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# APPRAISAL POLICY

Holy Family International School, Elangoi

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## Document Control

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## Introduction

01. Appraising staff performance is a balancing act: we have to be sure that we are evaluating fairly to make it meaningful for everyone concerned and efficiently to save time. Effective grading requires an understanding of how grading may function as a tool for motivation and learning, and a willingness to listen to and communicate to dispel confusions that may arise. It is important to help people to focus on the working process rather than on “getting the grade,” while at the same time acknowledging the importance that grades hold for career advancement.
02. Hence, the following shall be the chief objectives of this policy:
- To motivate the teaching faculty to relentlessly pursue excellence
  - To help the individual to integrate personal motives with organisational objectives
  - To develop and sustain a sense of achievement and commitment towards organisational goals
  - To improve student outcomes by motivating teacher upskilling and professional practice
03. The scope of this policy covers the entire teaching staff of the school except freshers who have not completed a year of teaching practice and part timers who have been contracted for a year or less.

## Governing Principles

04. **Consistency:** The administration of the policy aims to ensure consistency of treatment and fairness. Appraisals will be conducted fairly and objectively. No employee will be treated unfavourably on the grounds of age, disability, gender, marriage, pregnancy and maternity, caste, religion or any other grounds.
05. **Confidentiality:** All those who gather and organise information required for the purposes of appraisal shall be bound by a confidentiality clause and no unauthorised access to such information shall be permitted.
06. **Compliance:** The policy will be reviewed time and again to ensure compliance to the relevant legal framework of the country.

## The Appraisal Period

07. The appraisal period will run for eleven months from June to April. The month of May will be used for holding annual appraisal meetings, preparation of appraisal and summative reports and setting of new institutional as well as personal objectives for the next appraisal cycle.

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## **The Appraisal System**

08. An appraisal system consisting of a chain of interrelated roles and responsibilities will be developed under this policy in order to ensure hassle-free implementation of the appraisal process. The Governing Body (Holy Family Educational and Charitable Trust), the Head of School, Appraisers appointed by the Head of School, the Teachers and an External Advisor appointed by the Governing Body shall form an interrelated network of relations and roles of this system.

### **The Governing Body (Holy Family Educational and Charitable Trust)**

09. The Governing Body is responsible for the upkeep of the policy reviewing and amending its provisions, whenever required. They shall ensure that the policy is administered in letter and spirit and conduct the annual appraisal of the head of the school. They may appoint a suitably skilled external advisor to obtain support while carrying out these responsibilities.

### **The Head of School**

10. The Head of School shall be primarily responsible for the administration of the policy. He/She shall execute this by choosing an appraiser for each of the appraisee. The appraiser needs to have a similar but higher level of experience in comparison to the teachers he/she shall appraise.
11. Where a teacher has an objection to the choice of the appraiser, the Head of School shall carefully consider their concern and, if appropriate, an alternative appraiser may be offered.
12. The Head of School shall make provisions for relevant training for the appraisers. They should be trained in appraisal procedures and reviewing performance and be conversant with relevant policies and procedures.
13. The Head of School shall ensure that the appraisal operations are taking place within appropriate deadlines and that bottlenecks, if any, are well managed for the smooth implementation of the provisions of the policy.
14. The Head of School is the primary reviewer of appraisal procedures, in case a conflict arises, and therefore, has to collect necessary information regarding the performance of individual teachers using his or her means or channels.

### **The Appraiser**

15. The appraiser shall be responsible for collecting and maintaining sufficient data necessary to grade and give impactful feedback to the appraisees. For this, he or she shall use instruments such as observation forms, self-evaluation forms, student outcome reports, window observation comments, feedback meeting minutes etc.
16. Each grade awarded should be supported by detailed comments which should in turn be supported by evidence collected during observation or personal conference.

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17. The appraiser shall delegate class observation duties to suitably skilled teachers only with the express intention of getting a cross opinion or when the number of appraisees assigned to him or her creates significant workload.

### The Appraisees

18. Teachers need to take responsibility for their own professional development by striving to meet and exceed objectives and standards. They should keep a record of their teaching activities throughout the year, in preparation for the annual performance appraisal.

### The External Advisor

19. The major role of the external advisor is in helping the Governing Body to conduct the appraisal of the Head of School. The Governing Body and the Head of School can make use of his expertise for review of the policy or of the appraisal processes which might arise due to environmental changes.

