



## GEMS Winchester School Dubai



# Appraisal & Performance Management Policy Whole School

**Person Responsible:** Executive Principal/CEO & Executive Vice Principal

**Approved by ELT:** September 2024

**Date of Next Review:** June 2026

### Contents

1. [Overview](#)
2. [Appraisal & Performance Management Objectives](#)
3. [Mid-Year Review & End of Year Reviews](#)
4. [Wellbeing, Appraisal & Performance Management](#)
5. [Appendix](#)

## 1. Overview

At WSD, we take the appraisal & performance management of our staff very seriously; after all, we know that our people are the most important aspect of ensuring our students and families get a fantastic educational experience.

Each colleague at WSD is entitled to professional learning and development (PLD) opportunities to help them improve and grow in their role. Our appraisal & performance management system is one way in which we identify areas for growth and development.

For clarity, the definition of what we mean by appraisal & performance management can be found in the table below:

|                               |                                                                                                                                        |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Appraisal</b>              | Appraisal is about receiving feedback on what you are doing well and what you can do to become even better at your job.                |
| <b>Performance Management</b> | Performance Management is a review of your performance against criteria; in schools, this could be student outcomes data, for example. |

Our approach at WSD is to 'blend' both appraisal and performance management together. This is because we believe in the professional development with accountability. Furthermore, we believe that the appraisal & performance management process should be owned by the appraisee, rather than the appraiser.

To formalise this, all colleagues go through an annual appraisal cycle that involves setting targets, reviewing performance and deciding on next steps. Each member of staff is assigned a line manager who helps oversee this process and, half way through the year, meetings are held to review progress so far (as well as to see if any additional support is required). The annual cycle is shown in the diagram below:



If any colleague has any questions about this process, having read this policy, they should direct this to Mr. Dan Roberts (Vice Principal) who oversees this aspect of the school.

[Click here to return to the Contents page](#)

## 2. Appraisal & Performance Management Objectives

At WSD, each member of staff is responsible for setting four objectives each year, which should also with the School Development Plan. As such, the school provides guidance on appropriate targets that staff should use, which can be found below and in the Appendix. All targets must be recorded on appraisal & performance management system, BlueSky Education.

### Teachers & Middle Leaders

All teachers/leaders are expected to set the following objectives:

| Objective                                                                                                                                                                                                                   | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>I will ensure that the students I teach are making at least 'Good' progress (50% above expected, 75% expected progress)</li></ul>                                                     | <ul style="list-style-type: none"><li>Student data shows students are making at least 'Good' progress in all my classes</li><li>QA indicates my teaching is at least 'Good' and the quality of student work is 'Meeting Expectations'</li></ul>                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>I will improve the quality of feedback I give my classes, so that students make at least 'Good' progress in their learning and I develop my student's disciplinary literacy</li></ul> | <ul style="list-style-type: none"><li>Student outcomes data (internal and external, as appropriate) indicates that students make 'Good' progress in my lessons (75% expected, 50% above expected)</li><li>Quality Assurance Book Standards indicates I am providing effective feedback to my classes that moves learning forward and improves disciplinary literacy in most of my classes</li></ul>                                                                                                           |
| <ul style="list-style-type: none"><li>I will ensure I contribute to the wider-school community at least once a term</li></ul>                                                                                               | <p>Evidence might include:</p> <ul style="list-style-type: none"><li>Participation and/or organisation of school trips or extra-curricular activities</li><li>Participation in, or delivery of, professional learning &amp; development opportunities outside school assigned training (e.g. participation in conferences, additional NC courses etc).</li><li>Participation and/or organisation of whole school events (e.g. National Day Celebrations, International Day, Staff Wellbeing events)</li></ul> |

Furthermore, all Teachers & Middle Leaders are expected to create a personalised objective aimed at improving an aspect of teaching and/or leadership. While these targets are personal to each member of staff, we have provided guidance on the type of targets each Teacher or Middle Leader should write. These can be found in the [Appendix](#) of this document.

