training and development will be shared equitably across all categories of support staff and occupational groups.
- The signed record should then be retained under the arrangements within the school for storage.

Step Five – Implementation

- The performance action plan and personal development plan are working documents. Both parties should monitor them at regular progress meetings and make agreed adjustments, as necessary.

APPENDIX B - Appraisee Preparation

Each appraisee should prepare ahead of the interview by reflecting on the points below. This should be in a written format agreed by school and sent to the appraiser with a copy of the current job description before the interview in adequate time for the appraiser to familiarise themselves with the contents.

The points below are only suggestions. The nature of the work, frequency of supervision etc will all affect the way the process will operate.

- I feel my greatest strengths are.....

- I am happiest in my work when

- The aspect of my work I have been most pleased with this year is

- I feel my most significant contribution to the school this year has been

- My main aims for next year are.....

- The area I most need help with is

- I would welcome more guidance about

- I feel the most relevant parts of my job description are

- I feel the least relevant parts of my job description are

- I hope to develop my experience and improve my skills in the next two years by

- Any other comments

APPENDIX C – Optional Classroom Observation Protocol for Teachers

For appraisal purposes

The Governing Body is committed to ensuring that classroom and task observation is developmental and supportive and that those 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
- aim to consider that there will be a reasonable amount of time between all forms of classroom observations, and
- consider that as far as possible results of observations are used for multiple purposes.

The arrangements for classroom and/or task observation should be discussed at the objective setting meeting and will be included in the appraisal planning statement and will include; the amount of observation; specify its primary purpose; any particular aspects of the employee's performance which will be assessed; the duration of the observation; an indication when during the appraisal cycle the observation is likely to take place; and who is likely to conduct the observation.

In keeping with the commitment to undertake supportive and developmental classroom and task observation, those being observed will be notified in advance. The school will normally give, for appraisal purposes, 5 working days' notice.

Classroom observations of teachers will only be undertaken by persons with QTS, who have had adequate preparation and who have 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 any observation and no later than the end of the following working day. It will be given in a suitable, private environment.

Written feedback will normally 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 taken.

The written record of feedback also includes the date on which the observation took place, the lesson/task observed and the length of the observation. The appraisee has the right to append written comments on the feedback document.

For ongoing monitoring purposes

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school/academy.

While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the Headteacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be “light touch” and relatively informal.

Other forms of additional monitoring may include learning walks or drop in visits to classes, which will be undertaken in a supportive and professional manner.

Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal.

The number and duration of lesson observations and other monitoring activities will be for the Headteacher to determine as appropriate but, in so planning these, due regard should be given to staff wellbeing.

Abbey Court School – Performance Management – Teaching Staff

Appendices

- Appendix 1: Classroom Observation Guidelines
- Appendix 2: Standards of Teaching at Abbey Court School
- Appendix 3: Performance Management Review form - Teacher
- Appendix 4: Classroom Observation Pro-forma

APPENDIX I – Classroom Observation Guidelines

Teaching Standards at Abbey Court

Observations at Abbey Court School are part of our on-going quality assurance of teaching and learning, part of our performance management process, and a method of identifying professional development needs across the school.

Observed lessons are given a judgement alongside constructive feedback, which includes highlighted strengths and areas for development. There are five grades to judge a lesson 1-5, with '1' being the highest grade and '5', the lowest. The school standard and expectation is for lessons to be graded between 1-3.

The following criteria define our in-school judgement:

- A teacher is deemed to be outstanding at Abbey Court School if all of their lesson observations are judged to be '1' or '2' (with at least 51% of these being judged as a '1').

Teachers who produce lessons which are judged as below '4' will be those in training or in their first 2 years of teaching at Abbey Court School and these teachers should be displaying an improvement trend from '5' or '4' to '3' or above in their lesson observation outcomes.

- Any teacher who is observed teaching a lesson judged as '4' or below, will receive a second observation to verify the judgement made. Teachers who are judged to be under-performing on two or more occasions either simultaneously or within an academic year will be given additional support to improve their teaching to a standard of '2' or above.

(NB Competency issues will be addressed through the appropriate procedure as specified in the school handbook).

It is important that there are agreed procedures in place, which are strictly adhered to, in order that classroom observations are a positive experience. Classroom observations enable professional development and improvement opportunities to be provided. They are also a vehicle for opportunity for celebrating success and achievement.

- i) All observations will have an agreed, focus, which is shared between observer and observed. (Why is it happening? E.g., Performance Management, Subject Monitoring / School Self Evaluation)
- ii) The observer's role during the observation will be agreed in advance. (Where will they sit?, what will they do etc,)
- iii) The time of the observation will be agreed in advance and will be of necessary duration to fit its purpose. (It would not be expected that an observation exceeds 1 hour)
- iv) Feedback will take place as soon as possible and within 24 hours. It will be given in a private location.
- v) Feedback will be both verbal and written and will be a professional dialogue identifying strengths and discussing points for development. All notes taken by the observer will be provided for the teacher observed and copied to the Headteacher/Leadership Group. All notes are confidential.

- vi) It is the responsibility of the observer to bring any follow up/training needs to the attention of the Headteacher/Leadership Group.
- vii) Any concerns about lesson observations or the conduct of any personnel within this process should immediately be brought to the attention of the Headteacher.

NB

It is not envisaged that teachers will be formally observed on more than 4 occasions per term. However, the competency procedure has its own requirements with regard to observed practice reference to SEN school handbook.)

APPENDIX 2 – Standards of Teaching at Abbey Court School

In 2010, 2012 and 2017, Ofsted validated the view of the Governors and Leadership Group that Abbey Court is an outstanding provision where pupils make outstanding progress. There is an expectation that teaching, and therefore progress at Abbey Court will be consistently good or better. We believe that pupils at Abbey Court deserve a good quality education delivered by a team of highly competent professionals.