## The Appraisal Procedure

20. The appraisal procedure is a sequence of various stages which need to be accomplished in a time-bound manner. It begins with the shaping of standards and objectives which sets a host of teaching and learning activities that can be observed, commented upon and documented for computation of grading of teacher performance. The grading then informs a new set of objectives that will set in motion another cycle of professional development.

### Setting Standards and Objectives

21. Standards define the criteria against which the school measures the performance of its teachers. This policy shall attach, as an annexure, a set of **Teacher Standards** which will describe the level of teaching performance that is acceptable to the school. Before the beginning of a new appraisal cycle, the Head of School shall review the *standards* and publish the same with necessary changes.
22. Objectives are concerned with improving the way the job is currently done. Before the beginning of an appraisal cycle, the Governing Body shall frame a set of institutional objectives. Each teacher, then, shall frame a set of personal objectives (**preferably, not more than three**) and gain the approval of their appraisers. The appraisers, in their discussion with individual teachers, shall try to ensure that the personal objectives, in a broad way, are aligned to the institutional objectives.
23. All objectives, institutional as well as personal, should be *challenging, specific, measurable, achievable, relevant* and *time-bound* (CSMART). The appraisers and appraisees should review their objectives and ensure that each objective is CSMART compliant.

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## Reviewing Performance

24. The appraisers shall ensure that sufficient information needed to form conclusive, evidence-based descriptions of the performance of each teacher is collected and organised at various stages of the appraisal cycle.
25. A combination of means such as class observation (observation of an entire lesson), window observation (an occasional glance into the class long enough to make a safe judgement), self-evaluation forms, student outcomes, parent polls and supervisor feedback may be used to collect required information.
26. Whatever means used, consistency in choice and frequency of such means is important to ensure a fair treatment of all teachers. But, in case, if the appraiser feels that the normal procedure is inadequate to make a proper judgement of the performance of a particular appraisee, he or she can make additional observations or interviews with the permission of the Head of the School.
27. In case of a class observation, the appraisee should be notified of the same at least 5 days in advance.
28. Whenever the performance of a teacher is appraised, he or she should be given oral feedback, preferably before the end of the next working day. This should be followed by a written feedback, preferably within 5 working days. The written feedback should consist of date and time of observation, the lesson and classroom activities observed and the strengths and areas of improvement observed.
29. The feedback should be given in a spirit of mutual respect and in order to enhance motivation. The oral feedback should be given in a private, comfortable environment. To the extent possible, while giving feedback, *the sandwich approach* should be applied: it should start with a positive comment, followed by areas of concern and then conclude with a constructive statement.
30. In case a serious inadequacy in maintaining *Teacher Standards* or working with objectives is revealed during an observation, the same shall be reported and the following procedure should be adopted:
  - Call the appraisee for a meeting and give a clear feedback regarding the nature and seriousness of the concern
  - Provide an opportunity to respond and have an open discussion in a spirit of understanding and respect
  - Identify a period of improvement and means of support (coaching, mentoring, peer observation)
  - Fix a date for review of progress
  - Explain the implications and the process followed in case no sufficient improvement is made within this period
  - Confirm the outcome of the meeting in writing
  - Permit the appraisee, if he or she feels such a need, to bring in a colleague for such meetings.

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## Appraisal Reports

31. At the end of the appraisal cycle, appraisers shall quantify the information collected using the method approved by the Head of School and allot one of the following grades to the teachers.

*Achieving (A):* Teachers who are able to consistently demonstrate understanding and implementation of standards and smoothly progresses towards their objectives

*Developing (B):* Teachers who are able to demonstrate understanding and implementation of standards, but only partially or inconsistently, or having no clear and smooth progress made towards their objectives

*Emerging (C):* Teachers who are neither able to demonstrate understanding and implementation of standards, nor having any sign of progress towards their objectives

32. The appraiser shall meet the appraisees on a one-on-one basis and discuss the grades. Such meetings shall be used for clarifications and modifications, if any needed.
33. Appraisers shall, then, prepare an appraisal report and send it to the Head of the School and the appraisee. Such reports shall contain personal objectives of the appraisee, performance against objectives & standards with sufficient evidence and including the grade allotted and its computation, an assessment of the teacher's professional development needs.

## Appeal Process

34. If the appraisee has an objection against the way the appraisal meeting was conducted or the appraisal report was prepared, he or she shall submit an appeal to the Head of School (The Reviewing Officer). He or she shall investigate the concern of the appellant and take an appropriate action.

