



# Personalised Appraisal for Teachers

The Governing Body of Gascoigne Primary School adopted this policy Autumn Term 2015. It will be reviewed annually or in line with regulatory changes, policies and best practice.

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## **Introduction**

This policy supersedes all other previous appraisal policy and guidance, and reflects relevant statutory requirements and guidelines.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall professional progress of teaching staff, including the head teacher, and for supporting their development within the context of Gascoigne Primary School's plan for improving educational provision and performance, and the standards expected of teaching staff. It also sets out the **informal** arrangements that will apply when teaching staff fall below the levels of competence that are expected of them.

### **Application of the policy**

**This policy covers personalised coaching to support professional development, applies to the head teacher and to all teachers employed by the school or local authority.**

### **Personalised Appraisal to Support Professional Development**

Personalised Appraisal at Gascoigne Primary School will continue to be a **supportive and developmental process** designed to ensure that all teaching staff have the skills and support they need to carry out their role effectively. It will help to ensure that teaching staff are able to continue to improve their professional practice and to develop as professionals.

### **The Personalised Appraisal Period**

The appraisal period for teachers will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August. Other teaching staff will run from 1<sup>st</sup> November to 31<sup>st</sup> October and by 31<sup>st</sup> December for the head teacher. The cycle will begin with a planning meeting and will end with a review meeting. Mid-year review meetings may also be held if agreed and considered necessary.

Teaching staff who are employed on a fixed term contract of less than one year will have their professional progress developed in accordance with the principles underpinning this policy.

**The length of the period will be determined by the duration of their contract.**

There is flexibility to have a longer or shorter 'Appraisal' period when teaching staff begin or end employment with a school or local authority or when unattached teaching staff change post within the same authority.

### **Appointing Team Leaders**

**The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.** In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The head teacher will decide which Senior Leaders will coach, develop and measure progress of other teaching staff. As line managers, the senior leaders will have senior status in the staffing structure than the appraisee. Where a member of teaching staff is of the opinion that the person to whom the head teacher has delegated these duties to is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that Senior Leader to be replaced, stating those reasons. A head teacher requesting an alternative senior leader should send the request to the Chair of Governors. Where their request for change is not accepted, the reasons for this should be explained in writing by the head teacher (or in the case of the head teacher the Chair of Governors).

### **Setting Objectives**

**The head teacher's objectives will be set by the Governing Body after advice and support from the external Link Adviser.**

**Objectives for each teaching staff member will be set, following consultation with them, before, or as soon as practicable after, the start of each 'Appraisal' period and no later**

**than 31<sup>st</sup> October.** The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to their role, level of experience and considering the professional duties and the teaching member of staff's work life balance. To this end, the objectives will be clearly defined, with team leader and member of teaching staff clear about what success will look like and how pay progression will be measured. The team leader and teacher will seek to agree the objectives but, if that is not possible, the team leader will determine the objectives. Where a teaching member of staff's request for change is not accepted, the reasons for this should be explained in writing by the team leader and be appended to the planning and review statement together with their request. Objectives may be revised if circumstances change.

**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 standards of the school and pupil achievement.** This will be ensured by quality assuring all objectives against the progress of pupils and quality of teaching. They shall also take account of the teaching professional's aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school. In line with the aspirations of the school, objectives should be reasonable and achievable. For support teaching personnel, 2 targets would be reasonable. Three objectives are considered the norm for all teachers, including those with management responsibilities i.e. those with TLRs. Targets will be agreed by both parties in the meeting and will further the professional excellence of the teaching professional and the progress and enjoyment of pupils at the school.

**Before, or as soon as practicable after, the start of each 'personalised appraisal's period, each teaching member of staff will be informed of the standards against which that teaching member of staff's professional development in that 'personalised appraisal' period will be assessed.** All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in June 2013. The head teacher or governing body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. Teaching support staff will be assessed against 'The National Occupational Standards for Supporting Teaching and Learning' (March 2012).

