



WOODMANSEY CE PRIMARY SCHOOL

Building Strong
Foundations



Unlocking
Potential



Inspiring a
Generation

Teacher Appraisal Pack

Name: _____

Role: _____

Appraiser: _____

Date: _____

"Every teacher needs to improve, not because they are not good enough,
but because they can be even better."
Dylan Wiliam

Purpose of Appraisal at Woodmansey CE Primary School

At Woodmansey CE Primary School, appraisal is a professional, developmental process that exists to support high-quality teaching, improve outcomes for pupils and ensure that every member of staff continues to grow in their role.

Appraisal is not a one-off event, nor is it an exercise in paperwork or compliance. It is part of the way we work as a professional community, ensuring that our practice remains reflective, evidence-informed and focused on what matters most: strong teaching, inclusive classrooms and positive pupil outcomes.

The appraisal process provides a clear structure for:

- setting focused, purposeful objectives that align with school improvement priorities
- clarifying professional expectations
- recognising strengths and impact
- identifying areas for development and appropriate support
- ensuring fairness and consistency in professional review

This document exists to make those expectations explicit.

Why This Document Exists

This document has been created to provide clarity and transparency about what effective practice looks like at Woodmansey.

While the school continues to adopt the East Riding Appraisal Policy, this guidance sets out how appraisal is enacted in practice. It articulates the professional standards, success criteria and "look-fors" that underpin appraisal discussions, learning walks, lesson visits and professional dialogue.

By doing so, it ensures that:

- all staff understand what is meant by high-quality teaching and professional practice
- appraisal conversations are grounded in shared language and agreed criteria
- feedback is consistent, fair and evidence-based
- professional development is purposeful and well targeted
- appraisal remains developmental rather than performative

This document is not intended to be a checklist or a grading tool. It does not replace professional judgement, nor does it seek to replicate inspection frameworks. Instead, it provides a shared reference point that supports reflective practice, coaching and continuous improvement.

Appraisal as Part of Our Professional Culture

At Woodmansey, appraisal sits within a wider culture of trust, support and professional learning. Evidence used within appraisal is drawn primarily from the school's normal quality assurance processes, including learning walks, drop-ins, work scrutiny, assessment information and professional dialogue. Staff are not expected to create additional evidence or compile portfolios for appraisal purposes.

Appraisal is an ongoing process across the year, with regular opportunities for feedback and professional discussion. Where development needs are identified, appropriate support will be put in place. Where practice is strong, it will be recognised, shared and built upon.

Through this approach, appraisal supports our shared commitment to:

- building strong foundations
- unlocking potential
- inspiring a generation

Staff Well-being & Professional Sustainability

The school recognises that staff well-being is central to high-quality teaching, professional fulfilment, and the overall success of the school community. A positive culture of care, balance, and support is essential to ensure that colleagues can thrive in their roles.

As part of this appraisal, we acknowledge that:

- Teacher wellbeing directly impacts classroom practice, relationships, and pupil outcomes.
- Protective working conditions—such as manageable workload, supportive leadership, and a positive staff culture—are critical to sustaining effective teaching.
- Professional sustainability is a shared responsibility between the school and the staff member.
- Open, non-judgemental dialogue about wellbeing is encouraged and valued, with the aim of supporting colleagues in ways that are meaningful and practical.

Well-being Discussion

A brief, confidential conversation about well-being may form part of the appraisal meeting. This is not evaluative, and its sole purpose is to ensure that the colleague feels supported and that any practical needs can be addressed.