## Summative Report

35. After receiving all the appraisal reports, the Head of the School shall prepare a summative report and submit the same to the Governing Body. Such a report shall contain brief explanations of the operation and effectiveness of the appraisal policy, training and development needs, results of the appraisal and pay and continuity of service recommendations.

## The Retention of Information

36. The information collected for appraisal and feedback shall be classified and retained for 6 years using digital or non-digital storage that is safe from unauthorised access. All such information shall be irrecoverably destroyed at the end of the said period.

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# Annexures

## Annexure 1: Teacher Standards

<b>Demonstrate excellent curriculum and subject knowledge and teaching skills</b>
<ul style="list-style-type: none"><li>● Gain knowledge on how learning takes place and apply the same in teaching practice</li><li>● Have a secure knowledge of the relevant subject(s) and curriculum areas</li><li>● Possess and promote high standards of literacy and communication</li><li>● Demonstrate understanding of age-appropriate teaching and assessment strategies</li></ul>
<b>Plan well-structured lessons and teach efficiently</b>
<ul style="list-style-type: none"><li>● Set realistic and challenging goals for each lesson and inspire the students to achieve the same.</li><li>● Instruct efficiently, so as to find enough time for guided practice and assessment</li><li>● Use tools of ICT to enhance teaching and increase efficiency</li></ul>
<b>Adapt teaching to engage all kinds of students</b>
<ul style="list-style-type: none"><li>● Plan teaching so as to build on existing capabilities and knowledge of students</li><li>● Engage different types of learners through optimum use of visual and active teaching practices</li><li>● Know that a range of factors can inhibit student learning and how to overcome these</li></ul>
<b>Assess the students for learning and use the data to inform teaching</b>
<ul style="list-style-type: none"><li>● Knows accurate use of assessment strategies and use the same to ensure student progress</li><li>● Use the assessment data to monitor progress and plan subsequent lessons</li><li>● Provide students regular and specific feedback and encourage them to respond to the feedback</li></ul>
<b>Manage behaviour effectively and create a positive learning environment</b>
<ul style="list-style-type: none"><li>● Demonstrate attitudes, values and behaviour that can inspire positivity in the student community</li><li>● Have clear rules and routines, within the framework of school policies, for classroom behaviour</li><li>● Promote good and courteous behaviour in accordance with the school's behaviour policy</li><li>● Establish and promote discipline using praise, sanctions and rewards fairly and consistently</li><li>● Maintain positive relations, exercise appropriate authority and act decisively when needed</li></ul>
<b>Exhibit consistently high standards of personal and professional conduct</b>
<ul style="list-style-type: none"><li>● Develop harmonious relations with colleagues, giving and taking support, when needed</li><li>● Take responsibility to improve teaching through reading and research and obtaining feedback</li><li>● Communicate effectively with parents of wards and maintain relationships</li><li>● Treat everyone with respect, build relations and observe appropriate boundaries</li><li>● Maintain high standards in attendance and punctuality</li><li>● Understand and act within the legal framework of the community in which the school operates</li><li>● Engage actively in co-curricular and extra-curricular activities in order to promote the school</li><li>● Present oneself in professional attire, observing and promoting cleanliness and order</li><li>● Develop and maintain accurate documentation to support planning and evaluation</li></ul>



## Annexure 2: Classroom Observation/ Self-Evaluation Form

Observations	Option 1	Option 2	Option 3	Comments
Used Innovative Teaching Practice(s)	Good	Average	Deficient	
Demonstrated Knowledge of the Topic	Good	Average	Deficient	
Used Language Clearly and Accurately	Good	Average	Deficient	
Shared Realistic and Challenging Objectives	Good	Average	Deficient	
Found time for Instruction, Practice and Assessment	Good	Average	Deficient	
Used ICT to Enhance Teaching	Good	Average	Deficient	
Checked Students' Previous Knowledge of the Topic	Good	Average	Deficient	
Included Visually Enriching Components	Good	Average	Deficient	
Used Active Teaching Strategies	Good	Average	Deficient	
Managed Learning Constraints Effectively	Good	Average	Deficient	
Used Assessment to Ensure Attainment of Outcomes	Good	Average	Deficient	
Provided Specific Feedback	Good	Average	Deficient	
Maintained Mutual Respect	Good	Average	Deficient	
Employed Clear Rules and Routines	Good	Average	Deficient	
Used Rewards and Sanctions	Good	Average	Deficient	
Exercised Appropriate Authority	Good	Average	Deficient	
Maintained Harmonious Relations with Colleagues	Good	Average	Deficient	
Showed Signs of Reading and Research	Good	Average	Deficient	
Communicated Effectively with Parents of Students	Good	Average	Deficient	
Engaged actively in extracurricular activities	Good	Average	Deficient	
Organised and maintained relevant documentation	Good	Average	Deficient	
Maintained Professional attire, cleanliness and order	Good	Average	Deficient	
Progress in Achieving Annual Objectives	Good	Average	Deficient	

