



Teachers Appraisal Policy

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(This policy supersedes all previous Teachers Appraisal policies)

Contractual Policy

Amendments

| Policy Date | New version number | Summary of Change | comments |
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Union Consultation

| Date | Action (meeting, email etc) | Comments | Attendance |
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CONTRACTUAL POLICY

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CONTRACTUAL POLICY

1. Principles

- 1.1 Each school within the Multi Academy Trust has a supportive and developmental process to help ensure that all teachers have the skills and support that they need to carry out their role effectively. It helps teachers to continue to improve their professional practice.
- 1.2 The Appraisal Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher. Appraisal helps to assess the performance of teachers through the cycle against the teacher standards and the performance criteria developed by the Trust.
- 1.3 This policy applies to all teachers employed by ESW except those undergoing induction, i.e., ECTs, those on contracts of less than one term and those who are the subject of capability procedures.
- 1.4 Pay progression is based on successfully fulfilling the criteria laid out within appendix 1. This policy is to be read in conjunction with the pay policy.
- 1.5 The policy should always be applied in a way that is robust. Whilst ensuring adherence to the policy, staff should seek to do so in a manner which minimises the impact on workload for teachers, line managers, school leaders and governing bodies.

2. Practice

- 2.1 The appraisal period runs for 12 months from 1st September to 31st August. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy.

2.2 *Appointing Appraisers*

The Headteacher/Principal/ Head of School allocates an appraiser, who is normally the line manager, for all teachers. The Chair of Board appraises the CEO. The CEO appraises other Executive Directors and appoints appraisers, normally the Executive Principal for the School Headteacher/Principal/ Head of School, in conjunction with the Chair of the LGB.

2.3 *Setting Criteria for Appraisal*

The criteria for successful appraisal for each teacher are set at the start of each appraisal period, or as soon after that is reasonably practicable by the CEO or their representative. (see appendix 1). The criteria are designed to contribute to both the development of the individual teacher and to the trust/school/team improvement priorities. The criteria set are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They have regard to what can reasonably be expected given the desirability of being able to achieve a satisfactory work/life balance. They take account of the teacher's professional aspirations. They contribute to improving the progress of pupils at the School.

The appraiser and the teacher will discuss the criteria together. If the teacher is not in agreement with the criteria this should be recorded on the appraisal form. The criteria may be revised if circumstances change, such as but not limited to a teacher going on maternity leave, or undergoing surgery/medical treatment, to take into account the anticipated absence band to allow the teacher to meet reduced and attainable targets.

Headteachers/Principals/Heads of School will have 3 objectives set in accordance with their School/College priorities. **The headteacher's objectives will be set by the CEO or their representative in conjunction with the local governing body.** The governance board has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this. (see appendix 4 for further guidance and detail).

A section outlining any CPD needs is sent to the CPD coordinator.

2.4 Reviewing Performance

All teachers are entitled to an annual appraisal meeting with their appraiser to discuss their focus for improvement and professional development priorities. It is expected that ongoing, informal conversations take place throughout the year between appraisers and teachers. Before holding the annual formal appraisal meeting:

- (1) All school leaders will receive the criteria for successful appraisal for the forthcoming year to discuss with the appraisee as set by the CEO or their representative;
- (2) Teachers self-assess their classroom practice against the Trust's Pedagogical Principles and with the Teaching Standards to indicate where they think their practice currently sits. This is done by the teacher and not their appraiser. The purpose is to identify areas for professional development and improving practice.(See Appendices 2 and 3).
- (3) Each teacher's performance is assessed by their appraiser according to the procedures used across the trust which will involve longitudinal monitoring of teaching over the whole academic year. It will take into consideration progress of pupils over time, pupils work, feedback from pupils, parents and colleagues and visits to classrooms. There is no expectation that teachers need to produce any or bring additional evidence of meeting the Teaching Standards to this meeting.

During the review meeting the content of the Appraisal Review and Identification of Continuing Professional Development Needs form is agreed, and the form is subsequently submitted to the Headteacher within the timeframe set out.

If there are concerns surrounding a teacher's performance at any point during the academic year it, through normal quality assurance processes, is expected this is addressed in a timely manner and appropriate support put in place. If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting (see Capability Policy).

2.5 Feedback and Improving Practice in the Classroom

ESW believes that identification and continued improvement and development of classroom practice and other responsibilities is important for all members of staff. All activities involving improving classroom practice are carried out in a supportive fashion. Teachers receive constructive feedback on their performance throughout the year and as soon as practicable after quality assurance has taken place (this might be lesson visits, work scrutiny, pupil voice) or other evidence has come to light. Feedback highlights particular areas of strength as well as any areas that need improvement. Observation for professional development, such as instructional coaching or peer observation is part of an ESW teacher's entitlement. It is clearly understood by participants that such observation is developmental.

The Headteacher/Principal/ Head of School or his/her representatives may "drop in" to check that high standards of professional performance are maintained. Feedback is expected in a timely manner; identifying areas of strength and areas for improvement if required. Where there are concerns about any aspects of the teacher's performance or where the Teachers Standards are not being met, the appraiser meets 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, if being used to support the appraisal process), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made.

There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The appraiser should partner with the teacher in a collaborative manner to ensure that this relationship is understood, and to establish objectives and timelines, taking into account the teacher's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process continues as normal, with any remaining issues continuing to be addressed through that process. If there is still no improvement, then a formal meeting is held to agree a further programme of support. Any capability proceedings lie outside of the scope of the Appraisal Policy.

2.6 Transition to Capability

If the appraiser is not satisfied with progress, the teacher is notified in writing that the appraisal system no longer applies and that their performance will be managed under the capability policy.