The Appraisal Cycle

Appraisal at Woodmansey operates as a year-long cycle, rather than a single event. Evidence for appraisal is gathered gradually through the normal life of the school, ensuring that professional review is fair, proportionate and rooted in day-to-day practice. This includes but is not limited to:

- lesson drop-ins
- book looks
- learning walks
- pupil voice
- parental feedback

September - classroom standards, professional expectations, culture and engagement with How We Live

October - day-to-day teaching and learning

November - production of the school Standards Report, and subject SEFs

December - appraisal discussion and review point

January - mid-year testing, mid-year reports & pupil progress meetings

February - alignment with the new School Improvement Plan

March - professional development and coaching inline with the School Improvement Plan

April - appraisal discussion and review point

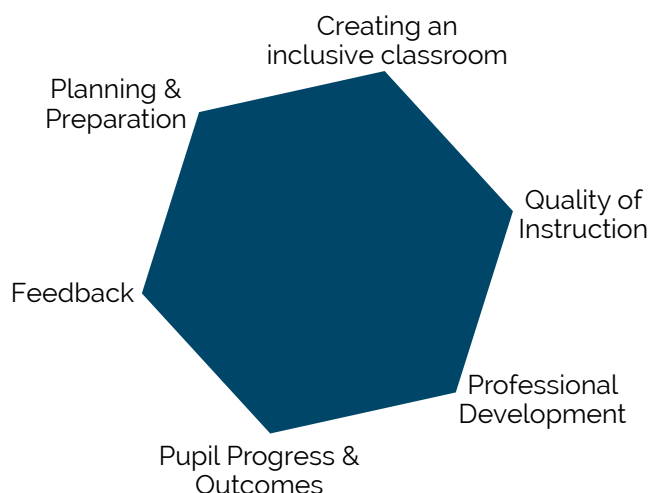
May - embedding new practice from the School Improvement Plan

June & July - end of year testing, pupil reports

Areas of Professional Practice Considered in Appraisal

Appraisal at Woodmansey is informed by six key areas of professional practice. These areas reflect the aspects of teaching and professional learning that, taken together, contribute to consistently high-quality education and positive outcomes for pupils.

The six areas are not separate or competing priorities. They are closely connected and are considered collectively when reviewing professional practice across the year. They provide a shared framework for professional dialogue, feedback and development, rather than a grading structure.



- **Creating an Inclusive Classroom**
This focuses on the learning environment, classroom culture and inclusive practice, including how teaching is adapted to ensure that all pupils, particularly those with additional needs or vulnerabilities, can access learning and participate fully.
- **Planning & Preparation**
This considers how effectively teachers plan and sequence learning so that it builds knowledge and skills over time, responds to assessment and meets the needs of all pupils.
- **Quality of Instruction**
This considers the clarity, accuracy and effectiveness of teaching, including explanation, modelling, questioning and responsiveness to pupils during lessons.
- **Feedback**
This considers how feedback supports pupil learning and improvement, as well as how staff engage with professional feedback to reflect on and refine their practice.
- **Pupil Progress & Outcomes**
This focuses on the impact of teaching over time, including how assessment information and pupils' work demonstrate progress from starting points and secure learning of the intended curriculum.
- **Professional Development**
This considers how staff engage with professional learning, respond to feedback and contribute to their own improvement over time.

The Ten Essential Ps to Effective Teaching

The six areas of professional practice are underpinned by the Ten Essential Ps to Effective Teaching, which capture the core features of strong day-to-day classroom practice.

1. **Planning** that is informed, purposeful and flexible
2. **Preparation** that ensures resources and materials support learning effectively
3. **Place** where the learning environment is used thoughtfully, safely and to support learning
4. **Personality** where the teacher brings learning to life through enthusiasm, clarity and presence
5. **Pressure** through appropriately high expectations and challenge for all pupils
6. **Pupils** who are active participants in learning rather than passive recipients
7. **Positive Praise** that builds confidence, motivation and a safe learning climate
8. **Plenaries** that support reflection, assessment and understanding of progress
9. **Performance** where both teachers and pupils know how well learning is going and what comes next
10. **Pace** that sustains engagement and secures progress over time

Use of Professional Objectives

As part of the appraisal process, each member of staff will normally have three professional objectives for the appraisal year.

Limiting the number of objectives is intentional. Three objectives ensure that appraisal remains focused, manageable and meaningful, rather than fragmented or overly burdensome. This allows staff and appraisers to concentrate on the areas that will have the greatest impact on teaching quality, professional growth and pupil outcomes.

