CAMS HILL SCHOOL
PERFORMANCE MANAGEMENT POLICY

Contents

Purpose

This document sets out the framework for a clear and consistent assessment of the overall performance of employees, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and other staff. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

Application

The Performance Management Policy is for all employees working within the school with the exception of those employees on contracts of less than one term, those undergoing induction (ie NQTs), and those who are subject to the Capability Procedure .

Performance Management Policy

1. Principles

1.1 Performance management in this school will be a **supportive and developmental** process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional practice and to develop in their careers.

1.2 The process of setting and reviewing performance objectives for staff in schools is an integral part of the school's overall approach to school improvement and development. Performance objectives will be written in such a way that they complement and link to the targets expressed in the school improvement/ development plan.

1.3 It is important to recognise that the objectives set for any member of staff will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual and, in addition, assessing and recognising the overall performance of that person in the job, including an assessment against any relevant standards/accountabilities.

1.4 Objectives will be set that reflect the role undertaken and the relevant priorities for that person at that time.

1.5 The process of performance management will be carried out in accordance with this policy, which is underpinned by the statutory regulations for teachers and local agreements for support staff.

1.6 Performance management will be carried out in such a way to ensure consistency of treatment and fairness.

1.7 The Governing Body and Headteacher will monitor the operation and effectiveness of the school's performance management arrangements.

1.8 The performance management process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to performance management information and documentation relating to the reviewee. However, in the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, is provided. Governors may also request an anonymised sample of performance management statements to enable them to perform their role in monitoring the effectiveness of the school's performance management system.

1.9 The Governing Body and Headteacher will ensure that all written performance management records are retained securely for six years and then destroyed.

1.10 Where an employee's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the school's Managing Staff Cover, Sickness and Absence Policy and Procedure. This is likely to lead to a referral to Occupational Health in order to assess the employee's fitness for work.

1.11   When assessing an employee through the performance management process, factors such as any periods of ill health, or maternity leave, will be taken into account as this may affect an employee's ability to meet their objectives.

2.   The Performance Management Cycle

2.1   The performance management cycle for the Headteacher and all teachers will run for twelve months, with the end of year review being completed by October for teachers, and December for the Headteacher, in reference to the previous academic year. The performance management cycle (Individual Performance Planning) for support staff will run for twelve months with the end of year review being completed by the end of March in reference to the current financial year. For Learning Support Assistants (LSAs) the end of year review will be completed by the end of October.

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

2.3   The performance management cycle will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay recommendation will take place by the end of October each year for pay decision by the Governing Body Pay Committee (December for the Headteacher) and is informed by the performance management cycle concluding at the end of the previous academic year (31 August). In the case of support staff who are performance managed via the Individual Performance Planning (IPP) process, the end of year review will be completed by the end of March (by October for LSAs) in order for decisions about pay to be made, effective from 1 April each year.

3.   Appointing Reviewers

3.1   The Headteacher's performance will be reviewed by the Governing Body, supported by a suitably skilled external adviser who has been appointed by the Governing Body for that purpose.

3.2   In this school the task of reviewing the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body and an External Advisor (LLP). The appointed Governors will be known as the Headteacher Performance Management Committee (HPMC).

3.3   Given the close working relationship between the Headteacher and the Chair of Governors, it would not normally be appropriate for the Chair of Governors to be part of the HPMC.

3.4   The Headteacher will decide who will review other teachers and support staff; however, this will normally be the employee's line manager. The Headteacher has the discretion to delegate the review process to other employees who will normally be line managers. Reviewers will have the necessary knowledge and training in order to undertake this role.

3.5   Where performance concerns arise (see section 6), the Headteacher may re-delegate the reviewer role to a Senior Leader or undertake the role of reviewer themselves.

4.   Setting Objectives

4.1   The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. At least one of the targets for the Headteacher will relate to outcomes for pupils.