2.7 Annual Assessment

Performance is formally assessed in respect of each appraisal period.
The teacher receives as soon as practicable following the end of each appraisal period

– and has the opportunity to comment in writing on - a written appraisal summary. This appraisal summary includes:

- details of the teacher's criteria for the appraisal period;
- a self-assessment **from** the member of staff;
- a summary of the teacher's professional development needs which is co-constructed between the member of staff and the appraiser (See Appendix 3).

2.8 Pay Progression

On the basis that the criteria laid out for successful appraisal have been fulfilled then the member of staff will automatically progress up the pay scale where applicable.

Where there has been additional informal support put in place in order for the teaching standards to be met or where there is a disciplinary outcome or professional guidance given then this may be a reason for no pay award being given for that academic year (See Pay Policy and DfE - School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions).

2.9 Appeals

The teacher has the right of appeal at any point during the appraisal process. This is initially to the School Headteacher/Principal/Head of School and, if not resolved, to the Governors, under the School's usual procedures.

3 Training and Support

The School's CPD programme is informed by the training and development needs identified by the schools/trusts priorities which in turn have been identified through a thorough evaluation of the schools' performance.

The Trust Board ensures in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the School budget, a decision on relative priority is taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to continue to develop in relation to their role within school and future career aspirations; and (b) the extent to which the training and support helps the School to achieve its priorities.

4 Monitoring and Evaluation

The Headteacher/Principal/Head of School reports to the CEO, or their representative and the Trust Board annually on the operation of the School's Appraisal Policy. This report includes:

- How the School has applied the policy with fairness, consistency and rigour;
- The quality assurance processes that have been applied to ensure that there is a clear link between school improvement strategies and teacher's effective performance;
- How the School is meeting the training and CPD needs identified.

The Trust Board is committed to ensuring that the appraisal process is fair and non-discriminatory.

5 Review of Policy

This policy is reviewed every three years or upon change of relevant legislation. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1 – Criteria for Successful Appraisal 2024/25 for Teachers

1. The Teachers Standards are upheld consistently over the course of the academic year.
2. Teachers are actively involved with their own professional development ensuring that they:
 - a. Identify their own specific areas for professional development
 - b. Participate in the Instructional Coaching offer from their school
 - c. Engage with relevant Professional Organisations to access continued professional learning ie Chartered Teachers College, National institute of Teaching, Research School, Education Endowment Foundation
 - d. Contribute to the development of their immediate team or wider school/trust's professional learning as appropriate for their experience and role.
3. Teachers actively contribute to the Trust/school/college's improvement priorities with a specific focus on pupil outcomes and those children experiencing (experienced) disadvantage and SEND
4. Teachers with a TLR or those on the leadership scale will take an active role in the leadership of the school, the monitoring and quality assurance processes of the school and the development of other teachers/members of staff (including succession planning).

Appendix 2 – Self Assessment of the Classroom Practice (completed by the teacher, not the appraiser)

Pedagogical Principles in Practice – Contents and Self-audit

| Contents | This is an area of strength in my practice | This is a development priority in my practice | This is a development priority in my subject |
|---|--|---|--|
| Positive classroom climates and relationships | | | |
| 1.1.1 Plan the seating so that the needs of all pupils are considered | | | |
| 1.1.2 Use flexible groupings | | | |
| 1.1.3 Introduce the seating plan to pupils efficiently to avoid disruption | | | |
| 1.1.4 Maintain a classroom environment that pupils value | | | |
| 1.2.1 Communicate clear classroom expectations | | | |
| 1.2.2 Rehearse the routine with the class | | | |
| 1.2.3 Set clear classroom entry expectations | | | |
| 1.2.4 Visibly monitor pupil entry to the classroom | | | |
| 1.2.5 Use a DIN routine to enable an efficient start to the lesson | | | |
| 1.2.6 Manage classroom exit by thresholding | | | |
| 1.2.7 Insist on 100% compliance with expectations | | | |
| 1.2.8 Front load instructions to manage movement or transitions | | | |
| 1.2.9 Use teacher radar to monitor the classroom from a vantage point | | | |
| 1.3.1 Use a clear signal to secure pupils' attention | | | |
| 1.3.2 Insist on attention before giving instructions | | | |
| 1.3.3 Give observable instructions to secure attention | | | |
| 1.3.4 Adopt a pose of confidence and authority | | | |
| 1.3.5 Encourage pupils to adopt a posture of attention (STAR) | | | |
| 1.4.1 Give anonymous public corrections | | | |
| 1.4.2 Use the board for public praise | | | |
| 1.4.3 Narrate hard work and effort | | | |
| 1.4.4 Use the least invasive approach to correct pupil behaviour | | | |
| 1.4.5 Correct pupil behaviour using positive framing | | | |
| 1.4.6 Describe what they are doing incorrectly and direct them to more productive behaviour | | | |
| 1.4.7 Connect and reset relationship with pupils outside of the class | | | |
| 1.4.8 Use whole class reset to stop the class whenever they lose focus | | | |
| 1.4.9 Use the behaviour policy to issue consequences clearly | | | |
| Planning for Challenge | | | |
| 2.2.1 Adapt centrally planned resources to meet the needs of the pupils | | | |
| 2.2.2 Plan to provide scaffolding to enable all pupils to reach the learning outcome | | | |
| 2.2.3 Use repeated task structures that are familiar to pupils | | | |
| 2.2.4 Remove redundant information from lesson tasks/activities | | | |
| 2.2.5 Plan lesson and activity timings | | | |
| 2.2.6 Plan and script transitions between activities | | | |
| 2.2.7 Plan to provide specific task requirements | | | |
| 2.2.8 Do the task yourself | | | |
| 2.2.9 Set centrally planned homework tasks that support the curriculum outcomes | | | |
| 2.2.10 Plan for spaced practice to help pupils build long term memory | | | |
| 2.3.1 Use Frayer models to unpick keystone vocabulary | | | |