### Senior/Executive Leadership Team Objectives

All members of the Senior Leadership Team will be expected to have three objectives, as described below:

#### 1. Leadership Development Objective

The first objective below should focus on 'Leadership Development' and should be about improving your own leadership skills.

#### 2. Leadership Performance Objective

The second objective should be linked to your 'Leadership Performance' and focuses on an area of the School Development Plan objectives, that will ultimately lead to improved outcomes for students.

#### 3. Developing Leadership Capacity Objective

The third objective should be linked to 'Leadership Capacity', which focuses on how you will improve the capacity of an area of the school – or an individual you line manage – to improve their own practice.

Each of these objectives should be SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) and data driven that is focused on improving outcomes for students in the school wherever possible.

### 3. Mid-Year Review & End of Year Reviews

To ensure colleagues are making good progress against their Professional Learning Objectives, as well as progress against their performance management aspects, a 'Mid-Year Review' will take place in February and March each year.

Furthermore, at the end of each academic year, an 'End of Year Review' should take place.

In each meeting, the appraisee and appraiser will complete the relevant 'Review' paperwork on BlueSky Education.

[Click here to return to the Contents page](#)

### 4. Wellbeing, Appraisal & Performance Management

It is the aim of the school's approach to Appraisal & Performance Management that the wellbeing of staff is considered throughout the process.

For example, while we believe in the importance of accountability, the appraisee rather than the appraiser should be the person in charge of the process. We encourage all staff to view the Appraisal & Performance Management process as an opportunity to highlight their strengths and the many contributions they make to school improvement, as well as having honest reflections on how they can be even better in the coming year.

It is for this reason that such a strong emphasis is placed upon the professional learning & development (PLD) within our Appraisal & Performance Management system – we know the importance of high quality PLD for improving staff wellbeing. Furthermore, while we have offered guidance above on the objectives that are set, staff have the option of writing their own objectives (in collaboration with their appraiser) to help ensure each colleague feels they have ownership of the process.

Within our system, we also encourage staff to celebrate the work they do to contribute to the wider school development and space is provided in each review for the appraisee to share the many wider contributions they make to the school beyond the classroom. We also have built space into our paperwork for staff to record any additional PLD they complete, as well as awards or achievements they have received.

For further information about staff wellbeing at WSD, please refer to the WSD Wellbeing Policy.

[Click here to return to the Contents page](#)

## 5. Appendix

### Teaching Development Objectives

The underlying premise of a good teaching development objective is that it develops knowledge and skills in ways that can be measured so that the majority of students that you teach make good progress. Teaching objectives should be built around the premise of getting your teaching to at least 'Good'. Examples of targets are:

| Objective                                                                                                                                                                                      | Success Criteria                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>I will improve my subject knowledge and my knowledge of how students learn best, so that the majority of students make good progress</li></ul>           | <ul style="list-style-type: none"><li>QA indicates at least 'Good' subject knowledge (Standard 3.1.1)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>                                           |
| <ul style="list-style-type: none"><li>I will improve my lesson planning, learning environment and the use of time and resources, so that the majority of students make good progress</li></ul> | <ul style="list-style-type: none"><li>QA indicates at least 'Good' lesson planning (Standard 3.1.2)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>                                             |
| <ul style="list-style-type: none"><li>I will improve my whole class questioning, so that the majority of students make good progress</li></ul>                                                 | <ul style="list-style-type: none"><li>QA indicates at least 'Good' questioning (Standard 3.1.3)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>                                                 |
| <ul style="list-style-type: none"><li>I will improve the level of support and challenge in my lessons, so that the majority of students make good progress</li></ul>                           | <ul style="list-style-type: none"><li>QA indicates at least 'Good' levels of support and challenge (Standard 3.1.4)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>                             |
| <ul style="list-style-type: none"><li>I will improve my use of the WSD 7Cs, so that students develop their learning skills to allow the majority to make good progress</li></ul>               | <ul style="list-style-type: none"><li>QA indicates at least 'Good' opportunities for students to develop their learning skills (Standard 3.1.5)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul> |
| <ul style="list-style-type: none"><li>I will improve the behaviour management techniques, so that student behaviour improves and the majority of students make good progress</li></ul>         | <ul style="list-style-type: none"><li>QA indicates at least 'Good' student engagement in lessons (Standard 1.3.1)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>                               |
| <ul style="list-style-type: none"><li>I will improve student collaboration in lessons, so that the majority of students make good progress</li></ul>                                           | <ul style="list-style-type: none"><li>QA indicates 'Good/Very Good/Outstanding' student collaboration in lessons (Standard 1.3.2)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>               |
| <ul style="list-style-type: none"><li>I will improve the use of assessment information (including AfL) in my lessons, so that the majority of students make good progress</li></ul>            | <ul style="list-style-type: none"><li>QA indicates at least 'Good' use of assessment information to influence learning (Standard 3.2.4)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul>         |