### **Reviewing Professional Progress**

Professional progress will be measured in line with the Teacher Standards which outline key areas; these will be monitored in the following ways.

- ***Set high expectations which inspire, motivate and challenge pupils*** through: Lesson observation, planning and recorded learning monitoring, pupil voice and progress and attainment data.
- ***Demonstrate good subject and curriculum knowledge*** demonstrated in: lesson observations, recorded learning and planning monitoring, pupil voice, progress and attainment data.
- ***Plan and teach well-structured lessons*** monitored through lesson observation, recorded learning, planning monitoring, pupil voice and progress and attainment data.
- ***Adapt teaching to respond to the strengths and needs of all pupils*** demonstrated in lesson observation, planning monitoring, recorded learning monitoring, pupil voice, progress and attainment data.
- ***Make accurate and productive use of assessment*** demonstrated in Pupil Progress meetings, Inclusion Surgeries, planning monitoring and lesson observation, progress and attainment data.
- ***Manage behaviour effectively to ensure a good and safe learning environment*** demonstrated through pupil voice interviews, learning environment monitoring, pastoral care and guidance monitoring, lesson observations and learning walks.

Evidence of the above monitoring will be recorded in the teachers' Individual Personalised Appraisal Profiles.

Teaching appraisal Profiles evidence folders, which include Pupil Progress meeting information will be used as an integral part of the coaching meeting.

*See Appendix A – Teacher’s Appraisal Statement*

*See Appendix B – Teachers Standards*

*See Appendix C – Classroom Visit Protocol*

### **Classroom Visits**

Staff and Governors of Gascoigne Primary School believe that classroom visits are important both as a way of assessing teachers’ professional progress, in order to identify any particular strengths and areas for development they may have, and for gaining useful information which will lead to the improvement of the quality of teaching and attainment of pupils.

All visits will be carried out in a supportive and developmental manner. Classroom visits will include a focus on teaching and learning, the learning environment, recorded learning and pupil feedback.

At Gascoigne Primary School, classroom visits will follow the ‘Classroom Visits protocol’. Classroom visits will only be carried out by those with QTS and that those involved in the process will:

- give sufficient notice to the teacher but not less than 5 working days;
- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

### **Area for Review**

As outlined in ‘Classroom Visits protocol’, a range of information will be gathered to inform a decision regarding the quality of teaching and learning within a classroom.

### **Development and Support**

‘Personalised Appraisal’ is a **supportive** process which will be used to inform continuing professional development. Gascoigne Primary School wishes to continue a culture in which all teaching staff takes responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

### **Feedback**

Teaching staff will receive constructive feedback on their development throughout the year. Verbal feedback will be given within 48 hours and written feedback within five days after the observation has taken place or at any occasion when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need to be developed further.

### **Annual Assessment**

**Each teacher’s professional development will be formally assessed in respect of each ‘Personalised Appraisal’ period.**

**In assessing the performance of the head teacher, the Governing Body must seek advice and support from the external Link Adviser.**

This assessment is the end point to the annual ‘Appraisal’ process, but performance and development priorities may be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place termly.

**The teacher will receive as soon as practicable following the end of each ‘Personalised Appraisal’ period – and have the opportunity to comment in writing on - a written ‘Appraisal Professional Development’ review.** At Gascoigne Primary School, teachers will receive their written reports and their pay award recommendation by 31<sup>st</sup> July (by the end of December for the Headteacher).

**The 'Personalised Coaching' targets will include:**

- details of the teacher's objectives for the 'Personalised Appraisal' period in question and whether or not they were met;
- an assessment of the teacher's professional development progress of their role and responsibilities towards their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression.

**The rationale for pay awards is contained within the Gascoigne School Pay Policy. Pay recommendations will be made by 31 December for head teachers and by 31<sup>st</sup> July for other teachers;**

Each teacher will be informed of the recommended salary (subject to agreement from the Pay and Personnel Committee) by the head teacher. The teacher then has 5 days to make written representations and / or request a meeting with the Reviewer. If written representations are made and / or a meeting takes place the head teacher then informs the teacher of the final recommendation, whether or not this has changed, again giving reasons, which is to be put to the governing body. Each recommendation will be presented to the appropriate committee of the Governing Body.