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| 2.3.2 Introduce new words accurately | | | |
| 2.3.3 Plan for active and repetitive practice of newly introduced vocabulary | | | |
| 2.4.1 Plan and share the writing goal so that pupils understand the purpose of writing. | | | |
| 2.4.2 Scaffold the writing process by using a flexible writing cycle. | | | |
| 2.4.3 Plan to provide word-level, sentence-level and text-level support whilst pupils are writing. | | | |
| 2.4.4 Improve motivation, idea generation and feedback by using collaborative writing approaches | | | |
| 2.4.5 Plan to provide appropriate spelling, punctuation and grammar instruction | | | |
| 2.5.1 Proactively address misconceptions | | | |
| 2.5.2 Plan verbal questions that will expose common misconceptions, errors and probe thinking | | | |
| 2.5.3 Create and annotate an exemplar | | | |
| Explanation and modelling | | | |
| 3.1.1 Activate prior knowledge needed to access new content | | | |
| 3.1.2 Explain the value of new learning and highlight links to prior learning | | | |
| 3.1.3 Script explanations to ensure they are clear and concise | | | |
| 3.1.4 Make explanations memorable | | | |
| 3.1.5 Embrace rigorous content and academic challenge without apology | | | |
| 3.1.6 Use examples/non-examples to support the explanation and help make abstract concepts concrete | | | |
| 3.1.7 Consider the cognitive load for novices when planning your explanation | | | |
| 3.1.8 Repeat target vocabulary during the explanation to ensure pupils have understood pronunciation and context | | | |
| 3.1.9 Deliver explanations in an engaging way | | | |
| 3.1.10 Assess the success of your explanation to ensure that pupils understand before moving on | | | |
| 3.2.1 Model to pupils the steps involved to complete a task | | | |
| 3.2.2 Model the metacognitive thinking required to complete a complex task | | | |
| 3.2.3 Model your thinking process when writing | | | |
| 3.2.4 Use live modelling to show pupils using a visualiser or computer camera | | | |
| 3.3.1 Use My Turn to model the best approach to the task when introducing for the first time | | | |
| 3.3.2 Use Our Turn to engages pupils in co-construction of the model | | | |
| 3.3.3 Use Your Turn to allow pupils to complete the task independently | | | |
| 3.4.1 Share the reading goal | | | |
| 3.4.2 Read texts aloud to pupils | | | |
| 3.4.3 Provide the background knowledge required to access a text | | | |
| 3.4.4 Model and prompt text comprehension whilst reading | | | |
| 3.4.5 Use echo reading to build fluency in reading | | | |
| 3.4.6 Use choral reading to build fluency in reading | | | |
| 3.4.7 Use Control the Game to make all pupils accountable for reading and following the text | | | |
| 3.4.8 Use accountable independent reading to build confidence in comprehension | | | |
| 3.4.9 Integrate writing and reading instruction | | | |
| Deliberate practice | | | |
| 4.1.1 Plan opportunities for pupils to practise the application of new learning | | | |
| 4.1.2 Use Self Explanation to provide pupils with opportunities to articulate their understanding of new learning. | | | |
| 4.2.1 Work the clock to allocate clear time goals to independent tasks | | | |
| 4.2.2 Plan for periods of silent deliberate practice | | | |
| 4.2.3 Use the 3:30:30 approach to ensure that pupils start a task promptly and build independence | | | |

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| 4.2.4 Use circulation to ensure pupils are focused and on task | | | |
| 4.2.5 Build stamina in writing | | | |
| 4.3.1 Start every lesson with a review of prior learning, implemented through a Do It Now taken from the core knowledge. | | | |
| 4.3.2 Set and establish a clear Do It Now routine | | | |
| 4.3.3 Provide support or scaffolds for pupils who are struggling | | | |
| 4.3.4 Use regular retrieval quizzing to help pupils to build long term memories of their learning | | | |
| 4.4.1 Structure pupil talk | | | |
| 4.4.2 Ensure that pupils have the knowledge to engage in pupil talk | | | |
| 4.4.3 Use talk to develop pupils' interpersonal skills | | | |
| 4.4.4 Improve the quality of pupil talk by encouraging pupils to develop responses | | | |
| 4.4.5 Ensure talk is monitored and inclusive | | | |
| Assessment and Feedback | | | |
| 5.1.1 Check understanding not the pupils' perception of their understanding | | | |
| 5.1.2 Use Show Me to obtain information/feedback from all pupils simultaneously | | | |
| 5.1.3 Use hinge questions to diagnose understanding and misconceptions at key points in the lesson before moving on | | | |
| 5.1.4 Use Cold Call to ensure that all pupils are ready to respond to questions in class | | | |
| 5.1.5 Use Warm Call to build confidence | | | |
| 5.1.6 Use No Opt Out to support all pupils to engage with and answer questions in class | | | |
| 5.1.7 Avoid rounding up pupil answers in verbal questioning | | | |
| 5.1.8 Add challenge during questioning | | | |
| 5.1.9 Add scaffolds during questioning | | | |
| 5.1.10 Use Right is Right to maintain the expectation for high quality answers | | | |
| 5.1.11 Use Partner Talk to encourage pupils to better formulate their thoughts using short, paired discussions. | | | |
| 5.2.1 Provide high quality feedback | | | |
| 5.2.2 Normalise sharing of pupil work | | | |
| 5.2.3 Normalise pupil errors, mistakes and misconceptions | | | |
| 5.2.4 Use Show Call to display pupil's written work to the class using a visualiser/computer camera. | | | |
| 5.2.5 Plan opportunities for feedback | | | |
| 5.2.6 Provide feedback that improves writing, including peer feedback | | | |
| 5.3.1 Use teacher circulation effectively to gather information during deliberate practice | | | |
| 5.3.2 Use circulation to give feedback while pupils are working independently | | | |
| 5.3.3 Use live marking while circulating to give individual feedback | | | |
| 5.3.4 Give whole class feedback based on data gathered during circulation | | | |
| 5.4.1 Use low stakes quizzing to regularly check understanding and recall of prior knowledge | | | |
| 5.4.2 End the lesson with a review of key knowledge | | | |
| 5.4.3 Use Exit Tickets to check understanding at the end of the lesson | | | |

