

## Evolution International School

### Staff Appraisal Policy

April 2018

Revised July 2019

#### Rationale

Traditionally, schools and other large organisations have seen the need for staff appraisals to enhance staff performance. Attempts to link appraisal with performance bonuses have generally failed in fields where employees are increasingly involved in complex, multi-step tasks in an ever-changing environment. The traditional appraisal process has seen employees being evaluated once a year against predetermined criteria. However, research has highlighted several negative aspects to this process. No matter how good the criteria, the appraisal retains a degree of subjectivity. Criticism of employees usually has a negative impact on performance, the opposite effect to the one desired. Yearly appraisals are seen as too infrequent to make a meaningful difference to performance. Recent research by the Chartered Institute of Personnel and Development (CIPD) and others, has shown that appraisal should be positive, target driven and frequent. Recent educational research has also cast doubt on the effectiveness of infrequent classroom observations, with Her Majesty's Inspectors (HMI) of schools in England, no longer using this as a means to measure school or individual performance. This policy has been written with these latest findings in mind.

Aims – to create an appraisal process that:

- Is target driven
- Is led by frequent professional discussions between the employee and their manager
- Ensures the employee feels positive about the appraisal process
- That recognizes achievement
- That requires the employee to reflect regularly on their professional progress
- Leads to school improvement

#### Procedures

- All staff, including administrative staff, are required to write a personal reflection four times a year, to coincide with the four units covered by the students. For teaching staff, reflections should focus on some aspect of their professional development, either from the in-school CPD sessions or from their own professional study or readings. The chosen aspect should be connected to changes they have tried to implement in their own practice.
- Staff should highlight the area chosen and the reason for choosing it



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- The focus should be clear and reference made to classroom practice before the focus area was chosen
- The reflection should describe the training or readings that led them to choose this area
- The reflection should describe what happened once new strategies were implemented
- The reflection should also describe observations made in the classrooms of their colleagues, either where the new strategy has been implemented and the success or otherwise of that strategy, or where the strategy was not implemented and why it might be useful
- Videos either of their colleagues practice or the teacher writing the appraisal, should be made and shared in CPD sessions. This will allow for further critical reflection and sharing of best practice. Videos only need be a few minutes in length or longer if required.
- The reflection should evaluate the success or otherwise of the focus strategy
- The reflection should set future areas for investigation
- The reflections should be saved on the staff Drive under: professional development/staff name/CPD reflection
- Each reflection should be saved not more than one week after the end of each unit, including the final unit
- Should a staff member be unable to meet this deadline they should inform the school Director.
- The school director will read all reflections and give personal feedback on each one
- Should a reflection be deemed by the SMT to be superficial or uninformative then the staff member will be asked to write it again having been given clear instructions on which areas to improve
- Failure to write the reflections will lead to a discussion with the Director with regards to the teacher meeting professional development targets

Possible areas for exploration could be:

- Assessments; their design and use
- Authentic assessments
- Cross curricular assessments
- Internationalism and interculturalism
- Critical thinking and questioning skills and strategies
- Community integration
- The improved use of technology
- Positive behaviour management
- Rosenshine's Principles of Instruction
- Direct instruction versus inquiry based learning

Checklist for appraisal x 4



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Focus area for reflection	Notes	Completed
Classroom observations or collaboration with colleagues in action		
Video excerpt of colleagues or self in action		
Evidence of professional reading, research or connection to CPD		
Evaluation of research/strategy		
Future action or new area of interest		
Uploaded onto the Drive		