4.2　　Objectives for each employee will be set before, or as soon as practicable after, the start of each performance management cycle. In setting objectives, reviewers will have regard to what can reasonably be expected given the employee's role and level of experience. The level of expectation of an employee's performance must also be communicated at the outset of the performance management cycle. For example, where the school has been explicit that to achieve their improvement plans teaching needs to be good or above, this expectation must be clearly communicated to all staff.

4.3　　In this school, the expectation is that the quality of teaching will frequently be outstanding and never less than consistently good.

4.4　　The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school, and will take into account the outcomes for pupils. Objectives will also take into account the professional aspirations of the employee.

4.5　　Objective setting will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

4.6　　Before, or as soon as practicable after, the start of each performance management cycle, each teacher will be informed of the standards, objectives and success criteria against which that teacher's performance in that performance management cycle will be assessed.

4.7　　Before, or as soon as practicable after, the start of each performance management cycle, each member of support staff will be informed of the key accountabilities against which that employee's performance in that performance management cycle will be assessed, for example those contained within the role profile applicable to that employee.

5.　　Reviewing Performance

5.1　Evidence

Evidence will be obtained by which to assess an employee's performance. Such evidence will be triangulated in order to complete an overall assessment of the employee's performance and determine a Performance Rating. This will include their performance against their objectives and the relevant Standards (Teachers)/key accountabilities (Support Staff). Evidence will include:

5.1.1　Evidence from Monitoring/Learning Walk/Drop-in

This school believes that observation of teaching for learning and other responsibilities is important in order to identify strengths and areas for self-improvement. Monitoring teaching for learning is also used to inform school improvement more generally.   Feedback from monitoring/learning walks/drop-ins will be developmental and not simply judgemental and will be used as part of the assessment of an employee's performance. The Quality of Teaching for Learning Evidence Record and Lesson Observation form are attached in Appendix 1.

Monitoring of teachers will normally be carried out by those with QTS. In addition to observation for evidence gathering against objectives, the Headteacher and other Senior Managers with responsibility for standards

in the classroom may drop in to evaluate standards of teaching and to check that high standards of professional performance are established and maintained.

5.1.2   Evidence from Continued Professional Learning

In this school we recognise the value of continued professional learning and the impact it has on the quality of teaching for learning, pupil outcomes and to enable colleagues to fulfil and evolve roles and responsibilities. Objective setting requires employees to actively engage in regular Continued Professional Learning activities with expected learning outcomes along with measurable impact. Employees need to discuss and agree Continued Professional Learning with their line manager. Evidence of the impact of Continued Professional Learning will be used as part of the assessment of an employee's performance.

5.1.3   Evidence from Research and Development

Teachers are required to engage in research to develop their pedagogy. Teachers will follow a line of enquiry, will trial approaches and collaborate with others to develop their teaching practice in a chosen context that reflects school improvement/subject improvement priorities. Evidence of this research and its impact will be used as part of the assessment of an employee's performance as agreed and discussed with their line manager.

5.1.4   Pupil Progress and Attainment

Rates of pupil progress and levels of attainment as pertinent to the teacher's role will be used in assessing a teacher's performance against the Teachers' Standards and, where relevant, against objectives.

The HPMC, with advice from the External Adviser, will review levels of pupil attainment, rates of pupil progress and whole school performance in their assessment of a Headteacher's performance in addition to other objectives that may have been set.

Where support staff are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

5.1.5   Work Sampling

Work sampling may be used in assessing teacher performance against the standards for the role, and where relevant, against objectives.

5.1.6   Other Evidence

Other evidence may be considered, where it is pertinent to the objectives set and the standards (Teachers)/accountabilities (Support Staff) for the role.

Examples of such evidence may include (but are not limited to):

Teachers
- Short, medium and long-term planning;
- Effective deployment and management of classroom-based support staff;

- Discussions with pupils

The Headteacher
- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews;
- RaiseOnline and other performance tables.