Appendix 3

STANDARDS FOR TEACHERS: ESW CRITERIA

| | | Emerging | Embedded | Mastery |
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| 1. Set high expectations which inspire motivate and challenge pupils | | | | |
| A. | Establish a safe and stimulating environment for pupils, rooted in mutual respect | In classes and activities, students of all abilities and backgrounds engage in learning and respect the learning of others. | Students are able to challenge themselves and others in the interests of their own learning, whilst respecting different views. Engagement in learning is strong and continues beyond the classroom. | Students clearly feel able to take risks whilst learning. They ask challenging questions of each other and the teacher triggering dialogue and debate. Students are absorbed in learning. |
| B. | Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Teachers use School data and information to encourage almost all students to set and meet life goals which are not limited by their personal histories. | Teachers assist students to be aspirational. They assist them to attain their dreams by building their confidence and providing opportunities for them to learn how to be successful. | Teachers encourage students to set very aspirational goals – often beyond those of their communities. They succeed in challenging limiting attitudes by exposing them to possibilities outside of the area. |

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| C | Demonstrate consistently the positive attitudes, values, and behaviour which are expected of pupils | Teachers model respect for all students consistently upholding School systems. They challenge poor behaviour which endangers the safety and confidence of others. | Teachers challenge students consistently who do not meet the School's high standards of behaviour. They support other staff in learning to do so. | Teachers play an active leadership role in the School in developing a culture of respect for the learning and safety of others. They help and challenge colleagues when appropriate to do the same. |
| 2. Promote good progress and outcomes by pupils | | | | |
| A | Be accountable for pupils' attainment, progress and outcomes. | Teachers make habitual use of student data to inform their planning so that over time students make appropriate progress. | Teachers draw on their knowledge of students and make regular use of monitoring and tracking to inform interventions so that over time students make good progress. | Teachers consistently engage in forensic analysis of data so that all students make at least good and many make exceptional progress (i.e. 4+ levels' progress). Responsibility for progress of students beyond own teaching group and/or mentor other teachers. |
| B | Plan teaching to build on pupils' capabilities and prior knowledge | Differentiate, using student data to inform lesson planning and seating plans. | Assessment strategies are used to produce precise information about students' current capabilities. Lessons are differentiated and adapted to meet the specific learning needs of students. | Responsibility for designing differentiated schemes of work, monitoring their effective implementation by other teachers, and implementing outcomes of those reviews. |

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| C | Guide pupils to reflect on the progress they have made and their emerging needs. | A variety of strategies are used to help students reflect on their progress. Students know their grades and how to improve. | Students are given frequent opportunities to reflect on the process of learning (meta cognition) as well as the subject content. | Students understand why they are learning and have a strong grasp of the principles, knowledge and learning capacities that they are developing. |
| D | Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | The teacher is able to articulate why specific teaching strategies have been selected and the intended learning that will take place. | The teacher is able to draw on a wide variety of teaching techniques and can select strategies that maximise learning for specific groups of students. | Demonstrates and mentors others in how the selection of appropriate teaching strategies maximises learning. |
| E | Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Inspires students to want to learn and make effective use of praise. | Enables students to think for themselves and have frequent opportunities for learning independently. | Innovate and share successful methods with others for developing student responsibility and independent learning. |
| 3. Demonstrate good subject and curriculum knowledge | | | | |
| A | Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. | Have a secure knowledge of subject/curriculum and related pedagogy. Adapt lessons/questioning to address misunderstandings. | Have an awareness of the national agenda for the subject; play a role in furthering curriculum development. | Have a deep and extensive knowledge of the discipline going far beyond the set programme they teach. Leads other staff in learning about new subject/pedagogical developments. |
| B | Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship. | Work with the Subject Leader to identify the School's vision for the subject area and key requirements. Use TfL consistently in lessons to develop students' skills of independent scholarship. | Share knowledge of the subject with colleagues e.g. observations for Challenge Partners. Use a variety of teaching strategies to promote skills of independent scholarship. | Joint professional development of the subject area including subject knowledge of colleagues e.g. coaching. |

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| C | 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. | Literacy is included in lesson planning. Teacher is accurate in own spelling, punctuation and grammar. Insists on literate and articulate responses from students. Marking policy used consistently to support literacy. | Plan opportunities to teach explicitly the language relevant to the lesson/module. Provides structures (e.g. writing frames) to build literacy with appropriate intervention to support weak areas. | Teaching is highly effective in creating opportunities to teach explicitly the literacy knowledge/concept/skills necessary for the subject and also to build the breadth, range and depth of literacy beyond specific subject needs. |
| D | If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | Have an awareness of the synthetic phonics system used by the School. | Be aware of specific teaching techniques that are used in the School to teach early reading. Use some techniques in lessons where relevant. | Create opportunities for students who are early readers to apply the synthetic phonics strategies they have learned to your subject area. |
| E | If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | Teaching indicates an awareness of mathematical skills integral to the lesson. | Teachers are effective in making explicit and teaching, where appropriate, the mathematical skills integral to the module. | Teachers are highly effective in making explicit and teaching, where appropriate, the mathematical skills integral to their lesson/ series of lessons. |
| 4. Plan and teach well-structured lessons | | | | |
| A | Impart knowledge and develop understanding through effective use of lesson time | Lessons have a clear structure with an appropriate balance of activities which encourages the engagement of students and meets PIES principles. Knowledge is clearly communicated and understood. | A variety of teaching strategies are used to ensure lesson time is used creatively so students are actively engaged in lessons. Knowledge is communicated and understood in great depth. | The pacing of lessons is well orchestrated with seamless transitions between activities. Knowledge is expertly communicated and understanding is shown through the application by students. |