The three objectives are designed to:

- align individual practice with whole-school improvement priorities
- support professional development in a targeted and coherent way
- enable meaningful review based on evidence gathered through normal school processes
- lead to changes in classroom practice, supported through coaching and reviewed over time.
- ensure pupil well-being and pupil progress, particularly for the most disadvantaged pupils, sits at the heart of our decision making

Objectives are proportionate to role and experience and may relate to classroom practice, curriculum development, leadership responsibilities or wider professional contribution. They are reviewed through ongoing professional dialogue across the year rather than solely at the end of the cycle.

Professional Practice: Entitlement & Strong Practice

These sections are designed to unpick what is expected under each of these six areas and how this is exemplified in practice. Baseline expectations for the learning environment and professional presentation are set out in the How We Live document.

1. Creating an Inclusive Classroom

At Woodmansey, staff should routinely:

- Establish a calm, safe and respectful classroom climate
- Apply routines and expectations consistently
- Create a learning environment that supports independence and access to learning
- Ensure resources are accessible and used purposefully by pupils
- Remove barriers for pupils with SEND, disadvantaged pupils and others who need support
- Deploy additional adults purposefully to support learning
- Maintain classrooms and shared areas so they reflect pride, care and high expectations

Strong practice looks like:

- Classrooms where pupils take responsibility for their learning and environment
- Environments that actively support learning rather than decorate walls
- Teaching approaches that promote inclusion without lowering expectations
- High levels of pupil engagement and positive learning behaviours
- Pupils who feel confident, valued and ready to learn

2. Planning & Preparation

At Woodmansey, staff should routinely:

- Plan learning that is aligned to the school's agreed curriculum and sequences knowledge and skills over time
- Use assessment information to inform planning and next steps
- Identify clear learning intentions that focus on learning, not activities
- Anticipate misconceptions and plan strategies to address them
- Plan appropriate challenge and support so all pupils can make progress
- Identify and plan for key vocabulary and language demands
- Ensure planning is clear, organised and accessible to relevant adults

Strong practice looks like:

- Planning that demonstrates a deep understanding of progression within and across subjects
- Learning sequences that build coherence, retrieval and long-term understanding
- Flexible planning that adapts intelligently to pupils' responses and needs
- Explicit links between assessment, planning and teaching decisions
- Thoughtful task design that promotes independence and thinking

3. Quality of Instruction

At Woodmansey, staff should routinely:

- Activates prior knowledge at the start of lessons
- Break learning into manageable steps
- Provide clear, accurate explanations and modelling
- Use questioning to check understanding and extend thinking
- Use in-lesson assessment opportunities intentionally to check understanding and adapt appropriately
- Address misconceptions promptly and effectively
- Maintain appropriate pace and purposeful lesson structure
- Communicate high expectations through language, interaction and task design

Strong practice looks like:

- Teaching that is responsive and adapts in real time to pupils' understanding
- Pupils who can explain their thinking and learning clearly
- Tasks that promote deep thinking rather than surface completion
- Consistent use of modelling, examples and scaffolds that support independence
- Lessons that maximise learning time and cognitive engagement

4. Feedback

At Woodmansey, staff should routinely:

- Provide feedback that helps pupils understand how to improve
- Use a balance of verbal and written feedback appropriately
- Ensure feedback is timely, focused and manageable
- Give pupils opportunities to respond to feedback
- Use assessment and feedback to adapt teaching
- Engage constructively with professional feedback

Strong practice looks like:

- Pupils routinely acting on feedback to improve their work
- Feedback that leads to visible improvement over time
- Effective use of in-lesson feedback to redirect learning
- Staff reflecting on feedback and refining their practice
- Feedback practices that are sustainable and impactful

5. Pupil Progress & Outcomes

At Woodmansey, staff should routinely:

