



Teachers' Appraisal Policy

Venn Wide

Spring 2021

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
LC	The Board	22.10.18	1.2	Autumn 2019
LC/SW	The Board	15.3.21	1.3	As and when necessary



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1. INTRODUCTION

- 1.1. The Teachers' Appraisal Policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).
- 1.2. The policy has been implemented following consultation with recognised trade unions. It has been formally adopted by the Trust Board.
- 1.3. Having an effective appraisal process in place is one of the ways we can help you be the best teacher you can be, as well as support our you and deal with performance matters as they arise. This involves effective day to day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.
- 1.4. This policy does not form part of your contract of employment and may be amended at any time.

2. SCOPE AND PURPOSE OF THE POLICY

- 2.1. This policy applies to all teachers of Venn Academy Trust. It does not apply to agency workers. NQTs have their own induction period and support will be provided under this guise where necessary.
- 2.2. The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of teachers in Venn. It is to support your development within the context of the trust's plan for improving educational provision and performance, and the set standards expected.
- 2.3. Venn Academy regards the Department for Education Teachers' Standards as the baseline of expectations for your professional practice and conduct, from the point of qualification.
- 2.4. In implementing this policy, Venn will ensure that appraisal is managed in a way that avoids increased workload for all parties concerned, for example reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

3. THE APPRAISAL PERIOD

- 3.1. **The appraisal period will run for twelve months 1 September to 31 August**
- 3.2. Teachers who are employed on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the



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principles underpinning this policy. The length of the period will be determined by the duration of their contract.

4. APPOINTING APPRAISERS/REVIEWERS

- 4.1. The Executive Headteacher and Head of School will be appraised by the CEO or Deputy CEO. The CEO and Deputy CEO will be appraised by the trust board or a sub-committee. In appraising the performance of the CEO and Deputy CEO the trust board must consult a suitably skilled and/or experienced external advisor appointed by the trust board for that purpose.
- 4.2. Your Head of School will decide who will appraises you.
- 4.3. You will be notified of who your appraiser is, before or as soon as practicable after the start of each appraisal period.
- 4.4. Under the rare instances where you have concerns about your appraiser then you , should raise these with the head of school.

5. SETTING OBJECTIVES

- 5.1. You will have no more than 3 objectives and these objectives will be decided upon before or as soon as practicable after, the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to your role and level of experience. The appraiser and appraisee (you) will seek to agree the objectives but, if that is not possible , you should raise this with your head of school.
- 5.2. Venn Academy Trust has a duty to have a regard to your work life balance and the objectives will reflect this.
- 5.3. Objectives may be revised if circumstances change during the appraisal period. This would be at an additional review meeting and wherever possible be in agreement with you In the rare occasion that you have a concern about the review of your objectives, you should raise this concern with your head of school.
- 5.4. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data however, these will not be used in isolation and other factors will also be considered when making decisions about your pay progression
- 5.5. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, you will be assessed against the Teachers' Standards



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- 5.6. If you are a qualified teacher by virtue of holding QTLS status, it is for the Head of School to decide which standards are most appropriate for you.

6. CONSISTANCY AND FAIRNESS

- 6.1. Venn Academy Trust are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation and take note of the guidance on the Equality Act 2010.

7. DEVELOPMENT AND SUPPORT

- 7.1 Our appraisal process is used to inform and encourage continuing professional development. Venn Academy Trust encourages a culture in which you take responsibility for improving your own performance in your role, extending your depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to the trust improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development for you. This will not only help you in your role but also leads to improvements in performance across the trust.

8. MONITORING AND FEEDBACK

Lesson Observation

- 8.1. Venn believes that observation of classroom practice and other responsibilities is important both as a way of assessing your performance in order to identify any particular strengths and areas for development you may have and of gaining useful information which can inform school improvement more generally. Classroom observations however will not be the only measure of teachers performance. All classroom observation will be undertaken in accordance with the Classroom Observation Protocol (Appendix 6) and the Education (School Teachers' Appraisal) (England) Regulations 2012.
- 8.2. <https://www.legislation.gov.uk/ukxi/2012/115/contents/>
- 8.3. In Venn your performance will be regularly observed but the amount and type of classroom observation will depend on your individual circumstances and the overall needs of the school. Classroom observation will be carried out by those with QTS. All observations will be carried out in a supportive fashion and not add to your workload.



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- 8.4. In addition to formal observations, the trust has a duty to evaluate the standards of teaching and learning. Heads of School and other senior leaders have a right to “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. In large schools they may delegate “drop ins”. The length and frequency of “drop in” observations will vary depending on specific circumstances. “Drop in” can be used to provide feedback to you as part of the ongoing supportive nature of the appraisal process, however they will not take the place of formal lesson observations.
- 8.5. Teachers (including the Head of School) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 8.6. Venn Academy Trust understands the importance of carrying out observation of classroom practice and other responsibilities you may have. Observations assess performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development. They also provide a way of gaining useful information which can inform improvements in the trust more generally and enabling teachers to learn from each other and collaborate.

