



Appraisal Policy Review 2019/2020 – Outline of Changes

Revised appraisal policies for school and academy staff have now been published on the CES website. The policies underwent a thorough review process including updating for changes in the law and practice, consultation with national trade union representatives, and then subsequent amendment before final publication.

The table below provides an outline of the key changes that have been made to the policies. It does not list every change that has been made and it is not a substitute for reading the new policies carefully. The first part of the table covers changes that apply to the policies generally and includes changes to the policy for teachers. All paragraph numbers listed are the paragraph numbers in the Schools – England – Teachers model policy. The second section covers changes that apply only to specific versions of the policies in the following order: support staff, academies specifically, Welsh schools, these changes have generally been made alongside the changes listed in the first part of the table.

It should be noted that the policies are models. In response to feedback, they are available in fully amendable word format and schools should take appropriate legal and/or HR advice where substantive changes to the models are made. Schools should also engage in local consultation before any revised policy is adopted and issued to staff. The appraisal policy has been provided now so that it can be consulted on ready for use in the 2020/21 academic year.

Change	Comment
New notes to users have been inserted to explain the requirements for consultation and to make it clear that the policy must be operated fairly. A commitment to equality has also been included.	The purpose of the notes is to explain how the document should be used and to make the local consultation requirements clear. The commitment to equality statement enshrines in the policies the principles which should underpin appraisal in a Catholic context.
The definition of Companion has changed.	This definition now includes explicit reference to a trade union official in order to follow the appropriate legislation.
The definition of Headteacher has changed.	The previous definition was somewhat unclear, and the definition has been amended to rectify that.
All references to School Days/School Week have been replaced by Working Day and Working Week and where there was no definition of School Days and School Week, Working Day and Working Week has been inserted.	This change has been made to provide consistency across the model policies. It will also make it easier for the employee and employer to establish what the appropriate timescales are for the various stages of the appraisal process.
Changes have been made in paragraph 2 of the policy to make it clear that the school's capability policy and procedure should only be invoked as a last resort. A provision has also	National Trade Union Representatives did not feel that the previous version was clear in this regard. We have therefore set out the position more explicitly. Various references to workload

been included in order to make it clear that the operation of the policy should not lead to an unnecessary increase in workload.	have been made throughout the revised policy in response to concerns about staff workload and guidance on this issue published by the Department for Education.
In paragraph 2.5 reference to the Data Protection Act 2018 has been included.	This now makes it clear that it is not just GDPR that applies but also the Data Protection Act 2018.
In paragraph 5.1 we have made it clear that Appraisers will have QTS and should have received suitable training for the role.	This makes it clear that Appraisers for Teachers will be qualified teachers and that there is an onus on the employer to ensure that the Appraiser is appropriately trained for this purpose.
In paragraph 5.6, with regard to requesting an alternative Appraiser, the new drafting requires the School to provide an alternative where it can be reasonably accommodated.	This change reflects the intention to be more supportive to employees, whilst acknowledging that such changes to Appraisers may not always be possible.
In paragraph 5.6 wording has been inserted to make it clear that Appraisers will include a review of workload in the Appraisal Report.	Various references to workload have been made throughout the revised policies in response to concerns about staff workload and guidance on this issue published by the Department for Education.
Paragraph 6.9 makes it clear that the Teachers' Standards should not be used as a checklist against which the Teacher's performance is assessed.	This change was included following consultation with National Trade Union Representatives and in response to guidance from the Department for Education.
Paragraph 7/8 - Appraisal is no longer referred to as an assessment of performance. It is instead referred to as a review of performance (for example the Annual Assessment in Paragraph 8 is now the Annual Review). Paragraph 7.2 makes it clear that it will not be necessary to provide evidence against each of the Teachers' Standards and that when collecting evidence, the focus will be on using evidence which is readily available from day to day practice.	The change in terminology was implemented following consultation with National Trade Union Representatives in order to emphasise the supportive nature of appraisal. The addition, reference to the Teachers' Standards and the evidence to be collected was made in order to follow Department for Education guidance on workload.
Paragraph 7- Informal Action and Alternative Action have been renamed Informal Support and Alternative Support.	This change in terminology was implemented following consultation with the National Trade Union Representatives in order to emphasise the supportive nature of appraisal.
Paragraph 7.1 an acknowledgement is now included that performance will not be assessed solely on the basis of assessment results.	This seeks to remedy any concerns that appraisal might be solely based on assessment results and not a broader review of performance during the Appraisal Period. This change was also made in response to Department for Education guidance.
Paragraph 7.12/8.3 - Reference has been inserted to consideration of workload and to not having meetings during PPA time where possible.	This change was made in response to Department for Education guidance on workload.

Paragraph 9.2 – Wording has been added to confirm that support programmes and meetings to discuss support programmes will take into account workload and where possible will not be held during PPA time.	This change responds to concerns raised by National Trade Union Representatives and also reflects Department for Education guidance.
Paragraphs 9 and 10 - various changes in wording have been made in order to make the process clearer.	These changes have been made in order to ensure that employees and employers can follow the process effectively.
Changes specific to support staff policies	
Paragraphs 7-9 have been reordered and re-drafted where necessary so that they follow similar wording to the teacher policy.	The revised drafting should make it easier for employers and employees to follow an appropriate procedure.
Changes specific to academy policies	
A note has been included on the front page of the academy policies to make it clear that academies must review the contents of the model in light of their own governance structures. This important review must be carried out for all academies as not all structures are the same. Further, a new user note in the definitions section highlights that it should be clear to the employee which body is carrying out the employment functions of the Academy Trust Company.	These notes have been included because the structure of academies and MATs is not always the same and different entities will have different decision-making powers.
Changes specific to Welsh policies	
In the Welsh teacher policy, the requirement to comply with the relevant regulations has now been explicitly included.	The policy now refers to the School Teacher Appraisal (Wales) Regulations 2011 and current Welsh Government Guidance. This is to more clearly reflect the applicable legislation and guidance which should influence the appraisal process in Welsh Schools.

Catholic Education Service

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