Support Staff
- A sample of written correspondence produced (administrative staff);
- A sample of budget correspondence (finance staff);
- A sample of health and safety monitoring (site staff);
- Examples of displays and resources prepared (classroom-based support staff).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers and, for line managers, their team members.

5.2   Feedback

5.2.1   Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation/monitoring has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support. Where there are any concerns about any aspects of an employee's performance, this will be managed in accordance with Section 6 of this policy.

5.3   Annual Assessment

5.3.1   Every employee's performance will be formally assessed in each performance management cycle. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

5.3.2   This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed throughout the year in interim meetings. An interim meeting will take place on at least one occasion but no more than three during the cycle depending on need.

5.3.3   An employee will receive a written performance management overview statement as soon as practicable following the end of each performance management cycle. The employee will have the opportunity to comment on this. Teachers will receive their written performance management statement by 31 October (31 December for the Headteacher). Support staff will receive their performance management overview statement by 28 February.

The performance management statement will include:

- an assessment of the employee's performance of their role and responsibilities against their objectives in the last performance management cycle;
- an assessment of the employee's performance of their role and responsibilities against the standards/accountabilities for their role in the last performance management cycle;
- summary of the evidence considered to support the decisions made;
- a performance management rating;
- a recommendation on pay based on performance in the last performance management year (where this is relevant).

A rating of:		Will mean for pay progression:	
	UPR	Classroom and those with TLRs	Leadership employed on 2015 arrangements (para 3.4.1.1)
Exceptional performance:	Two points salary progression	Three points salary progression	Three points salary progression
Achieved expectations:	One point salary progression	Two points salary progression	Two points salary progression for achieved expectations to a good standard
			One point salary progression for achieved expectations
Meets minimum expectations with some development required:	No salary progression	Consider one point salary progression - teachers with 1 or 2 years' experience only	No salary progression
Inadequate:	No salary progression	No salary progression	No salary progression

A rating of:	Will mean for pay progression
Exceptional performance	Individuals who are rated as 'exceptional performance' will receive: a step increase within the limit of the normal salary range; they may also receive a one off payment of 3% if the Headteacher considers this to be appropriate **or**, in exceptional circumstances, accelerated step progression within the limit of the normal salary range.
Achieved expectations	Individuals who are rated as 'achieved expectations' will receive: a step increase within the limit of the normal salary range.
Improvement required	No step increase.

The employee will also receive a new performance management statement for the new performance management cycle. This will include:

- details of the employee's objectives for the new performance management cycle;
- details of the standards/accountabilities to apply in the new performance management cycle;
- an assessment of the employee's current training and development needs and identification of any action that should be taken to address them in the new performance management cycle;
- an indication of when monitoring will take place.

5.3.4   The assessment of performance against the objectives and standards will inform the planning process and training and development needs for the next performance management cycle.

5.3.5   All staff and reviewers are encouraged to also use performance management meetings to discuss other matters pertinent to their employment.

5.3.6   With the exception of the Headteacher pay recommendation, all pay recommendations arising out of the performance management process must be approved by the Headteacher before being shared with the individual member of staff to whom the recommendation relates, and referred to the Governors' Pay Committee. The HPMC must also refer their recommendation to the Governors' Pay Committee.

5.4   Moderation of Performance Management Statements

5.4.1   The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of performance management statements to ensure consistency and equality of treatment.

6.   Dealing with Performance Concerns

6.1   The majority of employees are competent in their role for the majority of the time. On occasions, however, an individual's performance can be deemed to be below accepted standards and support is needed to help them re-attain and sustain the required level of performance.

6.2   Concerns about performance will be addressed at the time they are identified and not left to the employee's next performance management meeting. This will assist the employee to recognise issues at an early stage.

6.3   Performance concerns may be identified by the reviewer or by a Senior Leader/Headteacher. Where a concern is identified that is likely to require structured managerial support, the Headteacher may re-delegate the reviewer role to a senior manager or undertake the role themselves. A reviewer must notify the Headteacher where they identify performance concerns and confirm how the Headteacher intends to proceed.