Feedback

- 8.7. Within the trust, you should receive constructive feedback on your performance throughout the year and as soon as practicable after observation has taken place or if other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that require further development. Often this can resolve issues without the need for any formal action.
- 8.8. Where there are concerns about any aspects of your performance the appraiser will meet you formally to discuss guidance and support, in particular to:
 - 8.8.1. discuss the additional monitoring and support programme and the timescale involved for the performance to improve which is usually 6 weeks (this will be decided by the Reviewer);
 - 8.8.2. give clear feedback to you about the nature and seriousness of the concerns;
 - 8.8.3. give you the opportunity to comment and discuss the concerns;
 - 8.8.4. agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help you address those specific concerns;
 - 8.8.5. agree further monitoring to be put in place which will probably include further lesson observations and drop ins;



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- 8.8.6. make clear how, and by when, the reviewer will review your progress;
 - 8.8.7. explain the implications and process if no – or insufficient – improvement is made;
 - 8.8.8. identify any personal reason for the situation and offer any necessary support as identified on the Venn support sheet.
- 8.9. On the rare occasion where agreement cannot be reached at this meeting, then the reviewer has the final say. This additional support and monitoring should be summarised in an additional support and monitoring plan so that it is clear what you have to achieve and how this will be measured and by when (See appendix C for a template).
- 8.10. An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.
- 8.11. The meeting to discuss concerns in performance, can happen at any time during the appraisal period. It is designed to be a supportive meeting and to address issues early; giving you the opportunity to improve and to avoid the matter escalating. At the meeting, the appraiser will present evidence collected that indicates that your performance is not up to the required standard. There is no right to be accompanied to this meeting. A record of the meeting will be made and a copy given to the you so that you are clear about the support you will be given, what improvements need to be made and the timescales. An additional support and monitoring action plan template can be found at appendix 3 and can be used as a record of the meeting.
- 8.12. When progress is reviewed at the end of the support and monitoring period, if the appraiser is satisfied that you have made, or are making sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the support and monitoring period but it should not be unduly long. If no or insufficient improvement is being made, then you may be invited to an informal capability meeting in line with the capability policy. It will be for the appraiser to decide which procedure will be followed.

Note: In exceptional circumstances cases where the performance is raising substantial concern which is supported by strong evidence and where the education of the pupils is at jeopardy the Additional Support and Monitoring Stage of the appraisal policy can be waived and it may be appropriate to refer straight to the capability policy..



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- 8.13. Evidence should be collected to support the appraisal process. The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimize workload.

9. TRANSITION TO CAPABILITY

- 9.1. Performance management and appraisal is an ongoing process. If you demonstrate underperformance and have not responded to support provided within the appraisal process, you will be notified in writing that the appraisal system will no longer apply and that your performance will be managed under the capability procedure and you will be invited to a informal capability meeting. Please see the Capability Policy for further details.

10. ANNUAL ASSESSMENT

- 10.1. The annual assessment is the end point to the annual appraisal process.
- 10.2. Performance and development priorities can be reviewed and addressed throughout the process and an interim appraisal meeting should take place at the mid-point of the cycle to review performance and progress towards objectives. Any concerns will be noted and appropriate support will be put in place for the remainder of the cycle.
- 10.3. You will receive as soon as practicable following the end of each appraisal period – an annual appraisal written report. The appraisal report will be a summary of the performance during the year and set out what your development needs are for the next year. You will receive their annual appraisal written report by 31 October (Head of Schools and more senior by 31 December). The appraisal report will include:
- 10.3.1. details of your objectives for the new appraisal period in question;
 - 10.3.2. an assessment of your performance of your role and responsibilities against your objectives and the relevant standards;
 - 10.3.3. an assessment of your training and development needs and identification of any action that should be taken to address them;
 - 10.3.4. a recommendation on pay where that is relevant. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression;
 - 10.3.5. a summary of observation findings if applicable.



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- 10.4. The assessment of performance and professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole school and in turn, the trust.

11. **MONITORING AND EVALUATION**

- 11.1. During the appraisal period, you have a responsibility for gathering evidence of your progress throughout the year in order for you to identify any particular strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.
- 11.2. In addition, a range of evidence should be available to the appraiser on a teacher's performance. Evidence may include but is not limited to:
- 11.2.1. Lesson observations (including "drop ins");
 - 11.2.2. Work scrutiny and or moderation;
 - 11.2.3. Planning evaluation
 - 11.2.4. Learning walks;
 - 11.2.5. Evidence in books);
 - 11.2.6. Tracking data of pupils' progress;
 - 11.2.7. Progress of individuals/ groups, including marking;
 - 11.2.8. Evidence of meeting standards;
 - 11.2.9. Assessment of TLR.

