Wimbledon Chase Primary School

Appraisal Policy

September 2026

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision-making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.

Contents

Policy Aims 2

Legislation and guidance 3

Definitions 3

The appraisal period 3

Setting objectives 4

Standards 4

Reviewing performance (including observation protocol) 4

Observation protocol 5

- 'Drop in' observations 5
- Formal observations 6
- Additional observations 6

Annual Review 6

- Conducting annual appraisal meetings 7
- Appraisal report 8

Concerns about a teacher's performance 8

Confidentiality 9

Monitoring arrangements 9

Links with other policies 9

Appendix 1: Appraisal Timeline 11

Appendix 2: Appraisal Pro Forma 12

Policy Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils. The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

Appraisal supports professional development and also provides the evidence base used to inform pay recommendations, in accordance with the school's Pay Policy and the School Teachers' Pay and Conditions Document (STPCD).

Legislation and guidance

At Wimbledon Chase Primary School, the minimum national requirements for teachers' appraisal in maintained schools are set out in The Education (School Teachers' Appraisal) (England) Regulations 2012

This policy is based on the model policy produced by the Department for Education (DfE).

This policy must be read alongside the school's Pay Policy (2025–26), which sets out how appraisal outcomes and evidence inform pay progression decisions. Where there is any ambiguity, the Pay Policy and the STPCD will take precedence.

Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Headteacher.

Where relevant, we have added further detail regarding arrangements for Headteachers.

"Appraisal evidence" refers to the range of evidence used both to assess performance and to support pay recommendations. This may include formal observations, drop-ins, pupil progress information, contributions to school improvement, and professional development impact, as set out in the Pay Policy.

The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

Teachers are expected to have had their annual appraisal meeting and received their appraisal report by 31st October.

The Headteacher is expected to have had their annual appraisal meeting and received their appraisal report by 31st December.

These deadlines ensure alignment with the Pay Policy, which requires all evidence and recommendations to be available to the Pay Committee before annual pay determinations.

Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The governing board will set the Headteacher's objectives in consultation with the external adviser (see section on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens all objectives will be quality assured against the school development plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards against which their performance will be judged.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

Objectives must also provide an evidence base that can be used to inform pay recommendations, as required by the Pay Policy. Where objectives are adjusted mid-year, the implications for the evidence base should be discussed openly and recorded.

Standards

At Wimbledon Chase Primary School, teachers will be assessed against the Teachers' Standards. The Headteacher, and other school leaders where relevant, will also be assessed against the National Standards of Excellence for Headteachers.

Assessment against standards forms part of the evidence for any pay recommendation, as set out in the Pay Policy. Teachers should ensure they maintain appropriate evidence of how they meet the standards throughout the appraisal cycle.

Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Parent and pupil voice, if applicable

- Teachers' Standards
- Agreed objectives
- Impact of CPD
- Drop-in appointments
- External reports (eg LA's visit reports)
- Pupil tracking data
- Evidence of wider contribution to the school.

In line with the Pay Policy, this evidence base will also be used by the appraiser to make a pay recommendation as part of the annual appraisal report. Evidence should be proportionate, and no additional folders or portfolios will be required beyond what is included in normal professional practice and the Appraisal Regulations.

Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

Observation evidence may also contribute to pay recommendations, in accordance with the Pay Policy. The purpose of observations remains developmental; however, outcomes will form part of the holistic evidence base used during appraisal and pay decisions.

'Drop in' observations

Drop-in observations will usually be conducted by Subject Leaders and members of the Senior Leadership Team (SLT), in order to monitor the quality of teaching and learning across subjects.

Notice of 'drop in' observations will be given one month in advance, as part of the established monitoring cycle.

They will usually last around 15 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal or email feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

Only SLT and Subject Leader drop-ins carried out as part of the monitoring cycle will contribute to appraisal and may inform pay recommendations. Peer drop-ins for professional development will not form part of the appraisal or pay evidence base.

Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

To manage teacher workload while maintaining thorough professional evaluation, teachers will receive 3 x 20-minute formal observations per year (1 per term), totaling 1 hour of formal observation across the school year.

The exact distribution and focus will be agreed with the teacher during their appraisal meeting, determined by the teacher's individual circumstances, career stage, and the needs of the school at the time. For example, ECTs and less experienced teachers who have recently started at the school will receive targeted observation focus to establish strengths and support growth.

Generally, we will give verbal feedback the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

As required by the Pay Policy, formal observation outcomes will contribute to the appraiser's assessment of performance and to any pay recommendation. No additional or excessive observations will be used for pay purposes.

Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations. Where additional observations take place due to concerns about performance, these may lead to a formal capability process. As set out in the Pay Policy, teachers in formal capability will not be eligible for pay progression.

Annual Review

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing

- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable
- Make a clear and reasoned pay recommendation based on the evidence considered during the appraisal cycle, in line with the Pay Policy and the STPCD.
- Ensure the teacher understands the basis for the pay recommendation and the evidence supporting it.