It is our view, therefore, that all staff should perform to a good or better standard and that satisfactory teaching is not appropriate within the culture, philosophy and aims of our school. We train all staff to do an effective job at Abbey Court. Teachers and Teaching Assistants rarely come to us fully skilled and experienced to meet the needs of pupils at Abbey Court. We have comprehensive induction, CPD and performance management programmes to ensure teachers are given every opportunity to acquire the knowledge and skills they require to do an effective job with pupils. We also mentor, coach and support staff as they come to excel within an SLD/PMLD setting.

It is our expectation, therefore, that all teachers should perform to a standard of '2' or above after they have participated in probationary and induction programmes. The performance of all teachers will be assessed termly (3 times per year), and formally at the annual performance review. All qualified teachers who have been at the school 2+ years will be expected to be judged at '2' or better on at least 90% of occasions observed. That is, on 9 out of 10 occasions judgements should be '2' or better. Teachers who fail to achieve this will be given support to improve but those who continue to fall short of the school standard will be subject to capability procedures.

APPENDIX 3

Performance Management Form: TEACHER

Name of Teacher	
Name of Reviewer	
Date of this performance review	
Date of previous meeting when objectives were set	

Complete the attached form as soon as possible after the performance review meeting and then sign below when you agree it is a true record:

			Comments
Teacher	Signature		
	Date		
Reviewer	Signature		
	Date		
Headteacher	Signature		
	Date		

NOTE

Reviewers should additionally make reference to 3 documents and have these should be provided for the meeting

- ✓ Printout of training record for the year
- ✓ Printout of class progress from progress tracker for the year
- ✓ Printout of lesson observation judgements for the year

Teacher must come to the meeting with Teaching Standards Self Review completed.

Part 1 – Review of performance over previous 12 months

1a – Assessment against objectives

Objective 1:					
Fully achieved		Partly achieved		Not achieved	
Comments:					

Evidence:					
Objective 2:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Evidence:					
Objective 3:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Evidence:					
Objective 4:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Evidence:					

1b – Assessment against Teachers’ Standards

Core values and behaviours; 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 interest of their pupils.

Teachers' Standards	Assessment of performance against Teachers' Standards (including links to progress tracker and outcomes of lesson observations as evidence (NB: Teachers self-review to be discussed))
Demonstrates core values and behaviours (see preamble to the Teachers' Standards above)	Self-review
	Assessors comments as pertinent
Sets high expectations which inspire, motivate and challenge pupils	Self-review
	Assessors comments as pertinent
Promotes good progress and outcomes by pupils	Self-review
	Assessors comments as pertinent

Demonstrates good subject and curriculum knowledge	Self-review
	Assessors comments as pertinent
Plans and teaches well-structured lessons	Self-review
	Assessors comments as pertinent
Adapts teaching to respond to the strengths and needs of all pupils	Self-review
	Assessors comments as pertinent
Makes accurate and productive use of assessment	Self-review
	Assessors comments as pertinent

Manages behaviour effectively to ensure a good and safe learning environment	Self-review
	Assessors comments as pertinent
Fulfils wider professional responsibilities	Self-review
	Assessors comments as pertinent
Demonstrates high standards of personal and professional conduct (see part two of the Teachers' Standards)	Self-review
	Assessors comments as pertinent

1c – Recommendation on pay progression (where applicable)

See school pay policy for details.

Is pay progression being recommended?

(Recommendations are subject to headteacher approval)

Reasons:

Part 2 – Setting objectives for the next 12 months

Objectives should contribute to the school’s plans for improving the school’s educational provision and performance and improving the education of pupils in the school. They should be Specific, Measurable, Achievable, Relevant and Time-limited, and appropriate to the job role. Specify how evidence of achievement will be gathered.

Objective	Link to School Plans	Success Criteria	Sources of Evidence	Timescale(s)

Part 3 – Training and development needs

3a – Review of training and development over past 12 months (see attached printout)
(where teaching has been judged as Requires Improvement or below, note input received to address this)

3b – Assessment of training and development needs and how these will be met
(where teaching has been judged as Requires Improvement or below, note training to be delivered to address this)

Area for development	Planned training/development activity

Overall assessment of performance

After discussion, this section will sum up the teacher's performance over the past 12 months, including anything that was not included in the original objectives, or at the interim review.

Reviewers assessment	
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Teachers' assessment	
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APPENDIX 4 – Classroom Observation Proforma


Abbey Court School
LESSON OBSERVATION PROFORMA

Teacher Name:	
Lesson Focus:	
Observation Focus:	
Class:	

Lesson Narrative	
Strengths	Points for Discussion

Key Strengths	Key Questions

Targets (<i>agreed during feedback</i>)	

Abbey Court School - Performance Management - Support Staff

Professional development should be considered as a systematic process which allows knowledge, skills and personal qualities to be enhanced to the benefit of the individual, the pupil, and the school. This policy details the process for ascertaining and providing Performance Management for Support Staff.

Professional development in Abbey Court School, aims to:

- Improve individual skills and effectiveness
- Ensure up to date knowledge and practice
- Provide a broadened experience
- Improve career prospects
- Increase job satisfaction
- Prepare for different and / or increased responsibility

The aims for the school incorporate:

- A professional competent staff who are aware of their development and can build on their experiences.
- An improvement in efficiency and effectiveness in implementing shared aims
- Improved human relationships and communications
- A greater contribution by the staff in the development of the school because of their involvement, consultation and participation in decision making.

