BLOOM WORLD ACADEMY

| Reference Number |
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| BWA-17 |

| Professional Dialogue and Development Policy | |
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| Owner | Nicola Upham, Principal – Primo & Junior School and Well-being & Development |
| Reviewer | John Bell, Executive Principal |

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## 1. Aims of Performance Management

- Improve the quality of teaching and learning and leadership of schools with resulting impact on progress and performance of students and inspection outcomes.
- To be crystal clear and rigorous about the 'real time' performance of teachers and the impact on student learning.
- Identify professional development needs and opportunities.
- Identify and confirm outstanding (leading) practitioners.
- To create a transparent culture where teachers are aware of their level of performance and the criteria they are being judged by – therefore having the on-going opportunity to develop and modify performance.

## 2. Performance Management Process

- At BWA the PM process is continuous and on-going – based on a termly cycle of target setting and review.
- It is built on a shared set of professional standards for teaching and leadership.
- The Performance Management process includes a planned, supportive wellbeing conversation through line management as part of each review cycle. This ensures staff wellbeing, workload and professional sustainability are considered alongside performance, with appropriate support or adjustments agreed where needed.
- Darwinbox is the central platform used to record performance targets, evidence, review comments and ratings throughout the Performance Dialogue cycle.

## 3. Target Setting

- At any one time throughout the academic year, teachers and leaders should be working towards three, time-led, targets/goals (see below).
- Each target should demonstrate a clear contribution to the school's current Key Performance Indicators (KPIs).
- Setting targets should be kept simple. Clear, concise, achievable, time-led targets should be set in agreement between the Appraiser and Appraisee.
- Content and substance of the target should be taken directly from the professional competencies.

## 4. Target Content

For teachers targets should include:

- Target 1: a Teaching and Learning target linked directly to student progress and the relevant school KPI.
- Targets 2 and 3: targets appropriate to the staff member's role and responsibilities, linked to relevant school KPI(s).

For leaders this should include:

- Targets should reflect the staff member's leadership, learning and teaching and/or school improvement responsibilities, as appropriate, and link to relevant school KPI(s).

## 5. Maintaining Performance

- Initially, on first meeting, between Appraisee and Appraiser, targets are set using the competency framework – most suited to their role (further information below).
- Agreed targets are recorded in Darwinbox, where progress, evidence and review comments are updated throughout the year.
- Targets should then be regularly reviewed (at least once per term).
- Some targets will remain on-going through the year (they may need refinement – term-to-term).
- If a target is achieved, it should be replaced by another. The driver for this is: *professional development is never done* – it is an on-going, dynamic process.
- If a target is not being achieved – the question is why? If this is the case, conversations around competency, timescale, support and/or the appropriateness of the target will be needed. This process is all part of an on-going dialogue between an appraiser and appraisee.

## 6. Professional Standards/Competencies

Professional standards used by BWA are based on:

- DSIB/KHDA inspection framework
- DfE Teaching Standards (England and Wales)
- OFSTED leadership guidance (UK)

Three categories of professional practice have been identified:

- Teaching
- Middle Leadership and Management (Pastoral and Academic)
- Senior Leadership and Management

Professional competencies pertaining directly to the skills, attitudes and accountabilities for each type of role have been identified.

The responsibility of the Appraisee is to evaluate themselves against each competency and see where they may need to develop/improve.

The responsibility of the Appraiser is to evaluate the Appraisees performance using the competencies.

The aim, through the competencies, is to objectively evaluate performance and development needs – using more challenging competencies as the basis for target setting.

The overleaf framework is explicitly aligned with the KHDA Performance Standards (KHDA Framework) and will be used during all lesson observations. The framework will also be used during the feedback process to support teachers.