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| B | Promote a love of learning and student's curiosity | Teachers devise opportunities for students to ask questions and to pursue some tasks independently, making explicit the use of learner capacities. Links are made between their learning and the wider world. | Teachers regularly create opportunities to foster high quality student dialogue, discussion and questioning. Teachers guide students to make links with other learning and the wider world. Learner strategies are integrated into teaching | Lessons foster a consistently high level of interest, curiosity and commitment to learning. Learner competencies seamlessly interwoven into teaching. Promotes subject/learning across the School (e.g. displays, option presentations, extra-curricular). |
| C | Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Home learning is regularly set in accordance with the School policy. | Home learning provides a bridge between previous learning and planned learning in subsequent lessons. Teachers plan School visits and events to develop learning outside the classroom. | Home learning and independent study activities extend the range and depth of students' knowledge, understanding and skills. Leadership of activities beyond the classroom provides students with a rich diet. |
| D | Reflect systematically on the effectiveness of lessons and approaches to teaching | Teachers reflect on and evaluate their lessons. Subsequent observations show that the teacher has responded to previous feedback. | Teachers regularly reflect and evaluate their lessons which informs an enquiry approach to developing teaching and learning. Teachers are starting to engage with the research base within their discipline. They support the development of other colleagues in their dept./School | Teachers are highly analytical in evaluating their own practice and knowledge, making full use of cpd and national, international research. They lead professional dialogues on developing teaching and learning in School and across the wider system. |
| E | Contribute to the design and provision of an engaging curriculum within the relevant subject area | Teachers plan, review and evaluate modules of work to be shared with others. | Teachers plan, review and evaluate SoW for a Key Stage/ exam unit to be used by others | Teachers draw on extensive experience of SoW design or research to contribute to curriculum development at School, regional or national level. |

| 5. Adapt teaching to respond to the strengths and needs of all students | | | | |
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| A | Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively | Teachers differentiate appropriately for all groups, in class and for home learning. | Teachers plan effective approaches to differentiation in class and for home learning, making creative use of resources/tasks/ groupings/support etc. to ensure all groups make good progress | Teachers lead others in planning highly effective approaches to differentiation in class and for home learning, tailoring the use of resources, tasks, groupings, support etc. to meet the needs of groups and individual learners. |
| B/ C | Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. Demonstrate an awareness of physical, social, intellectual development of students and how to adapt teaching to support students' education at different stages of development | Teachers understand and identify potential barriers to learning and seek support from appropriate sources for relevant strategies. | Teachers have a developed understanding of the potential barriers to learning and draw upon a range of strategies to meet individual circumstances. They evaluate impact and adapt. | Teachers have an extensive understanding of potential barriers to learning and are able to draw on that expertise to develop innovative approaches to meet individual circumstances, enabling the student to maximise his/her potential. Support is given to other staff. |
| D | Have a clear understanding of the needs of all students, 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 | Students with individual needs are clearly identified and planned for. Where necessary, teachers seek guidance from SENCO for classroom strategies which are implemented and evaluated. As a result, these students make appropriate progress. | Students with individual needs are clearly identified and planned for. Teachers have a developed repertoire of strategies which are used imaginatively so that students with individual needs are fully integrated into the lesson and make good progress. | Teachers have an extensive understanding of addressing individual needs within the context of their discipline and they use this to be innovative and creative in developing further approaches. This expertise is used to support other colleagues on how to address the needs of specific learners and a lead is taken in the development for specific areas (e.g. FSM, SEN). |

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| 6. Make accurate and productive use of assessment |
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|---|---|--|---|---|
| A | Know and understand how to assess relevant subject and curriculum areas, including statutory assessment requirements | Teachers ongoing subject assessments are accurate. | Teachers are fluent with the range of statutory and non-stat assessment requirements, and this is shown in their planning and teaching which is coherently and creatively built around assessment requirements. | Teachers have developed their expertise in statutory and non-stat assessment through participation in professional discourse / research / exam marking, and will use this to inform their own and others teaching and learning. |
| B | Make use of formative and summative assessment requirements to secure pupils' progress | The programme of study and individual lessons are adapted in the light of planned formative and summative assessment opportunities so that all students make progress. | Detailed formative and summative assessment leads to fine tuning of programmes of study for individual students to ensure that all make at least good progress. | Teachers have responsibility for checking the progress of individuals and/or groups beyond their own classroom, leading practice in the department based on wider theoretical and imperial evidence. |
| C | Use relevant data to monitor progress, set targets, and plan subsequent lessons | Teachers accurately summatively assess students' work and use this to monitor progress over time; marking is and tightly focused on assessment requirements; it is used to set targets and inform planning . | Formative assessment is diagnostic helping to move students on and promote challenge, leading to good progress. | Progress is at least good and often outstanding because of the sophisticated use of data to set challenging targets and plan finely differentiated work. Responsibility for monitoring progress of groups across the department and/or mentoring the staff. |
| D | Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback | Teachers follow departmental policy on regular formative assessment (oral and written). They always give students opportunities to respond to their feedback. | Methods for students to respond to feedback are robust and sophisticated resulting in discernible progress which is at least good. | Teachers share their understanding of assessment with others in their department, School and professional community. |