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### Annexure 3: Classroom Observation Protocol

**Respect Each Other:** It is a very valuable tool for teachers to give and take feedback and improve their method of teaching if done with a spirit of mutual respect and trust.

**Be Prepared:** Before the class, the observer should go through a copy of the lesson plan and discuss the same with the teacher so as to develop an understanding of the class to be observed.

**Set Aside your Time:** Make sure that you will be completely free from distractions for the entire period of observation.

**Study the Tool:** Read the classroom observation form carefully and repeatedly in order to fully grasp the meaning of the statements before the session.

**Choose an Appropriate Spot:** The observer shall sit in a place from where the entire classroom should be visible; preferably, at the back, so as not to generate unwanted curiosity for students.

**Observe an Entire Lesson:** This is important to do justice to the teacher being observed and for proper marking of all sets of statements given in the form.

**Be Objective:** Resist the temptation to compare your teaching style with that of the teacher being observed.

**Just Observe:** Never intervene in the class in any way. Your duty is only to observe and mark the instrument as accurately as possible.

**Keep it Confidential:** Whatever you have observed is a matter between you and the observed. It shall not be discussed with a third party.

**It's a Learning Opportunity:** By assessing your peers, you are learning a lot from them! So be grateful for the opportunity.

**Create no Pressure:** It's only a learning opportunity for both of you. Embrace it warmly and gracefully!

**Record Evidence:** Observers have to write comments for each criteria to support each of the allotted grades with clear evidence.

**Use other means too:** Other than observing the class, the observer may interview the teacher or a sample group of students to collect further evidence.

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## Annexure 4: Guidelines for Self-Evaluation

**Study the Tool:** Read the self-evaluation form carefully and diligently before the class observation. This will help you to prepare for the class better.

**Base yourself on the Session of Observation:** You should assess yourself on the basis of the lesson during which you were observed by your peers.

**Prepare the Lesson Plan:** Follow the *Teacher Standards* and incorporate appropriate strategies. Make sure it can be completed within a period/session.

**Fill the Form Immediately:** Sit down to fill the form as immediately as possible after your class. Your assessment may not be accurate if you keep it pending long after the observation.

**Respond to every Statement:** Don't leave a particular statement unattended. The tool will be accurate only if all statements are attempted.

**Keep it Confidential:** Self-evaluation will be useful only if you self-reflect on your teaching. Discussing with others might harm your learning opportunity.

**Be Honest:** It is not a test of your ability. It is only an assessment of your teaching style. Be honest while making the choices.

