

Chailey Heritage

Individual Learner Driven Curriculum



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Chailey
Heritage
Individual
Learner
Driven
Curriculum

Summer Term 2017: Learner Progress interview form for teacher appraisal		
Teacher: X	Interviewer: Simon Yates, HT & external consultant	Date: 08.06.17
Planning: evidence of assessment for learning; changing and adapting targets; creating opportunities for development on the timetable.		
Planning: evidence of breadth and balance; evidence of SMSC; evidence of PSHE.		
Learner progress files – you will be asked to bring one: quality of evidence of individual learner progress.		
CAFÉ files – organized and up to date.		
All pupils ‘my next steps achieved’ and ‘my progress made’ documents		
Evidence of any requests for advice & requests for support with particular barriers to learning, and any new interventions used and outcomes.		
Anything you have been really pleased with during the year re individuals’ progress.		
IPR & Post-IPR meeting notes – please have all ready to be looked at.		
Summary comments on learner progress		
Teacher’s comments on learner progress for the year		
Interviewer’s comments on learner progress for the year		
Teacher’s comments on learner progress interview		
Interviewer’s comments on learner progress interview		

TEACHER APPRAISAL – TEACHER NAME – 2016 - 2017		
Status, role and responsibilities	Appraiser	
	Date of meeting 1	
	Date of meeting 2	
	Date of meeting 3	

TARGETS AND OUTCOMES RELATED TO EACH CHS PROFESSIONAL AREA		
Teaching	Success Criteria (what will be in place/ what will have been developed?)	Reviewer’s Monitoring Notes & impact of developments made
Planning	Planning will show how opportunities to progress MNSs are timetabled in through the day/week.	Interim appraisal outcomes
		Final appraisal outcomes
Learning	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
Assessment	CAFEs and LPFs will be up to date with good quality evidence and a record of My Next Steps achieved	Interim appraisal outcomes
		Final appraisal outcomes
Curriculum	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
Breadth	You will be able to demonstrate clearly how a relevant breadth of experience and learning is offered, including SMSC. Breadth will vary depending on the class group.	Interim appraisal outcomes
		Final appraisal outcomes
Professional relationships	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		Final appraisal outcomes
Improvement Planning	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		Final appraisal outcomes
Lead Practitioner	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
		Interim appraisal outcomes

		Final appraisal outcomes
Advanced/Specialist Practitioner	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		Final appraisal outcomes
Manager	Success Criteria	Reviewer’s Monitoring Notes & impact of developments made
		Interim appraisal outcomes
		Final appraisal outcomes

CONTINUING PROFESSIONAL DEVELOPMENT	TEACHER:	APPRAISER:	DATE OF MEETING:
Meeting 1a: Does the appraisee wish to be submitted for consideration for pay progression at the end of this year? (only applicable to those at CHS3a and below)			
Meeting 1b: Agreed areas for professional development, and ideas for how to progress these:			
Meeting 3a: CPD undertaken in year, and record any other training, conferences, exhibitions etc attended during the year (look at CPD log).			
Meeting 3b: discussion of reflections from lesson observations			
Meeting 3c: (If applicable) Does the appraiser agree to submit the appraisee for consideration for pay progression?			

Possible CPD options to meet needs:

Coaching, Mentoring, Job shadowing, Attending a suitable course, Visiting another school/institution, Buddying with a more experienced colleague, Twilight provision by the school, Taking a further qualification, Leading change within your team, Taking whole school responsibility, Joining a whole school working party

Teacher’s comments – meeting 2:	Appraiser’s comments – meeting 2:
Teacher’s comments – meeting 3:	Appraiser’s comments – meeting 3:
Teacher’s signature and date:	Appraiser’s signature and date:

