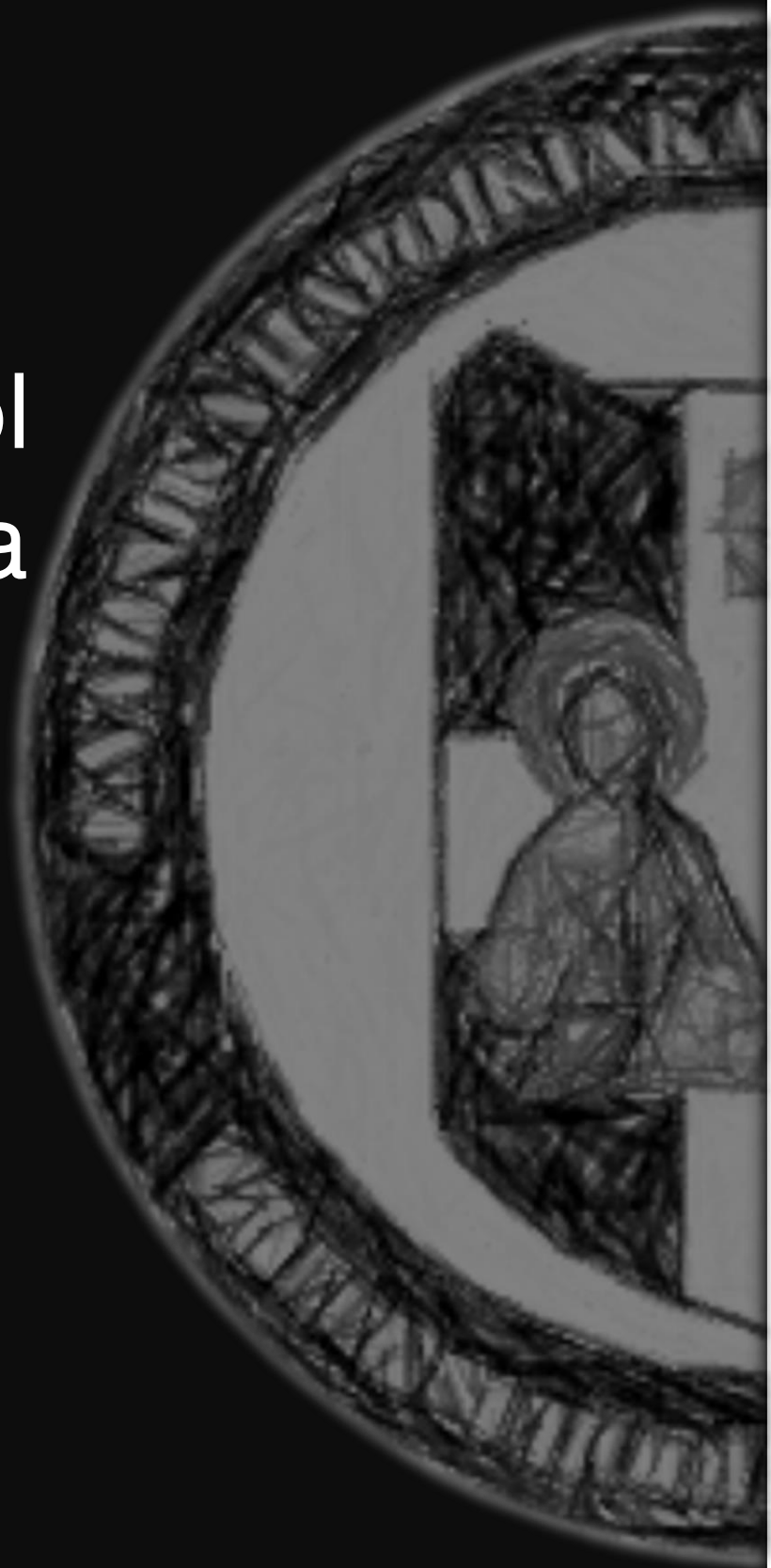


Greek School  
*of* Ayia Triada  
Birmingham

*Performance  
Management*



# Contents

	<b>Page</b>
1) Performance Management	<b>2</b>
2) Educational Advisory Team	<b>2</b>
3) Learning Walks	<b>3</b>
4) Feedback	<b>4</b>
5) Monitoring Control	<b>4</b>
6) Appendix A: Learning Walk Forms	<b>5</b>
7) Appendix B: Outstanding Learning	<b>5</b>

## **(1) Performance Management**

Performance management is an essential tool to help provide staff with appropriate support for their career development. Key aspects are agreeing objectives: identify training and development needs. Staff performance will be assessed through observation, feedback from colleagues and a review of achievements throughout the year. The Headteacher using the feedback from the members of the Educational Advisory Team, has devised target expectations and regularly evaluates these. Performance review meetings will be held by the 31st October.