- Monitor pupil progress using a range of appropriate assessment information
- Ensure pupils make progress from their starting points over time
- Use assessment to inform teaching and planning decisions
- Identify gaps in learning and address them through teaching and support
- Ensure all groups of pupils access and learn the intended curriculum
- Maintain consistency between planned, taught and learned curriculum

Strong practice looks like:

- Clear evidence of progress in pupils' work over time
- Secure learning that pupils can recall and apply
- Narrowing of gaps between groups where relevant
- High levels of pupil confidence, independence and resilience
- Outcomes that reflect the ambition of the curriculum

6. Professional Development

At Woodmansey, staff should routinely:

- Engage with professional development linked to school priorities and individual needs
- Reflect on their practice and identify areas for improvement
- Act on professional feedback from observations, coaching and review
- Engage in rehearsal and feedback
- Apply professional learning to classroom practice over a sustained period
- Participate positively in professional dialogue, collaboration and ask for support from leadership structures
- Think carefully about the impact of new strategies and what is working well.
- Demonstrate a commitment to continuous improvement

Strong practice looks like:

- Sustained changes to practice following professional learning
- Clear links between professional development and improved pupil outcomes
- Willingness to rehearse, trial and refine new approaches
- Contribution to the professional learning of others where appropriate
- Growing confidence, expertise and leadership capacity

Professional Objectives

The professional objectives will be specific, measurable, achievable, relevant and timely. They will be identified collaboratively following a discussion. A success criteria will be created so that it is clear what will be seen in practice over time.

Professional Objective 1:	
To be successful: <ul style="list-style-type: none">• .• .• .• .	Milestones: <ul style="list-style-type: none">• .• .• .• .
Commentary/Changes:	

Professional Objective 2:

To be successful:

- .
- .
- .
- .

Milestones:

- .
- .
- .
- .

Commentary/Changes:

Professional Objective 3:

To be successful:

- .
- .
- .
- .

Milestones:

- .
- .
- .
- .

Commentary/Changes:

Pay Progression to and on the Upper Pay Range

Eligibility criteria

In order to be assessed you will need to:

- Hold Qualified Teacher Status on the date of your request; and
- Be statutorily employed under the STPCD; and
- Highly competent in all elements of the relevant standards; and
- Demonstrate substantial and sustained achievement and contribution to the School (15.2 STPCD 2016)

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request/ your two most recent appraisal reports and/or planning and review statements.

One application may be submitted annually. The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut off date of 31 October
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Body through it's finance/pay/personnel/other committee
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by (insert date).
- Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS on 1 September of the year in which they apply.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in the School's pay policy.

Part 1: Teacher Details (to be completed by the Teacher)

Surname: _____

First name(s): _____

Career details

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be a 2 year period leading up to the date of your application, in order to demonstrate a substantial and sustained contribution. Please attach details of appraisal reports or performance management statements

Name and Address of School/LA	Date(s) of Employment	Name of Headteacher/Service Manager

Summary of current responsibilities
Please continue on a separate page if necessary

Supporting Statement

Please provide a supporting statement, with evidence appended, detailing how you meet the required standards.

Declaration by the Teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment against the post threshold standards.

Signed: _____

Date: _____

Part 2: Actions for the Headteacher

Please read the Schools Pay Policy before completing this form – check that the Teacher is eligible to be assessed.

- Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied that the teacher meets the Teachers' Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers' Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.
- Make an overall judgement on whether the post-Threshold standards are met/not yet met
- Complete the 'head teacher's statement'
- Sign, date and copy the form
- Promptly inform the governing body of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the teacher of the outcome within 10 School days of informing the governing body/LA service of this decision.
- Notify the Teacher in writing of the outcome of the assessment where the standards have not yet been met
- Where the standards have been met provide the Teacher with verbal feedback

To be completed by the Headteacher:

Name of Teacher: _____

School: _____

Teachers' Standards met / note met (delete where applicable). Please record your overall judgements below. A copy should be provided to the Teacher concerned.

.....
.....
.....
.....
.....
.....

Signature: _____

Print name: _____

Date: _____