Organisation

- The Headteacher is responsible for the Performance Management of all support staff.
- An annual interview is held for each member of support staff to appraise their performance, carried out by the Headteachers representative.
- During this meeting a review of the personal development and training needs of the staff member is discussed. These will relate to; achievements and difficulties encountered over the previous year; training opportunities that have taken place; the school development plan; and perceived training requirements. There will also be the opportunity for making a personal statement including past experiences of working throughout Abbey Court and any desires for placement in the forthcoming year.
- The performance management interview will conclude with a plan of action for meeting the personal development and training needs (Appendix 1). Where appropriate the member of staff may have responsibility for this (e.g. if the need is to read pupil files for background information). Training needs identified will be taken by the Senior Manager to the appropriate SMT meeting. (See also, 'Course Application Procedures' in the Abbey Court School handbook).

All Performance Management Interviews are held in the Summer Term every year.

Appendices

Appendix 1: Performance Management Review form – Support Staff

Appendix 2: Higher Level Teaching Assistant Status: Training and Assessment only Route

APPENDIX I – Performance Management Review form – Support Staff

Name of Employee	
Position	
Name of Reviewer	
Date of this performance review	
Date of previous meeting when objectives were set	

Why is Performance Management important?

All members of the school workforce should be supported in understanding their contribution to the achievements, well-being and ultimate life-chances of the children and young people in the school.

Every member of the workforce should take full responsibility for his/her own learning and development. They should be entitled to a performance management process, which supports this through:

- ✓ guided reflection
- ✓ objective setting
- ✓ agreement of learning and development opportunities to support achievement of the objectives
- ✓ recognition of their contribution and achievements

The performance management review will be carried out by the line manager, or someone who has a good working knowledge of the reviewee's work. This could be a teacher or a more senior member of staff.

Objectives

SMART objectives help reviewees and reviewers to focus on the main areas for development:

- S** **Specific**
M **Measurable or discernible**
A **Achievable – and an achievement**
R **Realistic**
T **Time-limited**

An ongoing professional dialogue through the year will help both reviewer and reviewee to monitor progress towards the objectives. A mid-year progress review meeting can also be useful.

Colleagues are encouraged to keep a file containing things such as:

- Job description;
- C.V.;
- Performance management documentation;
- Records of learning and development activities;
- Relevant occupational standards where appropriate to support self-Assessment and career planning.

Reviewers should attend the meeting with a copy of the reviewee's job description and training record available.

For more information about the Performance Management process refer to policies contained within the Abbey Court School Handbook.

Reviewee Self-Review

Complete before the meeting and take it with you to discuss with your Reviewer.

<p style="text-align: center;">Thinking Point</p>	<p style="text-align: center;">Notes/Evidence</p> <p>Consider your:</p> <ul style="list-style-type: none"> • personal attributes • knowledge and understanding • skills
<p>Review of job description; Is this still appropriate? If not, why not?</p>	
<p>Job description signed and attached?</p>	<p>YES / NO</p>
<p>Over the last year, what have been the most important areas of success for me?</p>	
<p>What areas of my role give me the greatest satisfaction?</p>	
<p>What skills do I have that I and others consider to be a real strength?</p>	
<p>What has not gone as I'd hoped over the past year? What have I learnt from this?</p>	
<p>What areas of my practice or skills do I need to develop and how?</p>	
<p>What do I want to achieve in the year ahead? What are my career / development aspirations?</p>	
<p>For what have I been recognised this year?</p>	
<p>How can I contribute further to the development of the school?</p>	
<p>Review of training record (printout to be attached)</p>	
<p>Other thoughts</p>	

Stage I – End of Year Review Record

Overall Progress Review (Summary) – to be completed with Reviewer

Areas of particular strength this year and recognition of contributions made:	Evidence:
Areas needing to be further developed or supported:	Proposed means of development / support:
Possible next steps for career / development:	Proposed means of development:

Planning and Review Statement

Agreed assessment of performance for the PM cycle just ended. Have I achieved my objectives this year?					
Achievement against objectives set <u>with evidence</u>:				Evidence	
Last Year's Objectives	1.				
	2.				
	3.				
Planning Record and Objectives	What are my objectives for this year?	How will I know when I have achieved them?	What will I do to achieve them? By when?	What support, training or development activity will I need?	Link to School Improvement Plan

Staff member's comments

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Reviewer's Comments

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The content of this record has been agreed by:

Signed - Staff		Date:	
Signed - Reviewer		Date:	
Signed - Headteacher		Date:	
Date of receipt of the completed review record by the staff member		Date:	

Examples of Professional Development Activities

(Some, but not all of these are only relevant to those colleagues who work directly with children)

Observing good practitioners:

- ✓ shadowing a colleague
- ✓ visiting and seeing other schools in action
- ✓ observing and working with visiting expert
- ✓ shared observation with mentor
- ✓ observing colleagues working with pupils
- ✓ watching a colleague present an assembly

Extending professional experience and gaining new knowledge:

- ✓ gaining experience of interviewing
- ✓ being reviewed
- ✓ serving as a Governor
- ✓ serving on committees/working parties
- ✓ attending relevant courses, conferences and workshops
- ✓ seeking accreditation (eg. NVQ; SwiS qualification; HLTA status; Bursar Development Programme)
- ✓ rotation of jobs/roles
- ✓ assuming the role of leader for a special initiative in school
- ✓ carrying out action research in the classroom/school with a teacher
- ✓ working on extra-curricular activities
- ✓ contributing to school-based INSET
- ✓ taking part in staff conferences on individual pupils
- ✓ working with other professionals such as educational psychologists
- ✓ networking and sharing with a group of colleagues from another school
- ✓ team teaching
- ✓ developing the use of ICT
- ✓ organising a display in collaboration with colleagues