Performance management arrangements for teachers are underpinned by the Teachers' Standards, however at Greek School of Ayia Triada we believe that the same standards are applicable to TAs as the education of the pupil is and must always be the first concern for all staff that work within the classroom.

Teachers' Standards provide the backdrop to discussions about performance and future development.

The Standards are:

- 1) Set high expectations which inspire, motivate and challenge pupils.
- 2) Promote good progress and outcomes by pupils.
- 3) Demonstrate good subject and curriculum knowledge.
- 4) Plan and teach well-structured lessons.
- 5) Adapt teaching to respond to the strengths and needs of all pupils.
- 6) Make accurate and productive use of assessment.
- 7) Manage behaviour effectively to ensure a good and safe learning environment.
- 8) Fulfil wider professional responsibilities.

The full Teachers' Standards document can be found on

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standard](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standard)

[s.pdf](#). A standard job description for your post will be issued when appointed, this will be discussed subsequently, along with your relevant roles and duties during appraisal.

### **Poor Performance**

Any performance problem will be discussed with the member of staff initially on an informal basis, with the aim of providing support in order for the employee to reach the required standard. If the informal measures are not successful, performance management will follow the formal Capability Procedure.

The aim of the Capability Procedure is to bring about an improvement in staff competence.

However, failure to reach and maintain the required standard with adequate support and in a reasonable timeframe may result in dismissal.

## **(2) Educational Advisory Team-Management Board**

Educational Advisory Team has met and started its operation for the first time in September 2016. Since 2016, many improvements have been introduced with the aim to support teaching staff and TAs and to further teaching and learning skills as well as create positive and challenging experiences of staff and pupils. Members of the Management board with long experience in the Education and Academic field consist

this team and bring their expertise together in providing the best standards of teaching and learning at the Greek School of Ayia Triada.

The aim of the Educational Advisory Team is also to provide opportunities for professional development, as well as opportunities for self-reflect on teaching and on lessons planned and delivered. Learning Walks and Observations are run twice a year. The team is chaired by the Headteacher who During this time, the EA team meets up and discusses the standards and focus of the Learning Walk/Observation day.

### **(3) Learning Walks**

'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal.

- A programme of 'learning walks' is presented to the teachers on the first staff meeting of the school year so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly. Also the plan of the day of the planned learning walks is shared with all members of staff one week in advance.
- The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
- 'Learning walks' will be conducted with minimum disruption to teachers and pupils.
- 'Learning walks' will be undertaken in a supportive and professional manner.
- A maximum of two members of the Educational Advisory Team will be involved in 'learning walks' at any time.
- Pupils will not be asked for their views of an individual teacher during 'learning walks'.
- 9. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'learning walk'.
- 11. Regular reviews of the operation of 'learning walks' will be held with all staff.
- 12. Any teacher whose classroom is visited during a 'learning walk' will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length
- 13. Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of the NUT school representative.

## **(4) Feedback**

Questions such as the following are primary to any feedback given:

- What was the learning intention of the lesson? [WALT, WILF, LO etc]
- Are there any elements of differentiation?
- Are pupils engaged and on task
- Are pupils motivated and praised
- How is the progress of pupils monitored and addressed?

The above are just indicative of the feedback questions concern the EA team when meeting the teachers following the learning walks [check learning walks feedback form]

### **Appendix A: Learning Reviewing**

The efficacy of this policy will be reviewed every two years by the governing body- The Greek School of Ayia Triada Management Board. If the school decides to change the way in which it uses safe recruitment policy, a Management Board Meeting will be called with specific agenda the review of this policy

#### **A. Version Control**

<b>Version Name</b>	<b>Date</b>	<b>Reason for Update</b>
Draft (1 <sup>st</sup> version)	01/09/17	Not in place, we needed to create
Final Doc of First Version	01/09/18	Drafted and approved
Reviewed	01/09/19	Updated no changes
Reviewed	01/09/21	Reviewed and approved
Reviewed	01/09/22	Reviewed and approved

# Greek School of Ayia Triada Birmingham

Ελληνική Κυπριακή Έστια  
 Μαθησιακό Κέντρο Νέοις Ελληνας

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## LESSON DROP IN MONITORING FORM

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: Modern Greek Class: \_\_\_\_\_ Time: \_\_\_\_\_