The appraisal meeting must include a discussion of whether the teacher has met the expectations for pay progression as set out in the Pay Policy, using a holistic and proportionate assessment of the evidence.

Teachers are not required to provide additional evidence portfolios or excessive documentation for pay purposes; all evidence must be derived from normal professional practice and the established appraisal processes, consistent with the Pay Policy.

Conducting annual appraisal meetings

The Governing Body will conduct the Headteacher's appraisal meeting. To support the Headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The Governing Body will typically delegate the Headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will receive appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Therefore, scheduling appraisal meetings for an hour and a half is recommended.

Appraisers must ensure they are familiar with the Pay Policy and the criteria for pay progression before conducting appraisal meetings so the pay recommendation process is applied consistently and fairly across the school.

During the meeting, the appraiser must explicitly discuss whether the evidence supports a positive pay recommendation. Where pay progression is not recommended, the appraiser must clearly explain the reasons with reference to the criteria in the Pay Policy and the STPCD.

The Headteacher will moderate appraisal outcomes and pay recommendations to ensure consistency, equity and alignment with the Pay Policy, as required by the Pay Policy section on moderation.

Appraisal report

Teachers will receive a written report of their appraisal. The person who conducted the appraisal will complete the report. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- A clear and reasoned pay recommendation, based on the holistic appraisal evidence and the criteria set out in the Pay Policy and STPCD. Record this recommendation in the report and submit it to the Headteacher for moderation and forwarding to the Pay Committee. There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers may appeal against the contents of the appraisal report, including the pay recommendation, using the process set out in the Pay Policy (Appendix B: Model Appeals Procedure). Appeals must follow the timescales and procedures specified in the Pay Policy.

Appraisal reports will be used as part of the evidence base for pay determinations and must therefore meet the requirements of transparency, clarity and proportionality set out in the Pay Policy.

A template appraisal report can be found in appendix 2.

Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

In accordance with the Pay Policy, where a teacher is in formal capability, pay progression will be automatically withheld. This must be communicated clearly to the teacher at the point when capability begins.

Where a teacher is experiencing difficulties but is not yet in capability, the school will make reasonable adjustments and provide proportionate support. Evidence from support plans may contribute to pay recommendations where relevant, consistent with the Pay Policy's requirement for all decisions to be fair, transparent and objectively justified.

Teachers' performance will be assessed holistically. A single concern or isolated performance issue should not, on its own, lead to capability or a withheld pay recommendation unless it meets the criteria set out in the Pay Policy.

Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the Governing Body.

Appraisal records will be kept securely in the teacher's personnel file.

Appraisal reports and pay recommendations will be shared with the Headteacher and the Pay Committee in accordance with the Pay Policy. This access is strictly limited to those involved in pay determination and appeals and constitutes an authorised exception to confidentiality.

The school will ensure that any sharing of appraisal information for pay purposes complies with data protection legislation, and that only the minimum necessary information is shared with decision-makers.

Monitoring arrangements

The Governing Body will monitor and review the effectiveness of the appraisal arrangements. The Headteacher and Deputy Headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every two years.

The Governing Body's Standards of Teaching and Learning Committee will be responsible for approving this policy.

The Governing Body will also monitor the consistency, fairness and equality of pay recommendations arising from appraisal, as required by the Pay Policy. This will include reviewing anonymised pay progression data to ensure that no group with protected characteristics is disadvantaged.

The Headteacher will moderate appraisal judgements and associated pay recommendations before they are presented to the Pay Committee, ensuring alignment with the Pay Policy and the Teachers' Standards.

Any patterns suggesting inconsistent or overly harsh/lenient recommendations will be reviewed, and further training or calibration will be provided to appraisers where required.

Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The Capability Policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The Pay Policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

The Appraisal Policy and Pay Policy operate together. Appraisal provides the evidence base upon which pay recommendations are made, and the Pay Policy sets out the criteria and processes used by the school to determine pay progression.

Where there is any inconsistency between this Appraisal Policy and the Pay Policy, the Pay Policy will take precedence in all matters relating to pay progression, pay recommendations, or interpretation of the STPCD.

This policy also links to policies on teacher standards, professional development, teaching and learning, equalities, and data protection, which support fair, transparent and objective appraisal and pay processes.

Wimbledon Chase Primary School will incorporate the following Appendices as part of their school pro-formas held on the SLT shared drive.