| 7. Manage behaviour effectively to ensure a good and safe learning environment | | | | |
|--|--|---|--|---|
| A | <p>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.</p> <p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Manage classrooms effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> | <p>Promote positive and courteous behaviour by communicating and maintaining high expectations of behaviour. They model positive behaviour themselves. Follow the School Behaviour Management policy to adhere to rules, rewards and sanctions fairly and, in the case of negative behaviour, communicate sanctions calmly and clearly, to help build good relationships with pupils.</p> | <p>Explore and execute creative solutions to on-going behavioural issues so as to promote positive behaviour - seeking advice from SEN, learning co-ordinators, mentors and HoY/HoD. Be responsive to the views/needs of students, parents and colleagues in the execution of behaviour policies.</p> <p>Maintain good relationships with pupils over time by exercising appropriate authority, acting decisively when necessary and maintaining a clear framework for discipline with a range of strategies used consistently and fairly.</p> | <p>Take responsibility for communicating expectations of behaviour to a year group, key stage or set of students, so that they understand and respect the School policies. Support colleagues in the management of classes / groups of students by offering effective advice and actions, and maintaining this support regularly so as to support these colleagues in being able to establish and maintain good relationships with pupils themselves.</p> |

| 8. Fulfil wider professional responsibilities | | | | |
|---|---|--|---|--|
| A | Make a positive contribution to the wider life and ethos of the School | <p>Teachers consistently model and implement School policies and values.</p> <p>They support and participate in the wider and enriched curriculum – e.g. trips and visits.</p> | Teachers play a role in organising and leading extra-curricular activities in the School which enrich the lives of students. | Teachers are innovative in the activities they organise and lead; support and challenge students who do not engage in such activities, or how they might offer new opportunities to students.. |
| B | Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Teachers seek advice from experts in School and from multi-disciplinary teams serving the School in order to meet the needs of students they teach | Teachers seek wide-ranging expertise about how to meet the needs of students they teach including national research and other schools. They support colleagues through mentoring and coaching e.g. PGCE trainees / NQTs | <p>Teachers engage in activities with other schools to co-create new knowledge.</p> <p>They coach and collaborate with colleagues from other schools and sometimes internationally.</p> |
| C | Deploy support staff effectively | Teachers collaborate effectively with support staff – ensuring that they are well prepared for lessons. They contribute effectively to students reviews. | Teachers have developed working relationships with support staff enabling them to support a range of students effectively – including withdrawal when needed. Support staff work flexibly in their lessons. | Teachers play a role in developing the expertise of support staff so that they are able independently support students and lead classes or groups of students. |

| | | | | |
|---|--|--|--|--|
| D | Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Teachers take responsibility for seeking professional development opportunities which enhance their skills and knowledge. They listen to and act on guidance from colleagues. | Teachers actively seek opportunities to enhance their professional skills and knowledge through challenging and accredited CPD opportunities. They are engaged in joint practice development with others. | Teachers lead on improvement projects within this School or other schools, thus developing their own practice. They lead CPD opportunities for others in or beyond the School. |
| E | Communicate effectively with parents with regard to pupils' achievements and well-being. | <p>Teachers comply with School mechanisms for feeding back to parents e.g. parents evenings and review days.</p> <p>They respond in an appropriate and timely manner to email, telephone contact from parents. As a member of the pastoral system, they monitor and support a group of students.</p> | Teachers develop a range of strategies and engage in a range of opportunities to communicate with parents and engage them in the education of their children. They are pro-active in contacting parents and helping to inform them on how to support students. | <p>Teachers are able to support students in the CEIAG programme where appropriate.</p> <p>They lead teams of others or support newer teachers to build home-school contacts.</p> |

PERSONAL AND PROFESSIONAL CONDUCT

1. Teachers up hold 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.
2. 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.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Progression up the Main Pay Scale and to and up the Upper Pay Scale

Staff are expected to show an increasing mastery of their practice as they progress up the main pay scale.

To move to the upper pay scale staff must demonstrate 2 consecutive years of successful appraisal.

Movement from UPS1 to UPS2 and UPS3 will be determined by the member of staff having two consecutive successful appraisal cycles before they progress further up the UPS pay scale and demonstrating that they are showing mastery in their practice as outlined above.

This criteria should be used during the performance management review as a tool to help determine an appropriate focus / target for the forthcoming cycle.

For pay to be maintained at UPS3 over time, the teacher needs to continue to demonstrate their practice is predominantly within the mastery criteria as outlined above.

Appendix 4 – Appraisal Review and Identification of Continuing Professional Development Needs



Teacher:

Appraiser:

Date of meeting:

| |
|---|
| Review of last year – have the criteria in appendix one been fulfilled? |
| |
| Areas of strength in relation to current role and responsibilities |
| |
| Areas to develop / focus on over the next appraisal cycle |
| |
| Are there any specific training needs? Are there any identifiable actions around these? |
| |
| Details of a discussion on wellbeing and workload and career progression/aspirations |
| |
| Member of staff comments (optional) |
| |

I am clear about the criteria for successful appraisal for the forthcoming academic year and commit to ensuring that I work to the best of my ability to fulfil these criteria

Signed..... Date.....

Signed..... Date.....