6.4   Concerns about the performance of the Headteacher may be identified by an individual or combination of sources. Where a concern is identified via the HPMC, the Chair of the HPMC must notify the Chair of Governors. Where the concern is notified to the Chair of Governors, the Chair of Governors must notify the Chair of the HPMC. In both circumstances, the Chair of the HPMC will review the evidence available with the school's School Improvement provider to determine how to proceed.

6.5   Where it is necessary to take forward a performance concern in respect of the Headteacher, this will be undertaken by the HPMC, with professional advice from the school's School Improvement provider, and the Chair of Governors will be kept appraised of the situation.

6.6   When raising performance concerns with an individual, the Headteacher/Senior Leader/HPMC will take into account any factors which may be having an impact on the employee's ability to perform their duties. However, such factors in themselves do not negate the need to address performance concerns.

6.7   Whilst there are not formal rights of representation at this stage, employees are encouraged to contact their Professional Association or Trade Union Representative for advice and support.

6.8   Identifying when Performance is Deemed to be Below Accepted Standards

6.8.1   The Headteacher/Senior Leader/HPMC may consider a member of staff to be underperforming where:

- the standard of performance falls below that which is required to meet or make progress towards a specific performance management objective; and/or
- the standard of performance falls below that which is required to meet the expectations of a particular

role in their school; and/or
- the performance falls below the relevant standards/accountabilities for the role; and/or
- the overall school performance falls below that which is required (in the case of the Headteacher).

6.8.2   Upper Pay Range and TLR holders are expected to meet the professional duties and standards relevant to their role as well as the core standards that apply to all teachers. If the Headteacher/Senior Leader has evidence to show that an employee is no longer meeting the expectations of their role, these concerns will be addressed with the individual promptly.

6.8.3   Where the school has clearly communicated a level of expectation, the Headteacher and senior leaders may consider a member of staff to be underperforming if they are not reaching this level of expectation.

6.9   Determining Possible Initial Courses of Action

6.9.1   Depending on the severity of the underperformance, the Headteacher/Senior Leader/HPMC need to take a view as to the proportionate response. This may include:

- an early conversation to confirm the expected standards of the role;
- coaching/mentoring support;
- structured managerial support;
- consideration of application of the Capability Procedure (exceptional circumstances or concerns).

An early conversation and coaching/mentoring support will only be used on their own to support low level or early stage concerns where these may be an effective measure. Where the performance concern is more significant or continues, structured managerial support will normally be put in place.

6.10   Structured Managerial Support

6.10.1 Where a performance concern has been identified that requires additional support, a discussion will be held between the Headteacher/Senior Leader/HPMC and the employee. The outcome of the meeting will be to identify what steps will be taken to assist the employee to improve their performance and move to the required standard. (In cases involving the Headteacher, the HPMC will normally invite the school's School Improvement provider to provide support at this meeting.) The discussion will include:

- what area(s) of performance is/are of concern;
- what improvement is required/the standard the employee needs to meet;
- the timescales in which this is to be achieved (these will vary depending on the issues identified);
- the support that will be provided to assist the employee;
- how frequently the performance/progress will be monitored and reviewed;
- the seriousness of the issue and potential consequences of improvement not being achieved.

6.10.2 The employee will be invited to provide his/her point of view on the shortfall in performance and whether they believe there is an underlying reason. The employee will also be asked to identify what support they feel they need in order to achieve the required improvement, and the Headteacher/Senior Leader/HPMC will indicate what support they intend to put in place.

6.10.3 The key outcomes of the discussion will be recorded in writing and shared with the individual. The written record of the discussion will be placed on the individual's personal file and a copy given to the employee.