Observer (s): \_\_\_\_\_

### A. The Class

To Check while in Classroom	YES	NO
1. Scheme of Work in class		
2. Lesson Planning		
3. Notice Boards Up to date including praising and rewards system (children's work evident)		
4. Day Learning Intentions clearly visible in class and introduced to students		
5. Sample of Work from Erdington and Branches		
6. (Reading book-homework in books, essay writing, spelling books with feedback from parents, home reading books)		
7. Resources available for the lesson		
8. Other (please state)		
9. Technology used during lesson		
10. Language appropriate for all students		

### B. Pupils

Pupil	1	2	3
Male			
Female			
Gr. Mother Lang.			
Gr. Foreign Lang.			
SEN			

**Important:** Greek School aims to ensure that all personal data collected about staff, pupils, governors, visitors and other individuals is collected, stored processed in accordance with the General Data Protection Regulations (GDPR). Please visit our website for the GDPR policy



The Midlands Greek Cypriot Association



Pearson



Ερευνημένο ΕΣΕΤΑΣΩΔ Κέντρο  
 ΕΣΕΤΑΣΩΩΝ ΕΠΗΜΟΛΟΓΕΙΑΣ ΑΝΟ 10

KENTRO  
 ΕΛΛΗΝΙΚΗΣ  
 ΓΛΩΣΣΑΣ



# Pupil Questionnaire

<b>Question/Pupil</b> (Y-YES, N-NO) <i>*if you wish to elaborate</i>	<b>1</b>	<b>2</b>	<b>3</b>
Is this what your classes are usually like			
Does your teacher provide support when you need it?			
What would you like your teacher to do more?			
Can you show me what a good piece of work looks like? Why is it good?			
Are you working to improve something? What?			
Is what behaviour is usually like?			
What grade did you receive during the previous term?			

Signature: \_\_\_\_\_

## Learning Walks

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Requires Improvement (3)</b>	<b>Inadequate (4)</b>
<i>Subject Knowledge</i>	Teacher demonstrates deep knowledge and understanding of the subjects they teach. Teacher uses questioning highly effectively and demonstrates understanding of the ways pupils think about subject content.	In lesson, teacher develops, consolidate and deepen pupils' knowledge, understanding and skills.	Teaching, learning and assessment are not yet good.	Teaching is poorly planned. Weak assessment practice means that teaching fails to meet pupils' needs. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
<i>Lesson planning &amp; behaviour management</i>	Teacher plans lesson very effectively, making maximum use of lesson time and coordinating lesson resources well. Also the teacher manages pupils' behaviour highly effectively with clear rules that are consistently enforced. <ul style="list-style-type: none"> <li>• Clear objectives set which are assessable and build on previous learning</li> <li>• Clear differentiation in planning and delivery of lesson</li> <li>• Ensures engagement and understanding of all pupils</li> <li>• Uses appropriate resources</li> <li>• Manages support staff effectively</li> <li>• Introduction and plenary successfully delivered during lesson</li> </ul>	Teacher uses their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. Also teacher uses questioning skilfully to probe pupils' responses and reshapes tasks and explanations so that pupils better understand new concepts. Teacher tackle misconceptions and build on pupils' strengths. Teacher uses effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teacher reinforces expectations for conduct and set clear tasks that challenge pupils.	<ul style="list-style-type: none"> <li>• No clear objectives set</li> <li>• Poor differentiation</li> <li>• Planning not focusing on individual learning needs</li> <li>• Adequate to poor engagement</li> <li>• Resources not adequately used</li> <li>• Intro and Plenary not clear</li> <li>• No clear instructions for support staff</li> </ul>	Pupils cannot communicate, read, write as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.  Teacher does not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.
<i>Time &amp; progress</i>	Teacher provides adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teacher identify and support any pupil who is falling behind, and enable almost all to catch up.	Teacher identifies and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.		
<i>Pupil understanding</i>	Teacher check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.			
<i>Feedback, marking &amp; assessment</i>	Teacher provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Teacher gives pupils feedback in line with the school's assessment policy.		



<i>Home learning</i>	Teacher sets challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Teacher sets homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.		
<i>Literacy across the curriculum</i>	Teacher embed reading, writing and communication and, equipping all pupils with the necessary skills to make progress. For younger children in particular, <u>phonics teaching is highly effective in enabling them to tackle unfamiliar words.</u>	Teacher develops pupils' reading, writing and communication. For younger children in particular, <u>the teaching of phonics is effective in enabling them to tackle unfamiliar words.</u>		
<i>Expectations &amp; achievement, Challenge &amp; improvement</i>	Teacher is determined that pupils achieve well and encourages pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teacher have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Teacher expects and encourages all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.		