Working with pupils

- ✓ sharing responsibility for a group of pupils on an off-site visit
- ✓ working with pupils on school councils
- ✓ working with pupils preparing a school year book
- ✓ collaborating with visiting teachers
- ✓ developing skills across a wide age and ability range
- ✓ working with individuals, small groups and larger groups
- ✓ working with pupils to present an assembly, musical performance or other event

Taking time to evaluate your own practice

- ✓ inviting your peers to observe you
- ✓ getting feedback from pupils
- ✓ analysing class and examination work
- ✓ integrating the use of pupil website and on-line communities into teaching
- ✓ using e-mail/video conferencing between pupils in teaching
- ✓ negotiating targets and evaluation work alongside pupils
- ✓ mentoring individual pupils

APPENDIX 2 - Higher Level Teaching Assistant Status: Training and Assessment only Route

At Abbey Court we have detailed and comprehensive induction and staff development programmes. As a result when a Teaching Assistant expresses interest in a qualification as an HLTA, we are able to put them forward for the assessment only route rather than the full HLTA development programme.

At Abbey Court a Teaching Assistant needs to have been in post for at least a year and will have demonstrated through their working practice and work-based competencies, (including completing the Abbey Court probation and induction course), that they have the required skills and attitudes to be assessed for HLTA status.

A TA may apply to the Head Teacher for the HLTA assessment only route, even when there is no vacancy for an HLTA post, on the understanding that it does not guarantee them a post in school - even should one become available. As the “assessment only” route incurs costs for the school, any request for funding will need to be considered against funds available.

SECTION 3

Induction

Policy for induction of Teachers who are new to the school (Induction Policy)

Introduction

1. This policy is directed at experienced teachers who are taking up new posts at Abbey Court. (These staff may or may not have had experience in Special Need Education).
2. We believe that teachers who are new to the school have an entitlement to a structured supportive induction, in order to develop their professionalism and competence as a teacher.
3. With regard to experienced teachers new to the school, the induction period commences on acceptance of a post at the school, at this point they are issued with the class teacher induction programme (prior to taking up their new post) until such time as that teacher and their mentor agree to its termination. It may last up to the end of or beyond the first academic year.
4. The Induction Programme takes account of the individual needs of the teacher concerned. The programme will, therefore, be flexible and will seek to fulfil both the needs of the incoming teacher and of Abbey Court School. The delivery of the programme will, therefore, be primarily school based, although attendance at formal courses may be identified and attended as necessary.
6. It is recognised that any Induction Programme is a period of learning and, therefore the programme will develop and evolve along with the experience and skills of the teacher. The level of support may, therefore, vary and will be both formal and informal. However, there is a formal element of every Induction programme which will be documented using the class teacher induction programme.

Aims

The overall aim of the Induction process is to:

- a) facilitate and support the personal and professional development of a teacher within a new educational environment.
 - b) To acquaint the new member of staff with the organisational and operational procedures within the school.
 - c) have access to professional development opportunities through the school and education authority.
 - d) be made aware of Health and Safety at work legislation and current employment legalisation.
7. Give access to Medway Council Induction (as appropriate).
 8. Provide opportunities for the systematic review of progress.

Self evaluation is vital if professional development is to take place. Details of how this will be undertaken will be flexible and left to the decision of the line manager.

9. Prepare the teacher for full and further responsibility within Abbey Court School.

The new teacher will be required to participate in the school's programme of staff development.

Roles and Responsibilities

Staff who hold specific responsibility for teacher induction

<u>Post</u>	<u>Responsibility for Induction</u>
Deputy Headteacher	Headteacher
Teaching Staff	Deputy Headteacher

The Headteacher carries an overall responsibility to ensure that:

- a) time is made available to carry out the programme
- b) the programme is kept up to date
- c) the programme is being delivered effectively.

Policy for induction of Early Careers Teachers (ECTs)

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) 29 June 2022
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Medway Council, our 'appropriate body'.

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them

Support for ECTs

We support ECTs with:

- Their designated mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Assessments of ECT performance

Formal assessment meetings will take place throughout the induction period and will be carried out by the induction tutor. These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing. A recommendation to the appropriate body in the final assessment report at the end of the programme will be made on whether ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

The following is based on recommendations from the statutory guidance.

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction

- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports
- Engage in the Full Induction programme provided by Education Development Trust

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring

➤ Act promptly and appropriately if the ECT appears to be having difficulties

Appendices

Appendix 1: Class Teacher Induction Programme (now delivered through an induction DVD)

Appendix 2: Teaching Assistant Induction Programme (now delivered through an induction DVD)

Appendix 3: Support Staff Induction

Appendix 4: Medical Staff Induction Checklist and Sign Off

Appendix 5: MSCP – Resolving Professional Differences – Escalation policy

Appendix 6a: 4-year Staff Development Coverage

6b. 2-year Staff meeting coverage

6c. 2-year Department meeting coverage

Abbey Court School - Induction Programme

HOME

CONTENT

POLICY DOCUMENTS

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Induction Programme Schedule

TIMESCALE

If possible, prior to taking up post

Note that terms refer to the six terms of the academic year

ACTIVITY

To be offered

- a) Visit to the school (including Administration), Department and Class to meet key personnel and pupils
- b) Invitation to attend planned school events
- c) Induction folder, including specific policies

To be given, for information

- a) Access to School Handbook
- b) Job description
- c) Class timetable and documentation
- d) Aims of the school
- e) Department organisation details and relevant Department documentation

Weeks 1 - 3

To be given for information and to discuss (including the above)