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| Learning | Outstanding | Very good | Good | Acceptable | Weak |
|---|---|---|---|---|---|
| 1.3.1 **Students' engagement** and responsibility for their own learning. | Students are enthusiastic, reflective and responsible for their learning. They take targeted actions to improve. | Students are keen to learn, know their strengths and weaknesses. They act purposefully to improve. | Students enjoy learning, know their strengths, weaknesses & take steps to improve. | Students are positive and generally know how to improve. | Students are easily distracted and are unsure of how to improve. |
| 1.3.2 Students' **interactions, collaboration** and **communication.** | Students interact and collaborate to achieve their agreed goals. They communicate their learning very clearly. | Students interact and collaborate purposefully to achieve goals. They communicate their learning effectively. | Students interact and collaborate in a range of situations. They communicate their learning clearly. | Students work productively in groups. They communicate them learning adequately. | Students only work together with teacher supervision. They find it difficult to discuss their learning. |
| **Progress** | **Outstanding** | **Very good** | **Good** | **Acceptable** | **Weak** |
| 1.2.2 **Progress in lessons** | Most students (75% +) make better than expected progress. | A large majority of students (61% +) make better than expected progress. | A majority of students (50% +) make better than expected progress. | Most students (75% +) make expected progress. | Only a majority of students (50%) make expected progress. |
| 1.2.3 **Progress** of **different groups** of students | All groups of students make better than expected progress. | Most groups of students make better than expected progress. | The majority of students make better than expected progress. | All groups make at least expected progress, although inconsistent across groups. | At least one significant group of students do not make the expected progress. |
| **Teaching** | **Outstanding** | **Very good** | **Good** | **Acceptable** | **Weak** |
| 3.1.1 **Teacher's knowledge** of their subject and how students learn it. | Excellent subject knowledge used expertly to support how students learn. | Excellent subject knowledge put in a meaningful context for learners. | Thorough knowledge conveyed confidently. | Sufficient and secure subject knowledge shared suitably. | Inadequate subject knowledge. |
| 3.1.2 **Lesson Planning,** fit for purpose and students link to real life application | Inspiring and imaginative lesson enables learners to apply learning successfully to the real world. | Engaging lesson enables learners to apply learning successfully to the real world. | Purposeful lesson enables learners to apply learning successfully to the real world. | Lesson enables students to meet learning expectations and apply learning to the real world. | Lesson is not planned adequately and hence doesn't provide scope for real world application. |
| 3.1.2 **Learning Environment,** conducive for learning | An inspiring and positive learning environment. | A motivating and positive learning environment. | An interesting and positive learning environment. | A positive climate for learning is created. | Learning environments are bleak and uninspiring. |
| 3.1.2 Effective use of **time, technology and resources (including adult support)** | Creative use of time, technology and resources allow students to learn very successfully. | Skillful use of time, technology and resources allows students to learn successfully. | Effective use of time, technology and resources allows students to learn successfully. | Appropriate use of time, technology and resources allows students to meet expectations. | Use of time, technology and resources is unproductive. |
| 3.1.3 Teacher-Student **interactions** including **questioning** | Targeted questioning challenges student thinking and promotes insightful responses and reflections. | Probing questioning promotes higher level thinking, critical responses and reflection. | Focused questions, promotes higher level thinking & meaningful discussions. | Questioning and dialogue engages students in meaningful discussions. | Dialogue does not engage students. Questioning does not challenge sufficiently. |
| 3.1.4 (*Differentiation*) Teaching strategies to meet the needs of **individuals and groups** of students including Distance Learners | High expectations of all groups of students. Range of strategies deployed. Challenging work and excellent support provided. | Strategies are highly effective in meeting individual needs. Specific levels of challenge and support provided. | Strategies are effective in meeting individual needs. Appropriate levels of challenge and support evident. | Strategies provide general challenge and support but are not always sufficiently personalized. | Strategies do not meet the needs of the students. They do not provide appropriate challenge and support. |
| 3.1.5 Teaching to develop **critical thinking, problem solving, innovation** and learning Skills | The teacher skillfully develops critical thinking, problem solving, innovation and independent learning. | The teacher purposefully develops critical thinking, problem solving, innovation and independent learning. | The teacher systematically develops critical thinking, problem solving, innovation and independent learning. | The teacher sometimes develops critical thinking, problem solving, innovation and independent learning. | The teacher rarely develops critical thinking, problem solving, innovation and independent learning. |
| 3.2.4 Use of **assessment** information to influence planning, teaching and student progress | Assessment information is used skillfully and effectively to influence teaching, meet student needs and optimize progress. | Assessment information is used very effectively to influence teaching and enhance progress. | Assessment information is used effectively to influence teaching and enhance progress. | Assessment information is used adequately to inform teaching and meet the needs of students. | Assessment information is not used adequately to meet the needs of students. |

## 7. Lesson Observations

To ensure high-quality learning and teaching is taking place within all areas of the curriculum, both informal (learning walks) and formal lesson observations occur throughout the course of the academic year.