12. **APPEALS**

- 12.1. Appeals are allowed under the Appraisal Policy:-
- 12.1.1. Where a decision is made that additional monitoring and support is required and it is disputed. This needs to be within 5 working days of the meeting setting out at the same time the grounds for appeal.
 - 12.1.2. In the rare occasion where an appeal against monitoring and support is raised, a pause in the process may be considered, but will be at the discretion of the head of school.



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- 12.1.3. Where the outcome of an appraisal year is disputed. Reviewees can appeal within 5 working days of the final appraisal meeting, setting out at the same time the grounds for appeal.
 - 12.1.4. A further appeal can be made following the outcome of the Pay Committee, information regarding this can be found in the Pay Policy.
 - 12.2. Simple disagreements should be capable of being resolved by discussion between the reviewer and the reviewee without recourse to an appeal.



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Appendix 1 - Appraisal Planning Template Example
(for recording annual objectives etc for teachers)

Objectives (reference to Core Standards)	Success Criteria (use figures and dates)	Actions to be taken, when and by whom	Professional Development to support objective (CPD)	Evidence to be produced for scrutiny	Review Date

Initial meeting

Signature of Reviewee:	Date:	Signature of Reviewer:	Date:
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Mid year review

Signature of Reviewee:	Date:	Signature of Reviewer:	Date:
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Appendix 2 - Teacher's Annual Appraisal Written Report - To be presented to the Pay Committee

(A copy of this Annual Appraisal Written Report must be given to the teacher)

Head of School's Name: _____

Signature: _____

Date: _____

Reviewer's Name (if different from the Head of School): _____

Signature: _____

Date: _____

Teacher's Name: _____

Signature: _____

Date: _____

Name of teacher	Pay Range	Current salary point			
		Not met	Partly met	Met	Exceeded
Performance management objectives – under each objective – please give a summary or progress					
1.					
2.					
3.					
Performance against the Teachers' Standards – the Teacher's Standards must have been cross referenced against the objectives	Not met	Partly met	Met	Exceeded	



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An overall comment on the quality of teaching (including lesson observations, book scrutinises, progress of pupils over time, data, triangulation) – outstanding, good, requires improvement, inadequate	
Overall comment on:- a. the overall performance during the year b. the wider contribution to the work of the school, c. An assessment of the teachers professional development needs and identification of any action that has been taken to address them d. Training and support which has been provided and e. whether performance needs improvement, is improving, is good or outstanding:	
Any Additional Comments from the Teacher regarding their annual assessment of their performance:-	
Any additional Comments from the Reviewer, if not the Head of School, before a decision on pay recommendation is made.	
Pay Recommendation from the Head of School, YES OR NO including reasons why. Also state N/A if a teacher isn't able to progress:- <i>(Note:- In the event of the teacher not being satisfied with the recommendation they must have the opportunity of discussing the recommendation with the Head of School before a final recommendation is put forward to the Pay Committee, this is particularly important if the reviewer isn't the Head of School).</i>	
Signature of the Teacher: _____	Date: _____
Signature of the Head of School: _____	Date: _____
Pay Decision from the Pay Committee (including date) – if the pay progression is not being approved reasons why must be given: Signature of the Chair of the Pay Committee: _____	

This annual written appraisal report must be returned to the teacher who will have a right of appeal against the decision of the Pay Committee. The teacher must make any appeal within 5 working days of receipt of this report.



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Appendix 3 - Additional Support and Monitoring Action plan

School:		Employee name:		Start Date of Plan:		Final Review date:	
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Areas of concern (reference to teaching standards / job description / evidence)	Actions agreed and support identified (including CPD to address areas of concern)	Timescale	Impact / Outcome and next steps (including dates)

Agreed By:

Member of Staff:(Teacher)

Date:

Member of Staff:(SLT)

Date:



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Appendix 4 - Teachers' Standards

PART ONE: TEACHING

1 Set high expectations which inspire, motivate and challenge pupils

establish a safe and stimulating environment for pupils, rooted in mutual respect
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

be accountable for pupils' attainment, progress and outcomes
plan teaching to build on pupils' capabilities and prior knowledge
guide pupils to reflect on the progress they have made and their emerging needs
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

impart knowledge and develop understanding through effective use of lesson time
promote a love of learning and children's intellectual curiosity
set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
reflect systematically on the effectiveness of lessons and approaches to teaching
contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



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5 Adapt teaching to respond to the strengths and needs of all pupils

know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
make use of formative and summative assessment to secure pupils' progress
use relevant data to monitor progress, set targets, and plan subsequent lessons
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

make a positive contribution to the wider life and ethos of the school
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
deploy support staff effectively
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
communicate effectively with parents with regard to pupils' achievements and well-being.