School Development Area Leader: Mrs C Gibbins

Linked Governor: Chair of Governors

Signed: **Signed:**

Date agreed: September 2026

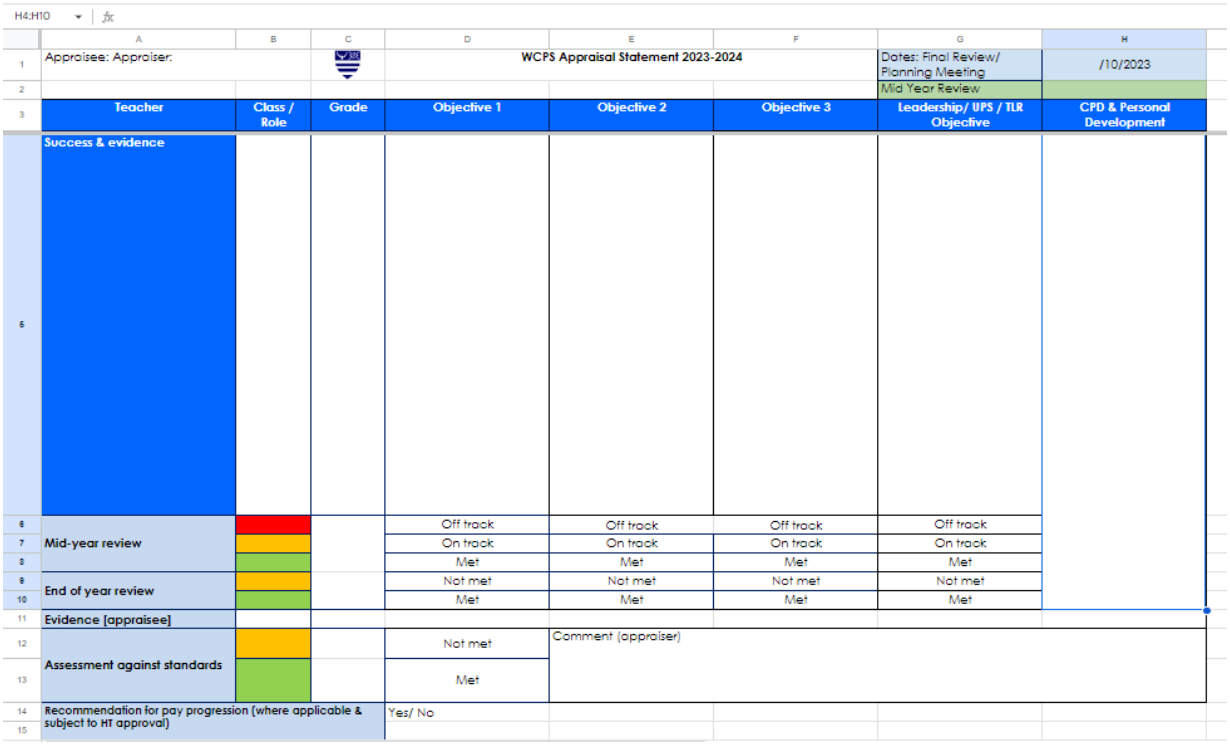
Review date: September 2028

Appendix 1: Appraisal Timeline

Date / Period	Action & Monitoring Milestones
First day of autumn term	Appraisal cycle begins.
September – October	Hold an appraisal meeting to review the previous appraisal period, including a pay recommendation based on the Pay Policy criteria. Schedule formal observations for the year.
31 October	The appraisal process is completed for teachers; appraisal reports are due. This deadline ensures pay recommendations reach the Headteacher and Pay Committee in time for annual pay determinations, in accordance with the Pay Policy.
31 December	Complete the appraisal process for the Headteacher; deadline for the appraisal report to be sent, including the external adviser's contribution to the pay recommendation.
Spring half-term 2	Hold a mid-year review meeting to review progress and ensure objectives/evidence remain aligned with Pay Policy expectations.
Throughout the year (Autumn, Spring, Summer)	Formal & Drop-in Observations: • Formal Observations: Conduct 3 x 20-minute formal observations per year (1 per term), totaling 1 hour per year. • Drop-in Visits: Regular ~15-minute drop-in observations conducted by Subject Leaders and SLT (1 month notice given). • Feedback: Verbal feedback next day, written feedback within 5 working days.
End of Summer Term / July	Collate evidence from day-to-day practice in preparation for Autumn appraisal meetings.

Appendix 2: Appraisal Pro Forma

for targets, review, written feedback



	A	B	C	D	E	F	G	H
1	Appraisee: Appraiser:			WCPS Appraisal Statement 2023-2024			Dates: Final Review/ Planning Meeting	/10/2023
2							Mid Year Review	
3	**Teacher**	**Class / Role**	**Grade**	**Objective 1**	**Objective 2**	**Objective 3**	**Leadership/ UPS / TLR Objective**	**CPD & Personal Development**
6	**Success & evidence**							
8				Off track	Off track	Off track	Off track	
7	**Mid-year review**			On track	On track	On track	On track	
8				Met	Met	Met	Met	
9	**End of year review**			Not met	Not met	Not met	Not met	
10				Met	Met	Met	Met	
11	**Evidence [appraisee]**							
12	**Assessment against standards**			Not met	Comment (appraiser)			
13				Met				
14	**Recommendation for pay progression (where applicable & subject to HT approval)**			Yes/ No				
15								

Wimbledon Chase Primary School incorporates Appendix 2 as part of its school pro formas held on the SLT shared drive.