

**Teacher Appraisal  
Policy & Guidance  
(Revised 2025)**

**Applies to:**  
Teachers

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The Governing Body of MY Schools Together Federation adopted this policy on: 30<sup>th</sup> Sept 2025

## **1. PURPOSE**

This procedure sets out how My Schools Together will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

The appraisal process and the supporting documentation will always be treated with strict confidentiality. The school will only grant access to those who need access to such information to carry out their responsibilities as directed by the school. The Governing Body will monitor the operation of the appraisal system and review it on a regular basis.

## **2. APPLICATION OF THE TEACHER APPRAISAL POLICY**

This policy applies to the Headteachers/Head of Schools and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (*i.e.* NQTs) or teachers on capability procedures.

Appraisal in this school/academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Support staff are not covered by the Appraisal regulations, but it would be both prudent and practicable for the Governing Body to agree and for the Headteacher to implement the same or broadly similar appraisal policies for non-teaching staff.

## **3. THE APPRAISAL PERIOD**

The appraisal period will run **for twelve months** normally from September to July

Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

Reviews of performance must be built into the school calendar to aid areas for development and enable teachers to address any barriers to progression in a timely manner. Reviews should take place in the mid spring term

## **4. APPOINTING APPRAISERS**

All appraisers of teachers, other than those appraising Headteachers, will be teachers and will be suitably trained.

## **5. HEADTEACHER APPRAISAL**

The Headteacher will be appraised by the Governing Body, supported by a trained external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body.

Where a Headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, they may submit a written request for that governor to be replaced, stating the reasons for the request.

## **6. TEACHER APPRAISAL**

The choice of appraiser is for the Headteacher. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.

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 themselves or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

## **7. SETTING OBJECTIVES**

The Headteacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the Headteacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers 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 a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

### **Main Scale Teachers and UPS Teachers**

Main Scale Teachers and UPS Teachers will have one objective set for each appraisal period focused on a teaching and learning priority.

The objective will be linked to the appraisee's Professional Growth focus. The appraisee will be expected to carry out academic research and reading around their chosen focus and to use this to trial strategies aimed at improving their professional practice. Outcomes from research and trials are to be shared with colleagues across the school where appropriate.



## **TLR Post Holders**

TLR Post Holders will be set two objectives for each appraisal period. Objective 1 will be the same as for Main Scale teachers and UPS Teachers. Objective 2 will be based around personal leadership development priorities. This objective will be linked to pupil progress but not data driven. Objectives and performance discussions will not be based on teacher generated data and predictions or solely on the assessment data for a single group of pupils.

## **Senior Leaders (including Headteachers)**

Senior Leaders will have 3 objectives set for each appraisal period:

- Objective 1 will be the same as for main scale teachers
- Objective 2 will be the same as for UPS and TLR post holders
- Objective 3 will be for whole school outcomes

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school will operate 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 teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance, improving the education of pupils at that school and consider the professional aspirations of the teacher. This will be done by ensuring that all objectives set link to the School Improvement Priorities and subsequently the school outcomes. There may be other objectives set relevant to the context of the school.

The appraiser will consider the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011.

The Headteacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

## **8. PAY PROGRESSION**

**The Appraisal Process is not linked to the Pay Policy.**

## **9. REVIEWING PERFORMANCE**

### **9.1 Observation**

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.

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

At least 5 working days' notice of the dates of the observations will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days unless circumstances make this impossible.

Classroom observation will be carried out by suitably trained qualified teachers.

Unless there are specific documented concerns, the number of observations should be consistently applied and should consist of no more than three observations, each of up to one hour of duration and no longer.

The school/college leader may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

For the purpose of professional development, feedback about lesson observations should be developmental focusing on strengths and positive suggestions for areas of development.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **9.2 Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development.

The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

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 budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

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

With regard to the provision of CPD in the case of competing demands on the school 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 to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support for development recorded in the planning statement has not been provided.

## **10. ANNUAL ASSESSMENT**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment on, a written appraisal report. The appraisal report will include:

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

The school must operate a 'no surprises' policy. In order to avoid any such surprises one or more interim review meetings must take place during the appraisal cycle where progress towards meeting the appraisal objectives can be discussed and any issues raised. Any concerns around progress must be confirmed in writing.

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

## **11. TEACHERS EXPERIENCING DIFFICULTIES**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process, meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days written notice that a meeting will be held to discuss targets for improvement alongside a programme of support.
- It is essential that the teacher is informed that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances but will be for a period of no longer than one term, depending on individual circumstances, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will

be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced (or the appraisal process remains in place). The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice in writing of the meeting.

## **12. APPEALS**

Appraisees have a right of appeal against any of the entries in the written appraisal report and on the following grounds: -

- a) Incorrect application of any provision of the STPCD
- b) Failure to have proper regard to statutory guidance
- c) Failure to take proper account of relevant evidence
- d) Taking account of irrelevant or inaccurate evidence
- e) Was biased
- f) Unlawfully discriminated against the teacher

Details of the appeals process are available from the Headteacher or from the school governing body. The format for the appeals process is laid out in the schools adopted Pay Policy.

## **13. GENERAL PRINCIPLES UNDERLYING THIS POLICY**

### **13.1 Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### **13.2 Sickness and Maternity Leave**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures.

In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be considered before a decision is reached.

### **13.3 Grievances**

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

### **13.4 DfE Guidance**

Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day to day practice.

The collection of evidence should be proportionate and not increase workload for teachers (for example, teachers should not be asked to produce written evidence against each of the teachers' standards).

