



Woolmore
Primary School

TEACHER APPRAISAL POLICY & GUIDANCE

September 2025

Appraisal Policy & Guidance 2025–26

For Teachers and Senior Leaders



Woolmore
Primary School

1. Purpose and Principles

The aim of appraisal at Woolmore is to provide a **supportive, developmental and fair** process that enables all teachers and school leaders to improve their professional practice and ensure high-quality education for all pupils.

This policy aligns with:

- The **Education (School Teachers' Appraisal) Regulations 2012**.
- DfE/NEU *Teacher Appraisal Guidance* (2024).
- The **Teachers' Standards (2012)**.
- Woolmore Primary School values for staff: **Team, Clarity, Care, Inclusion, Development, Ambition, Reflection**.
- School Improvement Priorities 2025–26: **Inclusion & SEND, Oracy, Year of Reading**.

Appraisal at Woolmore is based on the belief that:

- **Every teacher is entitled to professional growth.**
- **Effective teaching improves life chances for children.**
- **Workload must be manageable**, with no unnecessary paperwork or evidence collection, in line with DfE expectations.

Appraisal is **not** a capability procedure but a process that ensures staff receive support early and consistently.

2. Scope

This policy applies to all teachers and leaders employed at Woolmore Primary School **except**:

- Teachers on contracts under one term
- Early Career Teachers (ECTs)
- Staff currently in capability procedures

(As set out by the DfE guidance and Appraisal Regulations.)

3. Our Appraisal Culture

We aim to foster a culture where staff feel:

- Safe to discuss strengths and areas for development
- Empowered to engage in continuous learning
- Supported to enhance wellbeing and balance workload
- Confident in contributing to the wider school community

This aligns with our values of **Care, Team, Development, Clarity and Ambition**.

4. The Appraisal Cycle

Autumn Term

- Appraiser and appraisee meet to agree **three objectives**, success criteria and proportionate evidence.
- Evidence must be **already available through normal practice**, not specially generated.

Spring Term

- Mid-year review: professional dialogue, feedback, coaching, adjustments as needed.
- Any emerging concerns trigger *informal support*, not capability.

Summer / Early Autumn Term

- Final review and written appraisal report, including:
 - Assessment of objectives

- Review against Teacher Standards
 - Professional development needs
 - Wellbeing and workload discussion
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5. Appraisers

Appraisers are allocated annually based on Woolmore's current structure. See *school allocation list*

- Headteacher appraised by external adviser + governors.
- DHTs and AHTs appraised by the Headteacher.
- Teachers appraised by DHTs/AHTs /SENDCo /senior teachers, as appropriate.

All appraisers receive training and follow DfE guidance.

6. Setting Objectives

Each teacher and leader will have **three objectives**:

Objective 1 – Teaching, Learning and Standards

Aligned to the Teachers' Standards and strong classroom practice.

Success criteria include:

- High-quality, adaptive teaching for all learners
- Strong progress across the curriculum
- Purposeful learning environment
- Assessment used responsively
(Evidence: books, observations, pupil talk, assessment.)

Objective 2 – School Improvement Priority

Focus for 2025–26:

- **Inclusion & SEND**
- **Year of Reading**
- **Oracy**

Success criteria may include:

- Deep understanding of pupil needs
- Effective collaboration with SENDCo and Inclusion team
- Clear impact on pupil outcomes
- Embedding Woolmore's approach to oracy and reading

Objective 3 – Additional Area of Responsibility/Wider contribution

For subject leaders, team leaders, project leads, curriculum roles or wider school contribution.

Success measured through:

- Impact on pupils or staff
 - Monitoring, guidance and shared practice
 - Contribution to whole-school clarity and consistency
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7. Evidence and Workload

Evidence must be:

- **Limited**, proportionate and naturally occurring
- Agreed at objective-setting
- Not a portfolio or additional paperwork collection
(In line with DfE and NEU expectations.)

Sources may include:

- Lesson observations or learning walks
- Pupil books/floor books
- Pupil voice
- Assessment information

- Subject leadership documents

No teacher is expected to generate new data for appraisal purposes.

8. Development and Support

Professional development is central to Woolmore's culture. Opportunities may include:

- Peer coaching
- Networking and moderation
- Observing colleagues
- School visits
- NPQs or specialist training
- Research and reading
- CPD courses
- SEND training and collaboration

The school will ensure CPD aligns with priorities—Inclusion, Reading, Oracy—and teacher aspirations.

9. Informal Support

Where concerns arise:

- The appraiser meets the teacher promptly.
- Clear feedback, examples and expectations are given.
- A short-term improvement plan is agreed (usually **minimum 6 weeks**).
- Support may include coaching, mentoring, observations, planning support, CPD.
- Meetings are scheduled to review progress.
- Outcomes are recorded.

If improvement is sufficient, appraisal continues normally.

If not, transition to capability procedures (after discussion with HT).

Informal support is **developmental**, not punitive.

10. Assessment Against Teacher Standards

Assessment must consider:

- Stage of career
- Reasonable expectations
- Strengths and developmental areas
- Evidence linked directly to objectives

Teachers are not expected to provide evidence for every standard—professional judgement is used.

11. Wellbeing and Workload

Every appraisal includes a structured wellbeing discussion, drawing on Woolmore's values of **Care** and **Team**.

Discussions will include:

- Workload
- Working patterns
- Support needs
- Pressures or challenges
- What helps you thrive
- What school can change, reduce or improve

Staff may be signposted to pastoral support, coaching, counselling or external services.

12. Senior Leadership Team (SLT) – Additional Appraisal Guidance

Senior Leaders' appraisal aligns with teacher appraisal but includes additional expectations from the Woolmore **Values for Leaders: Team, Clarity, Care, Inclusion, Development, Ambition, Reflection.**

SLT objectives will assess the leader's impact on:

1. School culture and values

- Modelling professional trust, care and respect
- Leading with clarity and visibility
- Embedding inclusion and high expectations

2. Leadership of Teaching, Learning & Curriculum

- Driving improvement in Reading and Oracy
- Ensuring high-quality adaptive teaching across teams
- Supporting teachers to meet pupil needs including SEND

3. Systems, Processes and Strategy

- Implementing effective systems that reduce workload
- Monitoring consistency and impact across teams
- Leading improvement plans with clear evaluation cycles

4. Developing People

- Coaching, mentoring and building staff capacity
- Leading CPD aligned with school priorities
- Identifying and nurturing future leaders

5. Wellbeing, Safeguarding and Inclusion

- Creating safe, calm, inclusive provision
- Working proactively with SENDCo and DSL
- Ensuring staff voice and wellbeing are embedded in decision-making

SLT Evidence Sources

Proportionate and naturally occurring, such as:

- Team reviews and implementation monitoring
- Line management records
- Impact of CPD led
- Evaluations of curriculum or inclusion projects
- Pupil outcomes and engagement
- Monitoring completed as part of leadership role

13. Annual Report

The appraisee receives a written report including:

- Summary of objectives and outcomes
- Assessment against Teacher Standards
- Development needs
- Wellbeing and workload review
- Career aspirations

This informs next year's planning.

14. Appeals

Teachers may appeal any appraisal outcome following the school's Appeals Procedure.

15. Policy Review

This policy will be reviewed **annually**, reflecting changes in legislation, DfE guidance and Woolmore's School Improvement priorities.

Tracy Argent, Headteacher. November 2025