



GEMS Winchester School Dubai



Appraisal & Performance Management Policy Whole School

Person Responsible: Principal/CEO & Vice Principal

Approved by ELT: August 2023

Date of Next Review: June 2024

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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:

Appraisal	Appraisal is about receiving feedback on what you are doing well and what you can do to become even better at your job.
Performance Management	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 table 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.

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Appraisal & Performance Management Targets

At WSD, each member of staff is responsible for setting three professional learning objectives each year. These objectives should align with the School Development Plan. As such, the school provides guidance on appropriate targets that staff should use.

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

1. Teaching Development
2. Teaching Development
3. Tutor/Homeroom Objective or Leadership Objective*

* All Middle Leaders should select a Leadership Objective, while all Tutors/Homeroom Teachers must select a Tutor / Homeroom Objective. If you are neither a Middle Leader or a Teacher, you should set a third Teaching Development Objective.

All targets must be recorded on our Appraisal & Performance Management paperwork. The example for teachers and Middle Leaders can be found in the [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	Performance Criteria
<ul style="list-style-type: none"> • I will improve my subject knowledge and my knowledge of how students learn best, so that the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' subject knowledge (Standard 3.1.1) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve my lesson planning, learning environment and the use of time and resources, so that the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' lesson planning (Standard 3.1.2) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve my whole class questioning, so that the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' questioning (Standard 3.1.3) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve the level of support and challenge in my lessons, so that the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' levels of support and challenge (Standard 3.1.4) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve my use of the WSD 7Cs, so that students develop their learning skills to allow the majority to make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' opportunities for students to develop their learning skills (Standard 3.1.5) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve the behaviour management techniques, so that student behaviour improves and the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' student engagement in lessons (Standard 1.3.1) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> • I will improve student collaboration in lessons, so that the majority of students make good progress 	<ul style="list-style-type: none"> • MER indicates 'Good/Very Good/Outstanding' student collaboration in lessons (Standard 1.3.2) • Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons

<ul style="list-style-type: none"> I will improve the use of assessment information (including AfL) in my lessons, so that the majority of students make good progress 	<ul style="list-style-type: none"> MER indicates 'Good/Very Good/Outstanding' use of assessment information to influence learning (Standard 3.2.4) Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons
<ul style="list-style-type: none"> I will improve the quality of feedback in my lessons, so that the majority of students make good progress 	<ul style="list-style-type: none"> MER indicates 'Good/Very Good/Outstanding' knowledge and support for students learning (Standard 3.2.5) Student data shows students are making 'Good/Very Good/Outstanding' progress in my lessons

Tutor/Homeroom Objective

All Tutors/Homeroom teachers should use the following Objective:

Objective	Performance Criteria
<ul style="list-style-type: none"> I will implement the school's programme for Registration and Pulse, to ensure we develop student wellbeing and school-home relationships 	<ul style="list-style-type: none"> MER indicates Tutor Time is at least 'Meeting Expectations' 100% of Pulse entries are completed each month 100% of students have been challenged, followed up and/or referred for uniform/attendance/behaviour issues

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	Performance Criteria
<ul style="list-style-type: none"> I will improve subject knowledge in my Department, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates at least 'Good' subject knowledge (Standard 3.1.1) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> MER indicates at least 'Good' lesson planning (Standard 3.1.2) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> I will improve my Departments whole class questioning, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates at least 'Good' questioning (Standard 3.1.3) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> I will improve the level of support and challenge in my Department, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates at least 'Good' levels of support and challenge (Standard 3.1.4) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> MER indicates at least 'Good' opportunities for students to develop their learning skills (Standard 3.1.5) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> MER indicates at least 'Good' student engagement in lessons (Standard 1.3.1) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> I will improve student collaboration in lessons in my Department, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates at least 'Good' student collaboration in lessons (Standard 1.3.2) Student data shows students are making at least 'Good' progress in my department

<ul style="list-style-type: none"> I will improve the use of assessment information (including AfL) in my Department, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates 'Good' use of assessment information to influence learning (Standard 3.2.4) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> I will improve the quality of feedback in my Department, so that the majority of students make at least good progress 	<ul style="list-style-type: none"> MER indicates 'Good' knowledge and support for students learning (Standard 3.2.5) Student data shows students are making at least 'Good' progress in my department
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Student attendance data shows student attendance is at least 'Good' Student conduct data shows students behaviour is at least 'Good'

Please note: Colleagues in the Inclusion Department, as well as Senior Leadership Team members, will have similar targets and guidance will be given for appropriate targets each year.

Performance Management Aspects

Alongside the three objectives described above, the system at WSD also includes aspects of performance management. These are explained below:

Aspect	Explanation
Termly Observations	Each colleague will be observed three times a year and the outcomes of this observations shall be recorded on their appraisal & performance management paperwork.
Overall Academic Performance	The attainment and progress of the students in each teachers' classes shall be recorded on their appraisal & performance management paperwork.
Leadership Targets	Each Middle Leader will have supplementary targets around quality of teaching & student outcomes (academic MLs), or student attendance and behaviour (pastoral MLs)
School Contribution	Each colleague shall record their contribution to the wider WSD community as part of their appraisal & performance management.