- a) Each pupil's learning and management needs
- b) Class timetable in detail (including Assembly arrangements)
- c) Classroom organisation
- d) Lunchtime organisation
- e) Transport procedures
- f) Home-school diary system
- g) Emergency procedures (as in School Handbook)
- h) Behaviour policy
- i) Explanation of, and access to, Induction Programme
- j) The organisation of the school's resources
- k) Intimate care policy
- l) Health and Safety Policy and Procedures
 - Educational visits
 - Fire and Emergency
 - First Aid
 - Risk Management
 - Manual Handling
 - Working Environment
 - Accident reporting
 - Lone working
 - Security
 - Minibus
 - Hydro pool / Swimming (Teachers - accompanied swim with Senior Management Team member)
 - General guidelines
 - Public liability cover
- m) The medical needs of individual pupils
- n) Identification of a mentor ('Buddy') for support, if required (for TAs this is managed by HLTAs)

By end of first term	<p><i>For Teachers</i> Curriculum documentation PARR procedure</p> <p><i>For Therapists</i> Module 5 - Physiotherapy and Occupational Therapy Module 7 - Feeding</p> <p><i>All Staff by end of first term</i> Module 1 - Initial Induction - covering the most important basics Module 3 - Child Protection Module 6 - Health and Safety</p>
Second term	<p><i>All Staff by end of second term</i> Module 2 - Medical needs and hygiene procedures Module 4 - Manual handling Module 8 - Behaviour management</p> <p><i>Teachers also</i> Module 11 - Teaching and learning Module 15 - Partnership with Parents</p> <p><i>Therapists</i> Module 15 - Partnership with Parents</p>
Third term	<p><i>All Staff</i> Module 10 - Communication aids</p> <p><i>Teaching Assistants</i> Module 15 - Partnership with Parents</p> <p><i>Therapists and Teachers</i> Module 14 - Information communication technology</p>
Fourth term	<p><i>All Staff</i> Module 7 - Feeding</p> <p><i>Teaching Assistants</i> Module 14 - Information communication technology (part 1)</p> <p><i>Therapists</i> Module 13 - Multi-sensory education Module 9 - Autism</p> <p><i>Teachers</i> Module 13 - Multi-sensory education Module 12 - Physical education</p>
Fifth term	<p><i>All Staff</i> Module 9 - Autism Module 5 - Physiotherapy and Occupational Therapy</p> <p><i>Therapists</i> Module 12 - Physical education</p>
Sixth term	<p><i>All Staff</i> Module 16 - Bereavement</p> <p><i>Teaching Assistants</i> Module 14 - Information communication technology (part 2)</p>

All staff are required to complete Module 1 in the first term of their appointment and this target is incorporated into the 6 month probationary period for completion by week 12. This is signed off at this point.

To support the training of newly appointed staff in matters relating to the safeguarding of children, the following schedule is in place:

SAFEGUARDING - Termly Staff induction Training Schedule

This schedule includes training activities that are a part of the school induction programme (See the full induction programme for further training information) but that requires swift implementation in order to meet school need regarding staff competency.

Terms 1, 3 and 5 (To take place in Week 1 or Week 2)	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	9 -12 Initial induction meeting with Deputy Head (To include induction portfolio and BehaviourWatch training/incident recording). Site Specific	9 – 3.45 PROACT-SCIPr- UK © Introductory training	9 – 12 Safeguarding/Child Protection training at RCR	9 – 3.45 Cross site swap (including EYFS and FE). Site Specific	9 - 12 H& S training with site manager at RCR
Afternoon	1.15 – 3.30 Dysphagia inc. policy and protocols at CR	At RCR	12.30 – 3.45 Manual Handling training (Inc Hydro Pool) at RCR		

NB: The training will take place in either week 1 or 2 (to allow for flexibility re. availability of the trainers for PPM's)

Trainers

PROACT-SCIPr-UK

Alex Scott, Graham Menditta and Natalie Green

Manual Handling

Jo Kemp, Pat Tubridy, Jo Skinner and Gemma Manual

H&S

Paul Sears

Child Protection

External provider

Dysphagia

SALT

APPENDIX 2

Policy for Induction of Teaching Assistant

Rationale

It is intended that all Teaching Assistants appointed to the school will undertake a period of induction. It is our aim to provide a meaningful induction tailored to the assistant's individual needs and taking account of the assistants' background and any previous experience with SLD children. It is hoped that the induction programme delivered will support the assistants during the early stages of their employment at Abbey Court and will facilitate their becoming an effective team member as quickly as possible.

Procedure

The attached programme outlines basic induction needs at the school, department and class levels. It also highlights which staff will assist in facilitating the induction programme and the timescale in which this should happen. It is intended as a guide only. It should be noted that the Teaching Assistants will bring their own individual needs to the programme, which will be identified at the initial induction meeting. **TA's have a responsibility to ensure that their induction programme is implemented and this section of the policy along with appendix 2, the TA Induction Programme, is given to them by the office staff at the same time as completing the 'New Starter Form'.**

Staff who hold specific responsibility for Teaching Assistants induction.

Post

Responsibility

Teaching Assistant

Deputy Head teacher

The Deputy Headteacher carries an overall responsibility to ensure that:

- a) time is made available to carry out the programme
- b) the programme is kept up-to-date
- c) the programme is being delivered effectively

It is intended that all midday supervisors appointed to the school undertaken a period of induction. This will take the form of 'mentoring' by an experienced midday supervisor. There will be opportunities for the inductee to meet with their line manager frequently during the period of induction. Induction will cover:

- Child Protection/Safeguarding Policy and Safeguarding
- behaviour programmes
- medical needs of pupils
- lunchtime policy
- health and safety procedures
- school policy (e.g. personnel policies)
- Confidentiality
- Medway Code of Conduct policy
- Probationary policy

APPENDIX 3

Support Staff Induction (excluding Teaching Assistant)

It is essential that administrative staff, caretaking, and catering staff undergo an induction period. It is recognised that these staff members are a minority in the school and they have very specific duties particular to their roles. In order to provide relevant and meaningful induction tailored to their (and the schools) needs, individual programmes are agreed.