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PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
- appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



APPENDIX 5

Classroom Observation Protocol

This classroom observation protocol has been adopted by Venn.

Venn is committed to ensuring that classroom observation will be undertaken in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

Introduction

Venn 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;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Planning and Preparing for Observations

- The number and length of observations for each teacher will be agreed at the start of the appraisal process up to a maximum of 3 hours proportionate to the needs of the individual. On occasion however, there may be the need to support the teacher in class with additional time. There will be sufficient elapsed time between observations to allow the teacher to act on the support and CPD provided in order to effect the improvement required, if any.
- The arrangements for classroom observation, for appraisal purposes, will be agreed at the start of the appraisal cycle and included in the planning and review statement. This will include the number of observations, specify its primary purpose, 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 possible, observations should be multipurpose, (in line with the school's commitment to streamlining data collection and minimising bureaucracy and staff workload) so as to reduce the burden of additional observations, to provide monitoring information for a range of other necessary purposes, such as school self evaluation. Where observations are to be multi purpose the teacher will be informed before the planned appraisal observation what the additional multipurpose elements are.
- Where necessary release time for observers to observe teaching and then provide quality verbal and written feedback will be provided. The verbal feedback given without delay (ideally the same day, if not, no later than the



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end of the next working day) following the lesson observation will be consistent with the written feedback given at later date. Written feedback should be provided as soon as practicably possible. PPA or lunch times will not be used to either observe teachers teaching or to feed back. A suitable private venue will be provided in order that feedback can be confidential and allow discussion.

- It is the duty of the trust/school to ensure that support is agreed with the employee, appropriate and timely to ensure the best chance of success.

Conducting Observations

- All formal observations for appraisal purposes will be carried out with professionalism, integrity, confidentiality and courtesy, by teachers who have Qualified Teacher Status (QTS) and the appropriate subject knowledge and or phase experience in order to make accurate judgements and give appropriate advice. All observers will have received appropriate training for observing teaching and learning and giving appropriate developmental feedback, including being able to make clear judgements about the impact on learning and be able to explain them orally and in writing. There should be a clear in house quality assurance structure in place to ensure consistency of judgements across the school.
- Teachers might have opportunities to engage in developmental classroom observations with colleagues, by agreement, to review and develop their practice.

Action, Feedback and Records Following Observations

- Oral feedback will be given as soon as possible after the observation, preferably that day, but no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for classroom observation will be made available, in addition to PPA time.
- Written feedback describing both strengths and areas for development, will be provided as soon as practicably possible, of the observation taking place. Classroom observation records will be signed and dated by all parties involved in the observation and the teacher being observed will have two days to consider what, if any comments, they would like to append to the observation prior to signing it and returning it to the observer. No written notes in addition to the written feedback can be kept.
- Any issues that emerged from an observation (even if they were not part of the focus of the observation, as recorded in the planning and review statement), should also be covered in the verbal and written feedback and the appropriate action taken in accordance with the regulations and guidance. This action could include in a further meeting taking place between reviewer and reviewee where additional formal observations are arranged, either as part of the ongoing appraisal process or as part of the 6week additional monitoring and support stage of appraisal, depending on the seriousness of



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the issues observed in the observation. If concerns remain at the end of the appraisal based support stage, you may be moved to the capability procedure.

- Where evidence emerges about the reviewee's performance from any other source that is not directly related to lesson observations described above (e.g. pupil data), which gives rise to concern during the cycle, additional classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations. This will be discussed with you at the time.

Drop-ins

- Head of Schools or specific senior members of staff within Venn have the right to drop in to inform their monitoring of the quality teaching and learning within the school. For ad-hoc drop-ins there will not be any notice given to teachers. However, where drop-ins are to be used to as part of strategy to monitor a particular aspect of the schools performance in a strategically planned way, it wouldn't be unreasonable for the school to notify teachers that drop-ins will be taking place during a particular day/week, with some indication of subjects or year groups involved. These are not formally recorded observations where a formal record is kept, but will help inform judgements about the overall quality of teaching and learning in the school. Ad-hoc drops in will be used to support the teacher, and will not take the place of a formal lesson observation. If there are serious issues observed, it could result in a further meeting taking place.



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Adopted by Venn Academy Trust Board on

Chair of Venn Academy Trust Board

Venn Academy Trust Board Trustee

Next Review Date