The assessment of professional development towards objectives and of training and development needs will inform the planning process for the following 'Personalised Appraisal' period.

**Confidentiality**

The 'Personalised Appraisal' processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the 'Personalised Appraisal' system. The head teacher will review all teachers' objectives and written 'Personalised Appraisal' records personally, in order to check consistency of approach and expectation between different team leaders. The head teacher will decide on any pay recommendations that have been made. Teachers will be told who has requested and has been granted access to assessments.

**Dealing with Concerns in Professional Progress towards Objectives**

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

Where there are concerns about any aspects of the teacher's progress towards achieving their professional objectives, a 'transition meeting' will be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure. In this event, further support will be granted through the appraisal procedure and the team leader will:

- arrange a programme of intensive support for between 2 to 6 weeks depending on the individual circumstances. If progress made is sufficient, then senior leaders will continue to monitor under the school's annual cycle of professional development.
- If the progress made is deemed insufficient, then the team leader will determine with a deputy headteacher, if the teacher needs to be moved to the informal stage of capability. If no – senior leaders will continue to monitor under the school's annual cycle of professional development. If yes, the team leader will then arrange a structured meeting with the teacher informing them that the 'informal stage' of the Capability Procedure has now begun (4 weeks), giving them the right to be accompanied by a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent, 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 further support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

- the school will expect significant improvement against their objectives at the end of 4 weeks;
- if no – or insufficient – improvement is made by that time then Formal Capability Procedures will be invoked (Not NQTs).

When progress is reviewed, if the team leader is satisfied that the teacher has made, or is making, sufficient improvement, the 'Personalised Appraisal' process will continue as normal, with any remaining issues continuing to be addressed through that process.

If the team leader is not satisfied with progress within the time specified, the teacher will be notified in writing that the 'Personalised Appraisal' process will no longer apply and that their performance will be managed under the Capability Procedure, and will be invited to a formal capability meeting (not NQTs). The capability procedures will be conducted as in School's Teacher Capability Policy.

**Please refer to Pay Policy**

### ***General Principles Underlying the Policy***

#### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

#### **Definitions**

Unless indicated otherwise, all references to "teacher" include the head teacher.

#### **Delegation**

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

#### **Monitoring and Evaluation**

The governing body and head teacher will monitor the operation and effectiveness of the school's 'Personalised Appraisal' arrangements. The head teacher will provide the governing body with a written report on the operation of the school's 'Personalised Appraisal' policy annually. The report will not contain any information which would enable any individual to be identified.

#### **Retention**

The governing body and head teacher will ensure that all written 'Personalised Coaching' records are retained in a secure place for six years and then destroyed.

This Policy will be reviewed annually.

**Next Review September 2023**



**Appraisal  
2022/2023**

Reviewee:

Job title:

Current pay point:    MPS                      UPS                      TLR

Reviewer:

**Planning section**

<p><b>Teachers’ Standards:</b> All teachers are expected to meet the standards expressed in the DfE document at all stages in their career. These standards set the minimum requirements for teachers’ practice and conduct. They are used at Gascoigne to assess teachers’ performance, to identify development needs and plan professional development.  <a href="https://www.gov.uk/government/publications/teachers-standards">https://www.gov.uk/government/publications/teachers-standards</a></p> <p><b>Standards for UPS:</b>  <a href="https://www.rbkc.gov.uk/pdf/Post%20threshold%20standards.pdf">https://www.rbkc.gov.uk/pdf/Post%20threshold%20standards.pdf</a></p>
<p><b>Objective 1: whole-school</b></p> <p><b>SIDP Key issue 1</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Objective 2: Class (linked to data)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Objective 3: Personal development (with reference to the Job description, UPS, TLR, Gascoigne 101) and wider school contribution (TS8)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Amount, timing and focus of planned classroom observation (as appropriate):</b>                  Up to 3 hours with the focus chosen from the school development plan priorities.</p>
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<p>Support, training and development (as appropriate):</p>
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Timescales for completion: July 2023