### Learning Walks

Learning walks take place weekly by senior leaders but are also highly encouraged for all practitioners to actively observe their peers and see students learn in different contexts, including personal pathways and BELAs. Learning walks are normally conducted in a short time period (i.e. 10 minutes) where a snapshot is taken of the learning. Feedback is provided to teachers, where appropriate, in a simple format outlining two strengths and one area for development. Learning walk information is also collated using an online digital form so information can be easily tracked and used for further dialogue or evidence (here).

### Formal Lesson Observations

Formal observations for all teachers will occur twice per term. Time spent in formal observations are normally conducted for a longer period of time depending on the lesson so effective evidence can be collated prior to making observation judgements.

The senior leadership team at BWA have designed and created a digital online which allows leaders to easily conduct observations using an iPad or a mobile device (here). This efficiently allows all observation data to be collated in a central area so key Performance Standard trends can be easily analysed and to allow leaders to effectively organise customised professional development training where needed most.

During one-to-one feedback meetings with teachers, annotations and observations are communicated with the observee using the framework, outlining key strengths and areas for development, in addition to the overall judgement. Teachers then have an opportunity to reflect on the feedback and record or update their SMART goals in Darwinbox.

### Performance Dialogue Rating and Weighting

The Performance Dialogue process is weighted equally across three SMART targets and the lesson observation component. Each component contributes 25% to the overall Performance Dialogue outcome.

### SMART Target Rating

5 = Target significantly exceeded

4 = Target fully met (secure and consistent evidence)

3 = Target partially met (on track but not fully secure)

2 = Limited progress towards target

1 = Target not met

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Lesson Observation Rating

5 = Outstanding – Consistently exceptional practice with highly effective impact on learning and progress

4 = Very Good – Strong practice with clear impact on student learning and consistently high expectations

3 = Good – Secure practice that meets expectations with effective teaching and some areas for development

2 = Acceptable – Inconsistent practice; basic expectations met but limited impact on learning

1 = Weak – Below expected standard; significant development required to improve impact on learning

## 8. Levels of Performance

While, it is not in our interest, to stray too far or dilute from KHDA performance judgements it is advisable to finesse them - so we have a more accurate, quantitative view of performance over time.
The 1–5 Performance Dialogue ratings above are used to evaluate the three targets and lesson observation component. They are separate from the KHDA-aligned performance judgement scale below.

| Grade | Judgement | Targets/plans | Performance Lead (Appraiser) 2025-26 | Method |
|---|---|---|---|---|
| 1 | Outstanding | To set own targets and share practice | Senior Leader/manager | Monitor |
| 2A | Very Good - occasionally better | Agreed targets | Senior Leader/manager | Support |
| 2B | Very Good | Agreed targets | Senior Leader/manager | Support |
| 2C | Mainly Very Good – occasionally less so | Agreed targets | Senior Leader/manager | Support |
| 3A | Good - occasionally better | Good to Very Good Plan | Senior Leader/manager | Support |
| 3B | Good | Good to Very Good Plan | Senior Leader/manager | Support |
| 3C | Mainly Good occasionally less so | Raising Performance Plan | Senior Leader/manager | Challenge |
| 4A | Acceptable – occasionally better | Raising Performance Plan | Senior Leader/manager | Challenge |
| 4B | Acceptable | Raising Performance Plan | Senior Leader/manager | Challenge |
| 4C | Acceptable – occasionally less so | Raising Performance Plan | Senior Leader/manager | Intervention |
| 5 | Unacceptable | Professional Improvement Plan | Senior Leader/manager | Intervention |

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9. Evidence of Performance

- At least **one** formal observation and feedback from line/performance manager/senior leader per term
- Feedback from Learning Walks
- Evidence givers
- Parent feedback (commendations, complaints)
- Student feedback (formal - through questionnaire)
- Student performance indicators – data analysis
- Darwinbox performance evidence and review records, including evidence against the relevant KPI(s).
- Information provided by School Development Reviews
- Work/ scrutiny of student work
- Teacher presented evidence
- Inspection feedback
- Commitment and contribution to professional development

10. Performance Plans

Depending on agreed level of performance between appraiser and appraisee then either targets are set, or a plan is put in place for development/improvement.