## Annexure 5: Supervisory Appraisal of Staff Performance

SCHOOL NAME								
STAFF PERFORMANCE APPRAISAL BY SUPERVISORS/HEADS OF INSTITUTIONS								
Marks	1	2	3	4	5	AO	RO	Avg
<b>VISION</b> Ability to formulate fresh and relevant ideas utilising facts and past experiences	Limited viewpoints; Impractical plans	Easily get biased by others' opinions and circumstances. Sees only the obvious possibilities	Usually makes plans in advance considering various implications	Open minded, alert in seeking new solutions. Quickly recognises potential problems	Keen perception and research mentality. Excellent in developing new ideas and designing systematic plans			
<b>EMOTIONAL COMPETENCE</b> Healthy emotional expressions and appropriate behaviour	Unreliable in crisis, usually sensitive to criticism	Emotions and moodiness occasionally handicap work attitudes	Usually retains a healthy control over emotions	Maintains good behaviour balance even under adverse conditions	Outstanding ability to adjust self to other personalities and circumstances			
<b>QUALITY OF WORK</b> Ability to balance quantity and quality of the work output	Work output and quality poor	Slightly below standard application of job's requirements	Applies himself/herself effectively to most problems	Has a very good capacity and commendable attitude. Can work independently	Quantity and quality of work are outstanding.			
<b>KNOWLEDGE AND SKILLS</b> Knowledge of the nature of the job and related procedures and policies and its skillful execution	Weak in understanding of techniques and procedures	Less than average comprehension of job requirements, technical knowledge is slightly under par	Satisfactorily acquainted with the job and related procedures	Theoretical and practical knowledge of the job above average. Well informed in practically all phases of the job	Exceptional mastery over all phases of work			
<b>INTEREST AND INITIATIVE</b> Keen desire to learn more and the alertness towards new trends in the profession	Sluggish	Mildly interested	Generally exhibits a great deal of interest and initiative in normal circumstances	Persistent and positive in actions	Always on the lookout for additional information, and responsible and alert with new ideas.			
<b>SENSE OF RESPONSIBILITY</b> Willingness to take up responsibilities and discharge them	Needs continuous supervision – avoids responsibility	Reluctant to accept responsibility Follow-up often required	Generally accepts and discharges responsibility willingly - requires only general supervision	Willingly accepts responsibility. Requires minimum follow-up. Gets results	Seeks additional responsibility and discharges them in an outstanding manner			
<b>DECISION MAKING SKILLS</b> Willingness to think through a problem, generate solutions and evaluate options	Slow and erratic in analysis, lacking ability to evaluate facts	Occasionally fails to analyse conditions of behaviour to determine courses. Tends to have a closed mind	Displays good judgement. Capable of solving problems of general nature	Picks important facts and arrives at sound conclusions. Open minded. Recognizes related factors.	Capable of solving odd problems with originality by combining theoretical and practical approaches			

<p><b>CO-OPERATION</b> The ability to work harmoniously with the stakeholders of the school</p>	<p>Antagonistic, obstructive, concedes little, egoistic.</p>	<p>Somewhat reluctant to accept suggestions. Occasionally obstructive and may try to take undue credit.</p>	<p>Generally adopts self harmoniously to persons and situations. Recognizes the need for teamwork.</p>	<p>Work harmoniously with the group. Adaptable and courteous.</p>	<p>Goes out of his way to promote a common end.</p>			
<b>TOTAL AVERAGE SCORE</b>								
<p>Appraising Officer  Name  Signature</p>				<p>Reviewing Officer  Name  Signature</p>				

**Annexure 6: Grading Computation Sheet**

No	Name	Observation	Grade Points	Appraisal	Grade Points	Wt. Total	Wt. Avg	Grade	
Serial No	Name of the Appraisees	Total Score obtained for Class Observation	Grade Points* for Class Observation	Total Score obtained for Supervisory Appraisal	Grade Points for Supervisory Appraisal	Weighted Total* of both the Scores	Weighted Average* of both the Scores	Letter Grades*	Grade Titles*

<b>Details</b>									
*Grade Points = Total Score/Maximum Score X10									
*Weighted Total = Weights Assigned: Observation =2, Appraisal =1									
*Weighted Average = Weighted Total/ Total of Weights Assigned									
*Letter Grades: Grade A if Weighted Average is 8 or more, B if 6 or more, C if less than 6									
*Grade Titles: A = Achieving, B = Developing, C = Emerging									

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**Annexure 7: Annual Appraisal Report Format**

**Annual Appraisal Report (Year)**  
**School Name**

Introductory Details

Appraisee	Provide the name and designation of the person being appraised
Appraiser	Provide the name, designation and contact details of the appraiser

Congratulations! You have received the following Grade in the Annual Appraisal!

Grade	Provide the Grade Letter and the Grade Title
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We have found you strong in the following areas/ skills significant to teaching and being an employee here in our school:

1	Look at higher scores in the Observation Sheet
2	Look at higher scores in the Appraisal Format

We would like you to focus on the following areas/skills in the upcoming academic year:

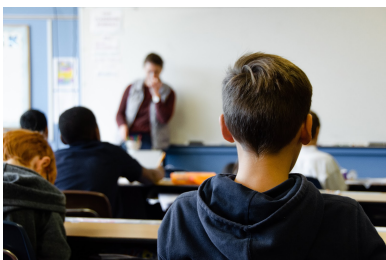
1	Look at lower scores in the Observation Sheet
2	Look at lower scores in the Appraisal Format

We would like to suggest you the following training programmes or resources for upskilling you in the upcoming academic year:

1	Suggest training courses, books, web resources etc.
2	Suggest training courses, books, web resources etc.
3	Suggest training courses, books, web resources etc.

Appraiser (Signed with Name and Designation)

Date:



Holy Family International School  
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