These professional developments may be addressed through the relevant courses and regular meetings with their line manager and (the Headteacher). Additionally, the opportunity to 'shadow' a colleague before taking full responsibility for the role is facilitated. Where a new member of staff is appointed to work alongside current staffing the 'shadowing' will extend to a mentoring arrangement. Where a new member of staff is appointed to replace an existing member a period of overlap is created where both members of staff work alongside each other.

Induction Checklist and sign off

The following checklist is not a comprehensive check of **all** that is discussed at induction, (or during on-going induction via the senior management team, class staff or other school staff as pertinent). But it does represent the key information that is discussed pertaining to safeguarding, health and safety, security and other important school protocols. This will be grown over time to reflect the needs of the inductee and what they tell us would be useful having been through the programme.

Policy/Protocol	Tick when complete
Nature of school and needs of pupils	
H&S Inc. Manual handling; Pupil Behaviour - Behaviour policy and protocols; Fire drill procedures; Accident reporting Site Plan and Prospectus; All about us and Newsletter	
Safeguarding: CP reporting protocols; Mobile Phone policy; Primary Care needs; Dysphagia; CME, DSL, KCSIE Part I	
School organisation: Line management; Class sizes/Ratios;	
Dress code	
Confidentiality / Whistle blowing	
Curriculum; Timetable; Breaks/Lunchtimes; Buses	
Co-providers (roles and jurisdiction)	
Security/lone working	
Staff Conduct	
Working with parents v loco parentis means	
What to do if ... (Protocols re. urgent matters advise office/use phone – not email)	

Signed _____ (Inductee)

Signed _____ (SMT)

Date _____

APPENDIX 4

Medical Staff Induction Checklist and sign off

The following checklist is not a comprehensive check of **all** that is discussed at induction, (or during on-going induction via the senior management team, class staff or other school staff as pertinent). But it does represent the key information that is discussed pertaining to safeguarding, health and safety, security and other important school protocols. This will be grown over time to reflect the needs of the inductee and what they tell us would be useful having been through the programme.

Delivery options 8.30 – 1pm or two mornings. Possible Dates:

Autumn: Weds 12th; Wed 19th December

Spring: Weds 20th, 27th March 3rd April

Summer: Weds 26th June, 3rd July

Approx. timing	Policy/Protocol	Date/Initial when complete
30 mins	Nature of school and needs of pupils	
	School organisation: Line management; Class sizes/Ratios;	
30 mins	H&S Inc. Manual handling; Pupil Behaviour - Behaviour policy and protocols; Fire drill procedures; Accident reporting Site Plan and Prospectus; All about us and Newsletter	
30 mins	Safeguarding: CP reporting protocols; Mobile Phone policy; Primary Care needs; Dysphagia	
10 mins	Dress code	
	Confidentiality / Whistle blowing	
30 mins	Curriculum; Timetable; Breaks/Lunchtimes; Buses inc. Ed visits and residentials	
15 mins	Co-providers (roles and jurisdiction)	
	Security/lone working	
	Staff Conduct	
15 mins	Working with parents v loco parentis means	
	What to do if ... (Protocols re. urgent matters advise office/use phone – not email)	
20 mins	Tour	
3 hours		

Signed _____ (Inductee)

Signed _____ (SMT)

Date _____



**Medway
Safeguarding
Children Partnership**
Safeguarding Medway's
children together



Medway Safeguarding Children Partnership

Resolving Professional Differences – Escalation Policy

VERSION 5 – November 2019

www.medwayscp.org.uk

1. INTRODUCTION

Generally there is a good working relationship between agencies across Medway, but occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. Disagreements are most likely to arise around:

- Levels of need/ thresholds
- Roles and responsibilities
- Progressing plans
- Communication

Effective working together depends on an open approach and honest relationships between agencies. All professionals have a duty to act assertively and proactively to ensure that a child's welfare is the paramount consideration in all professional activity.

Therefore all professionals must challenge the practice of other professionals where they are concerned that this practice is placing children at risk of harm.

This policy sets out clear routes to escalate professional concerns where the actions, inactions or decisions of another agency may be getting in the way of keeping a child safe.

2. WHEN TO USE THE ESCALATION POLICY

Where a professional disagrees with a decision or response from any agency regarding a safeguarding or welfare concern they must firstly consult with their line manager to clarify thinking and the desired outcome. Initial attempts should be made to resolve the matter professional to professional.

If the professionals are unable to resolve differences through discussion and/or meeting within a time scale, which is acceptable to both of them, their disagreement must be addressed by more experienced / more senior staff using the Formal Escalation Process.

Issues that need to be escalated include:

- Disagreements over handling of concerns reported to an agency e.g. the referral is not considered to satisfy eligibility criteria for service provision or assessment; there is a professional difference of opinion about the level of risk;
- When an agency does not agree with the decision made not to convene a child protection conference or the findings of the assessments (child and family and others) are not reflective;
- Concerns or disagreements over another professional's decisions, actions or lack of actions in the implementation of a child protection plan, child in need plan, care plans, Education health and care plan, Early Help Assessment (EHA). This is inclusive of core groups and multi-agency meetings and any other multi-agency process;
- Disagreement over the accuracy of minutes of multi agency meetings or other records that do not accurately reflect professional discussions e.g. Child

Protection Conferences minutes, Core Group meeting minutes, Professionals Meetings, EHA meetings etc.;

- Core group meetings (and other multi agency meetings) not taking place within timescales or where there is persistent non-attendance by professionals;
- There has been insufficient progress made in respect of the agreed objectives of the child protection plan and no contingency action has been taken;
- Concerns around the timeliness of interventions;

All stages of the process should be well documented.