### Leadership Objective

The underlying premise of a good leadership target is that it develops the department, year group/phase you are responsible for so that students make at least good progress at school. Leadership objectives should be linked to the School Improvement Plan (or Department Improvement Plan). Leadership objectives should be capable of being measured so that leaders can monitor and evaluate their own effectiveness. This also allows those appraising them to monitor and evaluate impact. Examples or targets are:

| Objective                                                                                                                                                       | Success Criteria                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>I will improve subject knowledge in my Department, so that the majority of students make at least good progress</li></ul> | <ul style="list-style-type: none"><li>QA indicates at least 'Good' subject knowledge (Standard 3.1.1)</li><li>Student data shows students are making at least 'Good' progress in all my classes</li></ul> |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I will improve my Department lesson planning, learning environment and the use of time and resources, so that the majority of students make at least good progress</li> </ul> | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' lesson planning (Standard 3.1.2)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>                                             |
| <ul style="list-style-type: none"> <li>I will improve my Departments whole class questioning, so that the majority of students make at least good progress</li> </ul>                                                | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' questioning (Standard 3.1.3)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>I will improve the level of support and challenge in my Department, so that the majority of students make at least good progress</li> </ul>                                   | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' levels of support and challenge (Standard 3.1.4)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>                             |
| <ul style="list-style-type: none"> <li>I will improve the use of the WSD 7Cs in my Department, so that students develop their learning skills to allow the majority to make at least good progress</li> </ul>        | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' opportunities for students to develop their learning skills (Standard 3.1.5)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul> |
| <ul style="list-style-type: none"> <li>I will improve the behaviour management techniques of my Department, so that student behaviour improves and the majority of students make at least good progress</li> </ul>   | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' student engagement in lessons (Standard 1.3.1)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>                               |
| <ul style="list-style-type: none"> <li>I will improve student collaboration in lessons in my Department, so that the majority of students make at least good progress</li> </ul>                                     | <ul style="list-style-type: none"> <li>QA indicates 'Good/Very Good/Outstanding' student collaboration in lessons (Standard 1.3.2)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>               |
| <ul style="list-style-type: none"> <li>I will improve the use of assessment information (including AfL) in my Department, so that the majority of students make at least good progress</li> </ul>                    | <ul style="list-style-type: none"> <li>QA indicates at least 'Good' use of assessment information to influence learning (Standard 3.2.4)</li> <li>Student data shows students are making at least 'Good' progress in all my classes</li> </ul>         |
| <ul style="list-style-type: none"> <li>I will ensure that student behaviour and attendance in my year group is at least 'Good', so that students make at least good progress in their learning</li> </ul>            | <ul style="list-style-type: none"> <li>Student attendance data shows student attendance is at least 'Good'</li> <li>Student conduct data shows students behaviour is at least 'Good'</li> </ul>                                                        |
| <ul style="list-style-type: none"> <li>I will ensure I successfully complete my National Professional Qualification</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>I will ensure 100% engagement in all face-to-face and online elements</li> <li>I will ensure I successfully pass the final assessment piece</li> </ul>                                                          |

[Click here to return to the Contents page](#)