	CHS1	CHS2	CHS3	CHS4
Professional Area	a, b, c (M1,2,3) Learning practitioner	a, b, c (M4,5,6) Good practitioner	a, b (U1-U2) Accomplished practitioner	(U3) Lead practitioner
Teaching	<ul style="list-style-type: none"> With targeted support from mentors, most teaching is approaching good 	<ul style="list-style-type: none"> With support from mentors most teaching at least good 	<ul style="list-style-type: none"> All teaching is good; some outstanding Will mentor CHS1 practitioners 	<ul style="list-style-type: none"> All teaching is good; much is outstanding Will give exemplar lessons Will mentor CHS1&2 practitioners
Learning	<ul style="list-style-type: none"> With targeted support from mentors, almost all pupils make progress* 	<ul style="list-style-type: none"> With minimal support from mentors, almost all pupils make progress* 	<ul style="list-style-type: none"> Almost all pupils make progress* 	<ul style="list-style-type: none"> Almost all pupils make progress* <p><i>*some pupils will not be expected to make progress. Headteacher to moderate this.</i></p>
Curriculum	<ul style="list-style-type: none"> With targeted support from mentors, planning, assessing and recording will be appropriate 	<ul style="list-style-type: none"> With minimal support from mentors, planning, assessing and recording will be good 	<ul style="list-style-type: none"> Will support CHS1 colleagues with planning, assessing and recording. Contribute to subject/curriculum development Will contribute to moderation of learner progress 	<ul style="list-style-type: none"> Will support or lead on the revisions and developments of planning, assessing and recording Will research for curriculum development Take a subject/curriculum lead including supporting moderation of assessments of learning in this area
Professional relationships	<ul style="list-style-type: none"> Positive working relationships with pupils, colleagues and parents 	<ul style="list-style-type: none"> These relationships are securely focused on improving provision for pupils 	<ul style="list-style-type: none"> Plays a proactive role in building key stage or departmental teams to improve provision and outcomes Plays a proactive role in leading the professional development of key stage or departmental colleagues Coach/mentor for CHS1 colleagues 	<ul style="list-style-type: none"> Plays a proactive role in building school-wide teams to improve provision and outcomes Plays a proactive role in leading the professional development of colleagues across the school Coach/mentor for CHS2&3 colleagues
CPD	<ul style="list-style-type: none"> Complete successfully all mandatory training and CHS bespoke teacher training* Proactively learning from others. Will be supported with developmental appraisal targets. 	<ul style="list-style-type: none"> Will have achieved all CHS teacher competencies Proactively learning from others. Seeking out specialist training. Will meet all appraisal targets with support 	<ul style="list-style-type: none"> Proactively learning from others. Seeking out specialist training. Will lead at teacher meetings Will support CHS1 colleagues with their competencies as appropriate Will meet challenging appraisal targets with support 	<ul style="list-style-type: none"> Will have, or will be working towards, specialist accreditation to support the school's development Will lead at teachers' meetings and Inset May lead training sessions as part of mandatory training Will meet or exceed challenging appraisal targets Will support CHS1-3 colleagues towards their targets.
Improve ment Planning	<ul style="list-style-type: none"> Will be aware of school and department priorities for development 	<ul style="list-style-type: none"> Will have a functional role in developmental work 	<ul style="list-style-type: none"> May have responsibility for a DIP target 	<ul style="list-style-type: none"> Will have responsibility for DIP targets May have WSAP

Professional area	TLR Department Manager/ Lead Teacher	Specialist/Advanced Specialist Practitioner
Teaching	<ul style="list-style-type: none"> All teaching good; much outstanding Quality assures and reports on teaching in the department 	<ul style="list-style-type: none"> All teaching good; much outstanding Teaching of specialism will be outstanding Quality assures and reports on teaching of specialism across the school and wider
Learning	<ul style="list-style-type: none"> Almost all pupils achieve in line with school expectations; many exceed them. Monitors and reports on learning in department. 	<ul style="list-style-type: none"> Almost all pupils achieve in line with school expectations; many exceed them Contributes expertise in specialist interventions to ensure pupils across the school achieve expectations
Curriculum	<ul style="list-style-type: none"> Will devise and develop curriculum appropriate to the age and ability of the pupils in the department. Will support and lead on the revisions and developments of planning, assessing and recording Will monitor and report on the above 	<ul style="list-style-type: none"> Will support revisions and developments of planning, assessing and recording in respect to specialism Will be part of lead team on curriculum development across school
Professional Relationships	<ul style="list-style-type: none"> Plays a proactive role in building school-wide teams to improve provision and outcomes Plays a proactive role in leading the professional development of colleagues in the department Coach/mentor for department teachers 	<ul style="list-style-type: none"> Models and supports teaching across the school in specialist area Plays a proactive role in leading the professional development of colleagues across the school Coach/mentor for CHS2&3 colleagues
CPD	<ul style="list-style-type: none"> Will have, or will be working towards, specialist accreditation to support the school’s development Will lead at teachers’ meetings and Inset Will lead training sessions as part of mandatory training 	<ul style="list-style-type: none"> Will have specialist accreditation to support the school’s development Will lead at teachers’ meetings and Inset and wider Will lead training sessions as part of mandatory training Will be a champion for the specialism within and outside CHS
Improvement Planning	<ul style="list-style-type: none"> Will have responsibility for a DIP May have WSAP Will report to parents, governors and ESMT Will have responsibility for other key areas of development & implementation (eg work experience; exams officer; college links) 	<ul style="list-style-type: none"> May have responsibility for DIP targets Will have WSAP Will report to parents, governors and ESMT

The descriptors above by necessity include statements of degree, such as: most; much; almost all; minimal. A professional discussion between appraisee and manager will be held, supported by evidence, to determine whether those degrees have been achieved. Recommendations for pay progression will be made by the manager to the head and deputy, who will, in turn, present these to a panel including a governor, to ensure parity and fairness across all decisions.