Appendix 5: Headteacher and Executive Leader Appraisal

Education South West (ESW) use the term '**executive leader**' throughout this guidance to refer to:

- headteachers/principals and heads of school in single schools
- executive headteachers across more than one school
- trust leader

The Appraisal Policy uses the Headteacher's Standards as a tool to enforce performance management [Headteachers' standards](#)

It is up to the Trust executive team in conjunction with the governing board to form an appraisal panel for the Executive Leader. When forming the panel, ESW take into consideration that:

- The panel cannot include staff governors/trustees (to avoid a conflict of interest).
- Chairs often have the best understanding of leaders' performance; however, if the chair is a member of the appraisal panel, care must be taken to balance this close relationship with other panel members.
- The chair and vice chair should not both serve on the appraisal panel – this allows one of them to remain impartial in the event of an appeal.
- Boards should try to avoid panel members sitting on both the appraisal panel and pay committee.
- Panel members will ideally have some experience of performance management and should have good knowledge of school performance.
- A panel appraising an executive leader of a group of schools should also have a baseline understanding of how leadership and management works in their group of schools.
- A panel chair should be appointed as the main point of contact between the executive leader and the panel.
- Any concerns that the executive leader may have regarding panel membership should be listened to and a change considered if the concern is legitimate.

All appraisal panel members should receive appropriate training

Appointing an external adviser (if applicable)

The role of the external adviser is to:

- Provide advice and support on the legal process.
- Support with interpretation of performance data and other information.
- Advise on appropriate objective setting.
- Complete the necessary paperwork (reducing administrative workload for the panel). The

external adviser should be:

- Appointed by the governing board in consultation with the executive leader.

- Confirmed each year at a full governing board meeting.
- Suitably qualified and experienced to provide advice and support relevant to the executive leader's role. For example, an external adviser supporting the appraisal of a MAT CEO should be able to advise on objective setting relevant to leading operations and performance at scale.

Setting objectives for the year ahead

New objectives should be discussed and agreed at each annual appraisal meeting. This will allow the panel to ensure that the executive leader understands what is expected during the coming year and can raise any issues. ESW set 3 or 4 targets for Executive Leaders,.

Objectives should:

- align with the school/trust vision and strategic priorities
- be specific, measurable, achievable, relevant and timebound (S.M.A.R.T.)
- allow all parties to track progress through agreed success criteria
- be precise and specific in their wording
- have beneficial outcomes for pupils
- include a timeframe for their achievement (in time for the next formal appraisal meeting for example)
- include at least one objective focused on the executive leader's personal development
- recognise the full extent of the role and its associated responsibilities

Monitoring performance throughout the appraisal cycle

The governing board should continuously monitor and evaluate the progress being made on strategic priorities. This provides a foundation for the ongoing appraisal of the executive leader. As such, if governing boards know their school/trust, nothing discussed at a formal appraisal meeting should come as a surprise as issues will be discussed at an early stage.

Routine 'catch up' meetings between the executive leader and a member of the panel (usually the chair) also help to monitor the progress, development needs and wellbeing of the executive leader. The nature and frequency of such meetings will depend on the context and needs of those involved in the process.

The appraisal cycle should also include a formal mid-year review; a more substantive discussion about the executive leader's progress on the objectives set. The panel should discuss where the executive leader is on track to meet their objectives, and where they may be struggling and so could benefit from additional support

Evaluating evidence

The panel need to interrogate and evaluate relevant evidence throughout the year to help build an accurate picture of the executive leader's progress. Much of the evidence will be information that the governing board analyses regularly at full board and committee meetings.

The external adviser's role is to assist with the interpretation of performance data. However, panel members should not rely on their adviser to tell them what the data means.

The success criteria within the executive leader's objectives should provide direction on the most relevant evidence to review. Examples of evidence include:

External data

- pupil progress and attainment measures (such as that available through AnalyseSchool Performance)
- national performance data
- [financial benchmarking](#) data (Trust Leader only)
- reports from auditors (Trust Leader only)

Internal data

- staff absence rates and turnover data
- stakeholder surveys (such as those completed by parents, pupils or staff)
- pupil attendance data
- reports from senior leaders (such as the school business manager/chief financial officer)

Personal development

The panel are also responsible for overseeing and supporting the executive leader's personal development. As with performance, this should be monitored throughout the year, not just at an annual meeting. The panel should work with the executive leader to identify areas for personal development and support them in accessing relevant opportunities. Examples could include training or providing consultancy support to other school leaders.

The annual appraisal meeting

Preparing for the annual appraisal meeting

We recommend that the meeting takes place at the start of the academic year. This allows the executive leader to set targets for teachers and senior leaders based on their own objectives.

In advance of the meeting, it is good practice for the panel to ask their executive leader to provide a brief written assessment of how well they met their objectives. This self-assessment should also describe what they think has gone well this year, where they feel that they need to make improvements, and identify any barriers to success. The assessment should be returned to the panel and sent to the external adviser.

The external adviser will review the executive leader's objectives and the relevant evidence. The adviser can then discuss any supporting or contradictory evidence with the executive leader in advance of the appraisal meeting.

The appraisal panel will have accessed data and evidence with which to make their own

assessments of how well the executive leader has met their objectives. The panel should discuss their assessments with their external adviser before the appraisal meeting to test out conclusions and identify areas for discussion.

Conducting the annual appraisal meeting

The appraisal panel, the executive leader and the external adviser should all be present at the annual appraisal meeting. Conversation during the meeting should be based upon what has arisen in the interim reviews, preliminary meetings and the evidence that has already been circulated. As such, there should be no surprises and the meeting should be constructive and collaborative.

The executive leader's self-assessment can provide a starting point for the conversation. The panel should ask the executive leader questions about the performance of the school/trust and their own performance. Questions should encourage discussion – there should be no closed questions (with yes/no answers). Examples of the type of questions you might ask include:

- What are the key areas of progress that the school/trust has made over the last year?
- How did you get on with last year's objectives? Do you feel they were manageable?
- What do you think would improve the performance of the school/trust?
- How do you think the pupils/parents/staff perceive the school/trust?

While the panel should question and challenge the evidence presented, they should do so in a respectful and positive way. The panel should be honest when it has evidence that things have not gone to plan but also constructive in identifying solutions.