3. STAGES OF THE ESCALATION PROCESS

Stage 1 – Escalate to Line/ Team Manager

If professionals are unable to reach agreement about the way forward in an individual case then their disagreement must be addressed by more senior staff.

A line/ team manager must contact the equivalent line/ team manager from the other agency to discuss and seek resolution.

This may be a detective sergeant in the police; a senior health visitor/ nurse/ GP; social work area manager.

If the young person is subject to a Child Protection Plan, the Children Protection Conference Chair should also be informed. If the child is looked after then the Independent Reviewing Officer (IRO) should also be informed.

A response is required within 5 working days.

If agreement cannot be reached following discussion between the above managers it will go to stage 2.

Stage 2 – Escalate to Designated Safeguarding Leads/ Service Managers

If the problem is not resolved at stage 1, the line/ team manager must escalate to their Service manager or Designated Safeguarding lead to liaise with their equivalent. Those senior managers must attempt to resolve the differences through discussion.

This may be a Children's Social Care Operational Manager/ Head of Service; Detective Chief Inspector for safeguarding; designated teacher; named GP or other designated professional.

If the young person is subject to a Child Protection Plan, the Children Protection Conference Chair should also be informed. If the child is looked after then the Independent Reviewing Officer (IRO) should also be informed.

A response is required within 5 working days.

If agreement cannot be reached following discussions between the above managers it will go to Stage 3.

Stage 3 – Escalate to Assistant/ Deputy Directors

If the problem is not resolved at stage 2, the Service Manager/ Designated Safeguarding Leads must escalate to the agency Assistant Director/ Deputy Director/ Headteacher or equivalent.

A copy of the Stage 3 Escalation Alert Form should be completed and sent to the Assistant Director/ Deputy Director/ Headteacher/ Detective Superintendent Head of Safeguarding or equivalent. A response is required within 5 working days.

A copy of the Stage 3 Escalation Form should also be sent to the MSCP at mscp@medway.gov.uk for recording purposes.

If the young person is subject to a Child Protection Plan, the Children Protection Conference Chair should also be informed. If the child is looked after then the Independent Reviewing Officer (IRO) should also be informed.

If agreement cannot be reached following discussion between the above Assistant/ Deputy Directors it will go to stage 4.

Stage 4 – Involving the Medway Safeguarding Children Partnership

Where the Escalation Policy has been instigated to stage 3 but has not been satisfactory resolved, the MSCP Partnership Practice Alert process will be used.

In accordance with the MSCP Partnership Practice Alert Policy, a notification form must be completed and sent to the MSCP Learning Lessons Subgroup Chair, via the MSCP support team mscp@medway.gov.uk . The notification should usually be completed by the safeguarding lead. The MSCP will request reports via Learning Lessons subgroup members from any agency involved in the first instance as appropriate and ask that they present their response at the next Learning Lessons subgroup.

APPENDIX ONE – ESCALATION FORMS

Stage 3 Escalation Form

Date of Alert:

From:

To: Assistant/ Deputy Director

Response expected within 5 working days

Name of Child:

DOB:

Practitioner:

Service:

Line Manager:

Summary of concern(s) remaining from Stage 2

Requested Action

Response by Assistant/ Deputy Director

Date:

Resolution of Alert (recorded by Assistant/ Deputy Director)

If not resolved to progress to Stage 4

Date:

APPENDIX TWO – ESCALATION POLICY FLOWCHART

Professional disagrees with a decision or response from any agency regarding a safeguarding or welfare concern.



Professional discusses with Line Manager and seeks to resolve matter with professional in other agency

Issue Resolved



STAGE ONE – ESCALATE TO LINE/ TEAM MANAGER

If issue is not resolved escalate to Line/ Team Manager who will discuss with equivalent Line/ Team Manager in other agency to seek resolution – within 5 working days

Issue Resolved



STAGE TWO – ESCALATE TO DESIGNATED SAFEGUARDING LEAD/ SERVICE MANAGER

If issue is not resolved escalate to more senior manager e.g. Designated Safeguarding Leads/ Service Managers who will discuss with equivalent in other agency to seek resolution – within 5 working days

Issue Resolved



STAGE THREE – ESCALATE TO ASSISTANT/ DEPUTY DIRECTORS

If issue is not resolved escalate to Assistant/ Deputy Director/ Head teacher who will discuss with equivalent in other agency to seek resolution – within 5 working days

Issue Resolved



STAGE FOUR – MEDWAY SAFEGUARDING CHILDREN PARTNERSHIP

If agreement cannot be reached the MSCP Partnership Practice alerts form should be completed and sent to Medway Safeguarding Children Partnership (mscp@medway.gov.uk)



Escalation considered at the MSCP Learning Lessons Sub Group and outcome reviewed by the MSCP Independent Scrutineer