ESMT drop-in monitoring form

Day and date:	Observer:	Session lead:
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Session/activity visited: <i>(what were they doing and where?)</i>						
General observations: <i>(environment, behaviour for learning, direction of staff etc)</i>					G	
					A	
					R	
'Why' <i>All questions depend on the context and what has been observed.</i>	<ul style="list-style-type: none"> • <i>Why is the pupil doing this activity?</i> • <i>Is the activity linked to a next step?</i> • <i>Can you spot any progress?</i> • <i>Can you get evidence for the learner progress folder?</i> 					
'Why' notes						
'Why' rating:	G		A		R	
				Follow up?		

Understanding ‘Clipboard Visits’

What’s happening?

Simon, and senior leaders will be visiting sessions all around the school. You will know that it’s ‘official’ because we will be carrying a clipboard!

Why are you doing this?

We need to know that whatever you and the young people are doing is meaningful and well thought out, and that you know what you are trying to achieve.

What will you do on a visit?

We will write down some general observations about what is going on in the session. We will then ask one or two people some questions and make notes.

What will you ask?

We will most often be asking you why you and the young person with you are doing whatever you are doing, and what the purpose is.

What is the best way to answer?

You should be able to explain the reason for the activity. It might be linked to a My Next Step. You should be able to explain what you are hoping to see the young person achieve, and what you would write down as evidence for the teacher.

How am I meant to know that?

Your teacher is responsible for making sure you understand this for each session. Teachers will all have different ways of letting you know this. If you don’t know why you are doing what you are doing – make sure you ask your teacher (or sometimes therapist)!

Also, reading the young person’s profiles and My Next Steps documents is really important.

How will I know if I have done well?

We will try to tell you then and there, if not we will try to find you later. We will try our best to feed back to everyone but it’s not always possible, so if you don’t hear anything then you were fine & well done!



CHAILEY HERITAGE SCHOOL & CHAILEY CLINICAL INDIVIDUAL PUPIL REVIEW (IPR)

- The IPR will be arranged for approximately 6 months after Annual Review to discuss profiles and to rate progress vs expectations.
- Teachers will e-mail the most up-to-date profiles to the relevant therapists, and the My Next Steps document to all therapists **at least 2 weeks before the IPR meeting.**
- Teachers should also send, by post or e-mail, all profiles to parents for them to think about, with the post-IPR letter.
- All attending will come prepared with ideas to discuss at the meeting.
- The IPR profile discussions will be noted at the meeting: **this is very important.** We need to record that we have had a professional, multi-disciplinary discussion, and note down any new thoughts/approaches/actions.
- After updating the profiles, therapists will e-mail them back to the teachers.
- The teacher will then arrange a meeting/phone call/teleconference with parents to discuss and obtain their input to the profiles and their rating of progress made. **This is mandatory.**

Meeting Notes
Pupil's Name:
Date of Individual Pupil Review:

Profession	Name	In attendance
Teacher		
Link worker		
Key worker		
Nurse		
SaLT		
Physio		
OT		
Sensory Impairment Specialist		
Access Technology Specialist		
SPMLD specialist		

Learning Profiles & Pupil Premium	Brief notes of discussions: <ul style="list-style-type: none"> • Is there anything we could have done? • Is there anything else we should be trying? • Is there anyone else we should consult? • Any actions to take? 	Update Req'd
1. All About Me form		
2. Engagement Support Profile (including sensory information)		
3. Communication Profile		
4. Social, Emotional & Well-being Profile		
5. Physical Profile		
6. Access Technology Profile		
06a. Driving Profile		
07. Functional Skills Profile		
08. My Progress Plan: review ASPIRATIONS		
Pupil Premium (if applicable)		

Additional issues raised and any actions required

Annual Profile Review with Parents			
Name of pupil:	Parents attended: Yes/No	Date of meeting / discussion	Class Teacher
Profile (if applicable)	Parents requested amendments or agreement		
All About Me Form			
Engagement Support Profile			
Communication Profile			
Physical Profile			
Access Technology Pprofile			
Driving Profile			
Functional Skills Profile			

My Progress Plan	Check ASPIRATIONS Copy here from Progress Plan
My Next Steps	Check for agreement that these are the top priority
Other Actions	