Follow-up report

After the appraisal meeting, the agreed objectives should be circulated to the executive leader and panel members. It is common practice for this to be completed by the external adviser (this should be agreed when the adviser is appointed).

- an assessment of the executive leader's performance against the objectives and standards set out at the beginning of that appraisal period (the previous year)
- the executive leader's professional development needs and what action will be taken to address them
- where relevant, a recommendation about the executive leader's

pay

The panel should be open to feedback and comments from the executive leader and edit the report if they feel that these comments are valid. If the executive leader has not raised any objections, the process is complete.

If the executive leader disagrees with any aspect of the appraisal report or objectives for the coming year, they can make an appeal. The procedure for doing this should be set out in the appraisal policy.

A member, or members, of the governing board who did not sit on the appraisal panel should hear any appeal. They will either uphold or reject the claim. If the appeal is upheld, the appraisal report or objectives should be amended accordingly.

Making a pay recommendation

It is up to the appraisal panel to make a pay recommendation in line with the Trust pay policy. The panel must decide whether the executive leader's pay should remain the same, or if their performance warrants an increase. The panel's recommendation, and their reasons for it, should

be provided to the pay remuneration committee responsible for pay decisions as a written document.

The recommendation should not contain specific detail about the executive leader's performance against their objectives. Instead, it should provide an overview of the outcome of the appraisal and whether objectives have been met.

Further reading:

- [School Teachers' Pay and Conditions Document](#)
- ACAS [guidance](#) on performance management
- DfE [model appraisal and capability procedure](#)
- [Taking Headteacher Appraisal Seriously](#) – NGA research 2018
- DfE [Headteachers' standards](#)
- [The governance handbook – section 6 covers headteacher appraisal](#)

Appendix 6: Headteacher/Principal/Head of School Appraisal Objective and Review Proforma

| | | | | | |
|--|--|------------------|--|--------------|--|
| Headteacher/Principal/head of School: | | Reviewer: | | Year: | |
|--|--|------------------|--|--------------|--|

For a successful appraisal you will need to fulfil the teaching standards, post threshold expectations for those members eligible for the senior pay scale and any leadership responsibilities laid out in job descriptions for staff paid for an additional TLR, paid on the lead practitioner scale or paid on the leadership scale.

For each target that you set with your reviewer last year please consider the extent to which you achieved it. There are four possible outcomes:

| | |
|-------------------|---|
| Fully met | The target set was achieved in all aspects |
| Substantially met | The target was almost always present (e.g. as evidenced in the lesson observations) or for a numerical target was within 5% |
| Partly met | The target has not been met but you can demonstrate that every effort was made to engage learners, their parents, pastoral support, etc. but for reasons beyond your control the target was not met or the cohort was so small that a single result caused distortion |
| Not met | The target has not been met |

| Target 1 (pupil performance) | | Outcome mid-year | | | | Outcome | | | |
|--------------------------------------|----------|------------------|-------------------|---------------|---------|-----------|-------------------|---------------|---------|
| | | Fully Met | Substantially Met | Partially Met | Not Met | Fully Met | Substantially Met | Partially Met | Not Met |
| Actions: | By when? | | | | | | | | |
| How will this be measured/evidenced? | | Justification: | | | | | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

| Target 2 | | Outcome mid-year | | | | Outcome | | | |
|--|----------|------------------|-------------------|---------------|---------|-----------|-------------------|---------------|---------|
| | | Fully Met | Substantially Met | Partially Met | Not Met | Fully Met | Substantially Met | Partially Met | Not Met |
| Actions to achieve this (incorporated in Team/School Plan) | By when? | | | | | | | | |
| How will this be measured/evidenced? | | Justification: | | | | | | | |

| Target 3 | | Outcome mid-year | | | | Outcome | | | |
|--|----------|------------------|-------------------|---------------|---------|-----------|-------------------|---------------|---------|
| | | Fully Met | Substantially Met | Partially Met | Not Met | Fully Met | Substantially Met | Partially Met | Not Met |
| Actions to achieve this (incorporated in Team/School Plan) | By when? | | | | | | | | |

| | | | | | | | | | |
|--------------------------------------|--|----------------|--|--|--|--|--|--|--|
| | | | | | | | | | |
| How will this be measured/evidenced? | | Justification: | | | | | | | |

Areas of strength

Areas to develop further

| |
|--|
| Specific training needs |
| |

| |
|--|
| Staff comments [optional] |
| |

This records the agreement of both parties to this record and a commitment to the agreed action and training plans.

| | | | | | |
|-----------------------------|--|------------------|--|--------------|--|
| Member of Staff: | | Reviewer: | | Date: | |
|-----------------------------|--|------------------|--|--------------|--|

Appendix 7 - ESW Appraisal and Performance Review Cycle

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | AUTUMN 1 | AUTUMN 2 |
|-------------------------------|--|---|-----------------------|--|-----------------------|---------------------------------------|--|-----------------|
| Trust Board and ESW Exec team | Headteacher's targets set | Appeals Process | Trust body monitoring | Incorporate pay progression into budget for forthcoming year | Trust body monitoring | Review policy | Headteacher's targets set | Appeals Process |
| | Pay and Performance Committee | | | | | | Pay and Performance Committee | |
| SLTs | Pay recommendations moderated | Reviewer training, development and support | | | | | Pay recommendations moderated | |
| | Objectives clearly communicated to staff | | | | | | Objectives clearly communicated to staff | |
| Reviewers | Reviews finalised and submitted | Monitoring, development and professional dialogue | | | | Review meetings held | Reviews finalised and submitted | |
| | | | | Interim review meetings | | | | |
| Teachers | Professional Development activity and impact | | | | | | Professional Development activity and impact | |
| | | | | Interim review meetings | | Attend and engage with review meeting | | |