Teachers' performance should be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. Headteachers and other appraisers should use their professional judgement when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

### **13.5 Confidentiality & Professional Relationships**

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of his/her line managers will be provided with access to the appraisee's plan recorded in his/her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his/her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

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 appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

### **13.6 Monitoring and Evaluation**

The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

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

### **13.7 Retention**

The governing body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed in line with the GDPR.

# GUIDANCE AND APPENDICES

## INTRODUCTION

**This guidance document covers many topic areas and is offered to Headteachers and Governing Bodies as a guidance/reference document only. It needs to be read in conjunction with the Appraisal Policy.**

Please direct any enquiries regarding the Teacher Appraisal Policy to the Schools HR Advisory Team

### 1. REVIEW OF THE POLICY

The Governing Body should review the appraisal policy every two school years at its Spring meeting for implementation the following academic year.

The Governing Body should take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised, as required, to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all Teacher Unions.

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

### 2. THE ROLE OF THE GOVERNING BODY

- The Governing Body must quality-assure the operation and effectiveness of the appraisal system and ensure compliance with the Teacher Appraisal Policy.
- The governing body will monitor the operation and effectiveness of the school's appraisal arrangements.
- The Governing Body should ensure the Headteacher is fulfilling his/her responsibility in relation to this policy.
- The Governing Body will delegate the appraisal of the Headteacher to a subgroup of the Governing Body, NB: the subgroup will consist of 3 members of the Governing Body.
- The Governing Body shall appoint a suitably trained external adviser for the purpose of the Headteacher's appraisal.
- The Governing Body will consider who has the power to decide that members of staff should no longer work at the school and clearly record this decision within the minutes of the Governing Body meeting and within the Teacher Appraisal and Capability procedure.
- The governing body will ensure that all written appraisal records are retained and destroyed in accordance with the retention schedule .

### 3. APPOINTMENT OF AN EXTERNAL ADVISER FOR HEADTEACHERS' APPRAISAL

The local authority can provide the Governing Body with advice and support in relation to the appraisal of the Headteacher.

The Governing Body can appoint an alternative external adviser to provide advice to the Governing Body.

#### **4. APPRAISAL GENERAL GUIDANCE**

Except in the case of the Headteacher being the Appraiser, the maximum number of reviews that any appraiser should be expected to undertake per cycle should be no greater than 5.

The following should also be observed/considered when determining the maximum number of appraisals any appraiser would be required to undertake.

- The name of the appraiser should be made clear to the Teacher at the start of the appraisal process.
- It is imperative that the appraiser is a qualified teacher, suitably skilled, trained, and experienced for the role.
- Consideration should be given to the appraiser's workload; this should be monitored to ensure it is not excessive and that appraisers have sufficient preparation time to carry out their appraisal responsibilities.
- Where a teacher has more than one line manager, the Headteacher will determine which line manager will be best placed to manage and appraise the Teacher. Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties themselves or delegate them in their entirety to another suitably qualified teacher.
- An appraisal cycle will not begin again in the event of the appraiser being changed.
- Schools should build the appraisal process into the school calendar, along with an appropriate interim review meeting to enable early intervention regarding any lack of progress.

#### **5. OBSERVATION**

If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal report these should also be covered in the written feedback.

The Governing Body and Headteachers should be committed to ensuring that classroom observations are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained; and
- observations should not be excessive but be reasonable and proportionate

The classroom observations for the appraisal process should be scheduled at the first appraisal meeting in the cycle; this will probably be the autumn term.

It is imperative that the Appraiser is afforded sufficient time to prepare for the observation, a review of any other performance review information, the feedback with the Teacher, any other review meetings with the Teacher and time to undertake any follow up actions required.

#### **6. OBJECTIVES**

Schools should ensure that objectives:

- address core professional practice appropriate to the individual teacher;
- are consistent with the school improvement plan; and
- ensure that targets can be measured in an objective manner.

#### **7. OTHER PERFORMANCE EVIDENCE**

Observations are only one aspect of the Appraiser's evidence. Other performance evidence is likely to come from the following:

- Planning and work scrutiny
- Termly meeting with Appraiser
- Mid-cycle review with Appraiser
- Observation and scrutiny of leadership and management activities
- Other feedback obtained during the cycle relevant to the Teachers overall performance

## **8. FEEDBACK**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place (in accordance with the timeframe set out in the classroom observation protocol, Appendix 1) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the purpose of the observation, the lesson observed and the length of the observation. The Teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Where there are concerns about any aspects of the Teacher's performance the appraiser will meet the Teacher formally to:

- give clear feedback to the Teacher about the nature and seriousness of the concerns;
- give the Teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the appraiser is satisfied that the Teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## APPENDIX A

### CLASSROOM OBSERVATION PROTOCOL

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

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

The arrangements for classroom observation will be included in the appraisal report and will include the amount of observation, specify its primary purpose, and any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the rationale that the intention of observations is to support and develop staff, those being observed will be notified in advance with at least two days' warning, preferably longer as circumstances permit. Classroom observations will only be undertaken by persons with QTS. In addition, classroom observation will only be undertaken by those who have had adequate preparation and training and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place with an opportunity for discussion if requested.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal report these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

There is a clear distinction between observation done for the purpose of appraisal and that done to continually develop and share teaching and learning strategies. Ultimately, the former is concerned with judgements that will influence career and pay progression; the latter with non-judgemental support between colleagues.

Mutually agreed observation of colleagues' classrooms, along with the associated peer mentoring and coaching can be a powerful CPD tool. Clearly, there should be no limit to this form of classroom observation, which takes place outside of a formal system and is not reported upon, other than that which is mutually decided upon and agreed by colleagues.