Guidance on how to complete this, as well as target setting, can be found by watching this [video](#).

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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 should have completed the relevant part of the appraisal & performance management paperwork and shared this in advance with their appraiser. For further guidance on each of these meetings, please watch the appropriate video below:

[Mid-Year Review Guidance](#)
[End of Year Review Guidance](#)

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Appraisal Paperwork - Example

 **GEMS Winchester School Dubai**
Teachers and Middle Leader Appraisal Documentation 2023-2024

Name		Role		Line Manager	
Date of First Meeting		Mid-Year Review Date		End of Year Review Date	

A. Professional Discussion
 Using the 'Self-Review' document, you should begin your appraisal meeting by discussing your areas of strength and your areas for development. This will help inform the professional learning objectives you will set in Part B. You should record a short summary of this discussion in the space below.

B. Professional Learning Objectives
 Each Teacher and Middle Leader should select three Objectives from the list provided separately; they should then copy and paste this information into the spaces below. If you wish to change these objectives, they should be agreed by a member of SLT.

Objective 1 (Teaching Development): Add

Performance criteria

- Add

Objective 2 (Teaching Development): Add

Performance criteria

- Add

Objective 3 (Tutor or Leadership Objective): Add

Performance criteria

- Add

C. Mid-Year Review of Performance

1. Professional Learning Objectives			2. Termly Observations		3. Overall Academic Performance		4. Leadership Targets*		5. School Contribution
1	2	3	Term 1	Term 2	Attainment	Progress	Dept. Attainment & Progress gr. Year Group Attendance	Dept. Quality of Teaching gr. Year Group Conduct	Comments
Colour each box with one of the colours below: Objective Met = Green Objective Mostly met = Amber Objective Not met = Red			Colour each box with one of the colours below: Good+ (or ME+) Observation = Green Acceptable+ (or WTE+) Observation = Amber Weak or Very Weak (or SB) Observation = Red		Colour each box with one of the colours below: Attainment or Progress data is 50%+ Above and 75%+ At = Green Attainment or Progress data is 75% At = Amber Attainment or Progress data is below 75% = Red		Colour each box with one of the colours below: Performance is Good+ = Green Performance is Acceptable = Amber Performance is Weak or Very Weak = Red		In this space, you should make a list of the wider contribution you have made to the school (this could be mentoring, attending events or anything else you see fit).
Comments In this space, you should make brief comments that justify your colour coding above.			Comments In this space, you should make brief comments that justify your colour coding above.		Comments In this space, you should make brief comments that justify your colour coding above.		Comments In this space, you should make brief comments that justify your colour coding above.		

D. Mid-Year Review Statement
 This box below is completed by the line manager. This statement should include an evaluation of the information with suggestions on 'how to improve' provided in Section C.

Current Judgement
 Colour the box yellow for the level that this colleague is currently working at:

Exceeding Expectations	Meeting Expectations	Working Towards Expectations	Significantly Below Expectations
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E. End of Year Review of Performance

1. Professional Learning Objectives			2. Termly Observations			3. Overall Academic Performance		4. Leadership Targets*		5. School Contribution
1	2	3	Term 1	Term 2	Term 3	Attainment	Progress	Dept. Attainment & Progress or Year Group Attendance	Dept. Quality of Teaching or Year Group Behaviour	Comments
Colour each box with one of the colours below: Objective Met = Green Objective Mostly met = Amber Objective Not met = Red			Colour each box with one of the colours below: Good+ (or ME+) Observation = Green Acceptable+ (or WTE+) Observation = Amber Weak or Very Weak (or SB) Observation = Red			Colour each box with one of the colours below: Attainment or Progress data is 50%+ Above and 75%+ At = Green Attainment or Progress data is 75% At = Amber Attainment or Progress data is below 75% = Red		Colour each box with one of the colours below: Performance is Good+ = Green Performance is Acceptable = Amber Performance is Weak or Very Weak = Red		In this space, you should make a list of the wider contribution you have made to the school (this could be mentoring, attending events or anything else you see fit).
Comments In this space, you should make brief comments that justify your colour coding above.			Comments In this space, you should make brief comments that justify your colour coding above.			Comments In this space, you should make brief comments that justify your colour coding above.		Comments In this space, you should make brief comments that justify your colour coding above.		

F. End of Year Review Statement

This box below is completed by the line manager. This statement should include an evaluation of the information provided in Section D.

Current Judgement

Colour the box yellow for the level that this colleague is currently working at:

Exceeding Expectations	Meeting Expectations	Working Towards Expectations	Significantly Below Expectations
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G. End of Year Self-Review Statement

In the space below, you should reflect on your performance this year and highlight your own successes and areas for future development.

H. Record of Professional Learning and Development (PLD)

In the table below, you should list any PLD activities that you participate in during this cycle.

Date	PLD Activity Undertaken

I. Record of Achievements

In the table below, you should list any 'achievements' you are given over the course of the year; for example, Teacher of the Month or a Happiness Booster.

Date	Achievement and Context

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