Eligibility for pay progression at the end of the cycle: Yes / Not applicable

Reviewee's comments:

Signed (Reviewee)

Signed (Reviewer)

Date:

***The reviewee is to keep one signed copy and give one signed copy to the HT for moderation purposes, this will be filed in the Teacher's Personnel file.***



# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

**A teacher must:**

### 1 Set high expectations which inspire, motivate and challenge pupils

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

### 2 Promote good progress and outcomes by pupils

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

### 3 Demonstrate good subject and curriculum knowledge

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

### 4 Plan and teach well-structured lessons

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

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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

## **6 Make accurate and productive use of assessment**

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

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

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

## **8 Fulfil wider professional responsibilities**

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

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## ***'Towards Outstanding Practice'***

### **Classroom Visit Protocol**

Gascoigne Primary is committed to ensuring that classroom visits are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom visits are to be carried out;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

#### **PRIOR TO THE VISIT**

In keeping with Gascoigne's commitment to ensure classroom visits are supportive and developmental the head teacher will:

- share the pattern of classroom visits with teachers and seek agreement on these arrangements;
- arrange for each senior leader to be paired up with a subject leader and visit one class within each year group;
- provide teachers with the yearly overview in September and the date and time will be shared with individual teachers three weeks before the classroom visit;
- arrange, as far as possible, for all visits to take place at a time agreed between the teacher and the SLT member;
- ensure that there is a reasonable amount of time between classroom visits throughout the year – not more than one per term;
- ensure that constructive oral and written feedback is provided.

**The Lesson Visit Overview will be shared at the start of the academic year or as soon as they are available and will include details of:**

- the classroom visit weeks per term for each subject;

- the duration of the visit.

In order that classroom visits are kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and maintaining teachers' well-being, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the head teacher to discharge her duty to evaluate the standards of teaching and learning and to ensure that proper standards of performance are established and maintained.

## **FEEDBACK**

Oral discussion will follow as soon as possible after the classroom visit and no later than the end of the following working day. It, where possible, will be given during directed time but this may not always be possible.

Agreed written feedback, following the oral discussion, will be provided within five working days of the classroom visit.

The written record of feedback will include: the date on which the visit took place; the subject observed and the length of the lesson visit. In addition to this, strengths and development points will be detailed; the teacher also has the right to add written comments to the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept.

Teachers will be provided with a signed copy of the feedback document.

## **ABSENCE DURING SCHEDULED CLASSROOM VISIT**

If a teacher is absent on the day of their scheduled classroom visit, this will be rearranged with them on their return to work.

## **FOLLOWING THE CLASSROOM VISIT**

To ensure the children at Gascoigne Primary receive the best education possible and our teachers are given opportunities for continued professional development to enable this – please see flowchart below.

# Example:

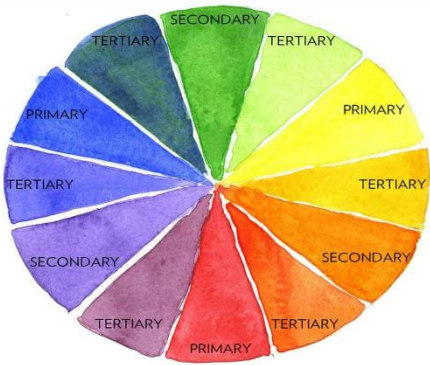
## T+L Review: Classroom Visit Feedback

**Date:** 15<sup>th</sup> November 2019  
**Time:** 9:30am

**Teacher:** Joanne Preston  
**Subject:** Art and Design

**Year Group/Class:** 6/Gold  
**Objective:** To explore colour mixing.

Leaders please ensure that you are referring to the Teacher Standards overleaf and refer to in Key Strengths / Areas for Development (E.g. TS1/1,2,3)