6.10.4   Review meetings will be held at the agreed timescales to review progress towards targets set and the appropriateness of the support being given. At these meetings, any improvements will be communicated to the individual as well as the remaining gap between their current level of performance and the expectations set. The outcome of these meetings will also be recorded in writing and a copy shared with the individual.

6.10.5   The purpose of any structured managerial support programme is to assist the employee to achieve the necessary improvement within the agreed timescales. Where this is successful the Headteacher/Senior Leader/HPMC will confirm this at the relevant review meeting and record this in writing to the employee. The employee will be informed that the improvement in their performance must be sustained.

6.10.6   If the employee is not making the necessary progress towards the required improvement, the employee will be informed that failure to achieve this may lead to the Capability Procedure being applied (see separate document entitled 'Capability Procedures'). The Headteacher/Senior Leader/HPMC will make a judgement about when to communicate this, given that it may not be appropriate to do so during the first discussion. However, if a move to the Capability Procedure is a likely outcome, the potential for this must be communicated to the member of staff in good time. It must be recorded in writing that the employee has been informed of the potential consequences should their performance not meet the required standard. If the necessary improvement is then not achieved within the agreed timescales, the Headteacher/Senior Leader/HPMC will need to consider use of the Capability Procedure.

6.10.7   Where the employee has initially made the required improvement but this performance has not been sustained independently over a 6-month period, the Headteacher/Senior Leader/HPMC will need to consider use of the Capability Procedure.

6.11   Bypassing Structured Managerial Support

6.11.1   In most circumstances a structured managerial support programme will be put in place prior to the Capability Procedure being used. However, the Headteacher/Senior Leader/HPMC may determine that it is appropriate to move straight to the Capability Procedure, in the following circumstances:

- the employee's performance is putting the health and safety of pupils and/or staff at risk;
- the employee's performance is putting the education of pupils in serious jeopardy;
- the employee's performance has not been sustained independently for six months at an accepted level following an earlier managerial support programme.

6.12   Transition to the Capability Procedure

6.12.1   At any stage the Headteacher/Senior Leader/HPMC may consider a transition to the Capability Procedure (see separate document entitled 'Capability Procedures'). The Headteacher/Senior Leader/HPMC will have specific regard to:

- the nature and severity of the underperformance;
- the impact on pupils and colleagues both in the short and longer term;
- the likely and required timescale for improvements to be made;
- the engagement of the employee in the programme.

6.12.2   In a typical case, if a managerial support programme has been in place and the issues have not resolved after four school weeks/half a term then it would be appropriate to consider moving onto the Capability

Procedure. However, when determining how long to wait before moving onto the Capability Procedure, the Headteacher/Senior Leader/HPMC will give consideration to the circumstances of the case, in particular the factors listed under paragraph 6.12.1 above. In such circumstances where the Headteacher/Senior Leader/HPMC determine a need to consider the application of the Capability Procedure, the employee will be invited to attend a meeting at which such a consideration will be undertaken. The individual will be given the opportunity to be accompanied at the meeting by a Professional Association/Trade Union Representative or work colleague and be provided with a copy of the Capability Procedure in advance. The meeting will be arranged in accordance with Section 3 of the Capability Procedure (Stage 1 – Formal Meeting).

6.12.3 At this meeting, depending on the level of concern, the responses of the employee, the progress so far, and whether the Headteacher/Senior Leader/HPMC feels improvement is likely to be seen in the necessary time frame, the Headteacher/Senior Leader/HPMC will decide either to continue to offer a further period of managerial support or to confirm that the employee will now be moved onto the Capability Procedure.