### Good to Very Good Plan

This plan is designed to move solidly good teachers over the line to becoming a very good teacher – which makes a significant difference to the standing of the teacher in inspection terms and most importantly makes a significant impact on the learning of children.

The key to this plan is the forensic analysis by the teacher and line manager combined over areas for improvement. The little things count. The overriding tenor and approach of this plan is **support** – most likely from peers.

### Raising Performance Plan

This plan is designed to improve performance in a time measured period – particularly aimed at teachers are operating in the acceptable to good zone.

The key to this plan is setting achievable, immediate actions for improvement which are measured over time – to ensure consistency.

The tenor of this plan is **support** from peers/ very good and outstanding teachers and **challenge** by line manager.

### Professional Improvement Plan (PIP)

Any teacher or leader whose performance is judged as just acceptable or worse must be placed on a time-led PIP. This can happen at any time.

The tenor this plan is **intervention** – aspects of practice may need to physically change – e.g. timetable. **Challenge** is made by line manager – through to Principal. **Support** will be offered by appropriate colleagues, including mentoring.

The bottom line, however, is, this plan is effectively a 'capability and competency' plan and may result in dismissal if notable improvement is not made in the timescales set.

## 11. Performance Management Cycle

Each member of staff is entitled to a recorded, formal, termly meeting with their performance manager. Ideally, this will be towards the start of term, so any dialogue has a chance of impacting on performance for the remainder of the forthcoming term.

The aim of this meeting is to set/review/reset targets for development/improvement/consolidation.
The agreed outcome of each Performance Dialogue is recorded in Darwinbox, including target updates, evidence, ratings and any agreed actions or support.

Each formal performance management meeting will include a supportive wellbeing dialogue, led by the line manager, providing a professional space to reflect on workload, wellbeing and any factors impacting performance. Where appropriate, agreed actions or support will be recorded and reviewed as part of the ongoing cycle.

**New Teachers:** New teachers are orientated in the first month of arrival in post. After one month their performance is formally reviewed. Subsequently, performance is reviewed each month until their probationary period is signed off/ passed by the Principal.

**Outstanding Practitioners:** These teachers are the schools' 'lead professionals' trusted to deliver outstanding teaching and learning. Therefore, a light touch approach to review should be adopted.

**Just Good and Acceptable:** Teachers that are operating at the lower end of good and below. The aim is to intensely scrutinise, review and develop performance on a monthly cycle. If there is not enough improvement after three months, then a short-term **Professional Improvement Plan** is implemented. Equally, if improvement is made then the teacher will join the standard school termly cycle of performance review.

**Senior Leaders:** Important that SLT are actively performance managed before the school year starts, mid cycle and at the end of the school year. Performance targets are directly linked to School Development Plan.

## 12. Professional Performance Portfolio (PPP)

Each member of staff will have a Professional Performance Portfolio (PPP). Your portfolio serves as a one stop shop for all key documents related to your performance management and professional development, and acts as a shared resource between you and your line manager.

Please note that it is up to you to take ownership and maintain the content of your portfolio, regularly adding key documents and evidence as you go. The contents of your portfolio will be used for reference in all future performance management review meetings.

For ease of reference, please note the content of your portfolio as follows:

- **Attendance** - includes leave request forms and return to work forms
- **HR** - includes your signed employment contract, CV and any performance related letters
- **Observation feedback** - includes lesson observation feedback forms
- **Parent feedback** - includes commendations and complaints from parents
- **Performance management - supporting evidence; targets and Performance Dialogue records are maintained in Darwinbox.**
- **Professional development** - includes evidence of completed internal and external PD
- **Wider community contribution** - includes any evidence of your wider contributions to the BWA community above and beyond your designated duties
- **Reference documents** - includes key BWA reference documents e.g. Staff Handbook