<ul style="list-style-type: none"><li>• <b>Focus on developing the skills required to meet the expected NC outcomes</b> <i>(Appropriate pitch / Skills-focussed LO / Developmental learning steps evident across lessons on MTP)</i></li></ul> <p><b>Progression throughout lesson:</b> Success criteria shared and discussed with children. Children were introduced to primary/secondary and tertiary colours through a colour mixing chart, Children observed and discussed the painting 'Memory of the Garden at Etten' by Van Gogh listing colours, classifying them under 'primary' 'secondary' 'tertiary'; Teacher used the Double Primary mixing system and modelled mixing of powder paint, 'paste' consistency and modelled use of paint brush – hand grip (hold like a pencil), pointed tip etc.</p>	
<ul style="list-style-type: none"><li>• <b>Clear presentation of subject matter / explanation of concepts</b> <i>(Resources / explanations / modelling strategies / language / learning walls / displays / peer support)</i></li></ul> <p>Teacher referred to Post-Impressionism and Impressionist art movement. Impressionist artists did not want to paint pictures which looked like photographs but created the feeling of a scene and what it looked like to them. Teacher constantly reinforced vocabulary related to lesson: primary, secondary, tertiary, colour, mixing, palette, apply, strokes etc</p>	
<ul style="list-style-type: none"><li>• <b>Promotion of discussion</b> <i>(Enquiry + discussion-based learning / Integral talk opportunities / open-ended discussion facilitated)</i></li></ul> <p>While children were painting, the teacher talked to the children about the life of Vincent Van Gogh and showed other paintings; teacher spoke about his life and how he wanted his art to be understood and appreciated by others, that he was considered very talented now but ahead of his time then and that his art was not understood. Philosophical discussion followed about how society should respond to those who have ideas/opinions different from the norm.</p>	
<ul style="list-style-type: none"><li>• <b>Systematic checking of pupils' understanding + accurate identification of misconceptions</b> <i>(Through Questioning + AfL / Appropriate tasks enable pupils to demonstrate their understanding)</i></li></ul> <p>Teacher moved around class and supported children who needed it; children were arranged in mixed ability pairs and were well supported; some SEND pupils were given a template which allowed them to focus on mixing primary and secondary colours only. Teacher addressed consistency of paint and modelled again how to mix and reinforced hand grip and compared to that of holding a pencil. Plenary: The children were given the opportunity to walk around the class to look at each other's art work and comment – there was a real sense of recognition of effort from the children and celebration of achievement. Children were encouraged to make constructive comments.</p>	
<ul style="list-style-type: none"><li>• <b>Clear provision of feedback and subsequent actions to enable progress</b> <i>(Responding to assessment information through adapting teaching, focus groups, conferencing etc)</i></li></ul> <p>Teacher played music 'Starry Night' by Don McClean while children engaged in peer conversations about how successful they have been against the success criteria. Children were invited to bring the learning of their peers and present on visualiser and discuss it. Good culture of acceptance of constructive critic.</p>	

**Key Strengths:**

- Children were focused throughout and engaged well; children made good progress and acquired new knowledge and practised skills well including the SEND pupils. (TS2/1 TS5/4)
- Children demonstrated good behaviour for learning and were respectful of each other's' stages of learning providing each other with positive peer support. (TS1/1,2,3)
- Teacher showed good subject knowledge throughout – there was clear learning progression (TS4/1,2,5).

**Areas for Development:**

- Think about how reading can be integrated into such a lesson, pupils given short text of summary of either Van Gogh's life or Impressionist movement to read and discuss with partners and report back. (TS3/3)
- Give children an insight into the next lesson and how the skills and knowledge gained today will be developed/applied in the next lesson(s), i.e. to paint colour studies of still-life object (TS2/2,3)
- Share 'bigger picture' with children and how the learning and skills acquired from this lesson or programme of learning will be useful and applied in future experiences/jobs/careers. (TS2/4 TS3/2)

**Signed:** \_\_\_\_\_ **(Teacher)**

**Signed:** \_\_\_\_\_ **(SLT)**