6.12.4 Should the Capability Procedure commence, performance management will be suspended.

APPENDIX 1 QUALITY OF TEACHING FOR LEARNING EVIDENCE RECORD

Date: ……………………………………….		Class/Group: ……………………………………………	
Purpose *Please highlight*	PMR/CPL/Interview/Other	**Observer/ Reviewer:** …………………………………………….	
Activity *Please highlight*	Data Review / Lesson Observation (Full or Part) / Discussions with Pupils / Work Scrutiny / Other	**Teacher/ Reviewee:** ……………………………………………..	
Focus		*Please attach the data profile for the class/group observed*	

Areas of strength
(*and impact on learning/progress*)

Examples of exceptional teaching, knowledge and practice *(and impact on learning/progress)*

Areas to develop

Signed Observer/Reviewer: ………………………………………………………… Date: …………..………………

Signed Teacher/Reviewee: …………………………………………………………. Date: …………………………

	Green		**Red**	
1. Use of assessment in planning	Assessment information is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils.	Assessment information is used to set tasks that are well matched to pupils' prior attainment.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Assessment information is not used effectively in planning.
2. Level of challenge	The teacher demonstrates deep knowledge and understanding and work is pitched at a level that is appropriate to the individual. It is challenging - success is achievable only if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level.	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard.
3. Use of LSAs	LSAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs.	LSAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	LSAs do not support meeting the needs of groups of pupils, so their learning is limited either by too much being done for them, rather than being helped to do the work for themselves, or by too little support being provided.
4. Opportunities to develop reading, writing, communication and maths	The work includes appropriate opportunities to embed reading, writing and communication and mathematics where appropriate, exceptionally well, as well as providing opportunities for extending wider skills, such as research and co-operative working.	The work includes some opportunities to develop pupils' skills in reading, writing, and communication and mathematics where appropriate.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	No opportunity to develop pupils' skills in reading, writing and communication and mathematics where appropriate. They do not make sufficient progress because they are unable to access the curriculum.
5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported.	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Pupils are bored by the strategies and tasks, and may become disruptive.
6. Pace and depth of learning	Lessons are planned effectively and make maximum use of lesson time. Resources are well coordinated. The pace of learning is optimised throughout the lesson. Content is introduced progressively and pupils are identified and supported to catch up should they fall behind. Adequate time is given for pupils to practice and embed securely new knowledge, understanding and skills.	Lessons are planned effectively and help pupils learn well. Time is used productively and the pace of learning is good. The teacher develops, consolidates and deepens pupils' knowledge, understanding and skills. Those who start to fall behind are identified and supported effectively; the teacher intervenes quickly to help these pupils improve their learning. Sufficient time is given for pupils to review what they are learning and to develop further.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	The pace of learning is slow because pupils are held back e.g. by having to wait for the teacher or other members of the class. The teacher does not develop pupils' knowledge, understanding and skills.

	Green		**Red**	
7. Use of questioning	Questioning is used highly effectively and to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure.	Questioning is used skilfully to tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment.
8. Assessment of learning during lessons	Teachers check pupils' understanding systematically and effectively. Formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work.	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.
9. Feedback	Feedback is incisive, frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps (in line with policy). Pupils use this feedback effectively.	Feedback is frequent and regular and pupils know what they need to do to improve (in line with policy). Pupils use this feedback well.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Feedback is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved.
10. Corrections	The teacher ensures that corrections are carried out and any missing work is completed.	The teacher ensures that corrections are carried out and most missing work is completed.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	There is no insistence that corrections are carried out or that any missing work is completed.
11. Homework	Homework is challenging (appropriate for age and stage of pupils). It is varied and serves to consolidate learning and deepen understanding and prepare pupils very well for work to come.	Homework is set (appropriate for age and stage of pupils). It serves to consolidate learning and prepare pupils well for work to come.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons.
12. Equality of opportunity and recognition of diversity	The teacher is quick to challenge stereotypes and the use of derogatory language in lessons. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide a comprehensive understanding of people and communities beyond their immediate experience.	The teacher is quick to challenge stereotypes and the use of derogatory language in lessons. The teacher promotes equality of opportunity and diversity in teaching and learning.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	The teacher does not promote equality of opportunity or understanding of diversity effectively and discriminates against the success of individuals or groups of pupils.