APPENDIX THREE – Medway Council Children’s Services Managers

Role	Name	Email	Telephone
Head of Service			
Head of Children’s Safeguarding	Christine Impey	christine.impey@medway.gov.uk	Ext: 4001
Head of First Response and Early Help	Kelly Cogger	Kelly.cogger@medway.gov.uk	Ext. 5618
Area Social Work Managers			
Area Social Work Manager, SPA and MASH	Sarah Featherstone	sarah.featherstone@medway.gov.uk	Ext: 5618
Area Social Work Manager, Assessment	Susan Akinyele	susan.akinyele@medway.gov.uk	Ext: 8682
Area Social Work Manager, Area 1 (Gillingham & Twydall)	Paul Sibanda	paul.sibanda@medway.gov.uk	Ext: 7233
Area Social Work Manager, Area 2 (Luton & Rainham)	Alison Mills-Clarke	alison.millsclarke@medway.gov.uk	Ext: 4496
Area Social Work Manager, Area 3 (Strood Peninsular, Rochester West)	Ingrid Crisan	ingrid.crisan@medway.gov.uk	EXT: 1505
Area Social Work Manager, Area 4 (Rochester East, Chatham and Walderslade)	Nicoletta Stangu	nicoletta.stangu@medway.gov.uk	Ext: 4104
Leaving Care Team Manager	Jo Kavanagh	joanne.kavanagh@medway.gov.uk	Ext: 5832
Early Help			
Early Help Area Manager	Stephanie Ponter	stephanie.ponter@medway.gov.uk	TBC

Child Protection Chair Manager			
Child Protection Chair Manager	Michael Denson	michael.denson@medway.gov.uk	Ext: 1046
Independent Reviewing Officer Manager			
Independent Reviewing Officer Manager	Victor Mangwende	victor.mangwende@medway.gov.uk	Ext: 6326

APPENDIX 6a

INSET DAYS – 4-year cycle

	Year 1 (2021/22)	Year 2 (2022/23)	Year 3 (2023/24)	Year 4 (2024/25)
Day 1	ProAct SCIP refresher – TAs/HLTAs (1/2 day) Forest Schools – Teachers (1/2 day) Class time (1/2 day)	ProAct SCIP refresher – All staff (1/2 day) Class time (1/2 day)	ProAct SCIP refresher – Tas/HLTAs (1/2 day) RRSA – Teachers (1/2 day) Class time (1/2 day)	ProAct SCIP refresher – All staff (1/2 day) Class time (1/2 day) All staff
Day 2	Medical updates – All staff	Medical updates – TAs/HLTAs Halliwick – Teachers	Medical updates – All staff	Medical updates – TAs/HLTAs Sherborne Movement - Teachers
Day 3	RRSA – TAs/HLTAs Use of displays – Teachers	Safeguarding training – All staff	Attention Autism – All staff	Intensive Interaction – All staff
Day 4	Social Stories – All staff	Manual Handling update (1/2 day) All staff Farm curriculum (1/2 day) All staff	Emergency aid- TAs <u>Current school priorities - Teachers</u>	Manual Handling update (1/2 day) All staff Sage and Thyme (1/2 day) All staff
Day 5	Emergency aid- TAs Sage and Thyme – Teachers	Mental Health and Well-being – All staff	Relationships and Sex Education	<u>Current school priorities – All staff</u>

Mandatory In house – can be provided at short notice External provider required booking in advance

APPENDIX 6b**STAFF MEETING – 2-year cycle**

	Year 1 (2021/22)	Year 2 (2022/23)
Term 1	School Development Plan ProAct SCIP Refresher (2 meetings) Progress Tracker	Makaton Bereavement Health and Wellbeing Action Plan Hydro pool equipment
Term 2	SMSC/British Values RRSA Baseline Assessment Personalised timetables	Accreditation Multi-Sensory Impairment EYFS and FE Visual Annual Reviews
Term 3	Observations/Assessment Visual Annual Reviews EAL Health and Wellbeing Action Plan	Inclusion Educational Visits – ensuring learning SMSC/British Values Circle time
Term 4	International Schools Farm Health and Safety Protocols RRSA Farm Curriculum	Working with TAs Educational Visits – Health and Safety Observations/Assessment Soft play and sensory rooms
Term 5	Symbols/Communication Aids Home School Communication/Working with parents Pupil Voice Use of language when supporting pupils	Sensory Stories Personal Development Photography & Video Workshop Collective Worship (Candle time)
Term 6	Whole School Performance Transition/Transfer of pupil information School Development Plan Evaluation Progression through horse riding (Inc. Tonto)	Whole School Performance Transition/Transfer of pupil information Lunch times – what is expected? Using motivators to plan for pupils

APPENDIX 6c

DEPARTMENT MEETING – 2-year cycle

Department meeting coverage – Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Backward chaining • Task analysis • Writing toileting programmes • VI/HI input 	<ul style="list-style-type: none"> • Observation and assessment • Writing effective annotations • Focused praise • IEP moderation 	<ul style="list-style-type: none"> • Annual reviews – preparation for the meeting • Annual review – presenting to parents • Behaviour support programmes • VI/HI input 	<ul style="list-style-type: none"> • Lesson Introductions • P level moderation • Use of questions to support learning • Levels of support and prompts • Plenaries • IEP moderation 	<ul style="list-style-type: none"> • Time management • Red file moderation • P level moderation • Precision teaching • VI/HI input 	<ul style="list-style-type: none"> • Use of outdoor learning • Using visuals to support learning • TEACCH (sharing of good practice) • IEP moderation

Department meeting coverage – Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Communicating with parents • Accreditation • Rights Respecting Schools • VI/HI input 	<ul style="list-style-type: none"> • Candle time • Formative Assessment • Phonics – Letters and Sounds – sharing good practice • IEP moderation 	<ul style="list-style-type: none"> • Phonics – Letters and Sounds – problem solving • Silver file moderation • Picture Exchange Communication System • VI/HI input 	<ul style="list-style-type: none"> • MOVE – evaluating and writing programmes • Circle time • Supporting early reading skills • IEP moderation 	<ul style="list-style-type: none"> • Attention Autism (sharing of good practice) • Commenting boards • Learning opportunities at meal times • VI/HI input 	<ul style="list-style-type: none"> • Supporting EAL pupils in class • Supporting care needs alongside learning • Anatomy of an effective classroom • IEP moderation