



NEWTON
COLLEGE

PART OF  ISP SCHOOLS

Self-Assessment Policy

(Old Appraisals)

2022-2023

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Index

Index	2
Section A: Teacher Self-Assessment and Learning Process	4
1. Introduction	4
2. Our philosophy for Teaching and Learning	4
3. The aim of the policy and scope of application	5
4. The appraisal period	5
5. Appointing appraisers	5
6. Phases of the teacher self-assessment process	6
6.1. Phase 1: Are we doing it right? How do we know?	7
6.2. Phase 2: What and how can we improve?	7
6.3. Phase 3: What actions will we implement to improve?	8
6.3.1. Deliberate practice	8
6.3.2. Learning conversations	8
6.4. Phase 4: Self-assessment	9
6.4.1. Self-assessment levels	10
6.4.1.1. Learning Level 1: Does not meet expectations	10
6.4.1.2. Learning Level 2: Approaches expectations	11
6.4.1.3. Learning Level 3: Meets expectations	12
6.4.1.4. Learning Level 4: Leads (outstanding)	13
7. Cezanne Platform	13
8. Transition to capability procedures	14

9. Confidentiality	14
10. Monitoring and Evaluation	14
11. Monitoring of Policy and Review	14
SECTION B: APPENDIX	15
Appendix 1: ISP teacher role profile	15
Appendix 2: ISP Learning Improvement Process	15
Appendix 3: 2022-2023 Learning Improvement Priorities	15
Appendix 4: Sample of Teacher Self-Assessment Template with indicators	15
Appendix 5: Teacher Self-Assessment Instructions on Cezanne: Phases 1 and 2	15

Section A: Teacher Self-Assessment and Learning Process

1. Introduction

Self-assessment and learning at Newton College is understood as a support and growth process specially designed to ensure that all members of our staff possess and fully develop their skills, as well as they have access to the support they need to perform their duties in an effective manner. The ultimate goal is to ensure that all staff can continue to improve their professional practices.

This policy sets out the principles that apply to all teaching and non-teaching staff working at Newton College. It does not apply to staff with short-term contracts, of less than one term, and to recently qualified teachers (*New Qualified Teachers, Prácticas de Máster del Profesorado, etc.*), who are still being trained.

2. Our philosophy for Teaching and Learning

As an educational institution, all of us, both teaching staff and students, are in continuous learning and, therefore, our goal is to foster amongst the members of our community a life-long love of learning, while developing the skills, knowledge and understanding that we want to achieve, to the extent of our possibilities.

That is why at Newton College, our students are at the heart of our work and are active agents in their learning process. Learners in Newton College are able to recognize that their attitude, experiences and actions direct their learning outcomes. Being aware of this, the student is able to make value judgments and take control, leading their own learning and the learning of their peers.

However, we are aware that the learning process is affected both by internal factors (emotions, motivation, health, general well-being, etc.) and external factors (the environment, the curriculum, the relationships between community members, etc.). Although the teacher is the external factor that has the greatest impact on our students' learning.

At Newton College, we all learn together and, therefore, in everyday situations that occur in our classrooms, the role of the teacher is also that of a 'student'. Day by day, we get involved in a continuous process to explore, expand and develop teaching practice, with the aim of achieving a more direct positive impact and improvement in student learning.

Therefore, it is essential that our teachers work continuously to improve their own learning and professional practices.

The teacher self-assessment process helps to develop self-critical and reflective teachers, who are focused on learning.

3. The aim of the policy and scope of application

This policy sets out the framework for a clear and consistent assessment of the overall performance of teaching staff in Newton College, as well as it supports their development within the context of our Learning Improvement process and the expectations for our teachers, which are available on the following link: [\(ENG\) ISP Teacher Role Profile](#)

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- Have the skills and support they need to carry out their role effectively.
- Ensure that their role positively impacts on our students' learning and development.
- Can continue to improve their professional practice and to develop in their role.

4. The appraisal period

The appraisal period will run for ten months for all teaching staff, from September to June every academic year.

Those employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

5. Appointing appraisers

Each member of the teaching staff will be assigned an appraiser, who will support the teacher during the process. This person will not necessarily be the line manager or Head of Department.

The Headteacher will be responsible for evaluating the management team, while the Heads of Stage will evaluate the Heads of Department and the Key Stage coordinators.

6. Phases of the teacher self-assessment process

During the process, the teacher and his/her appraiser undertake to learn and improve by continually asking themselves the following questions:

- Are we doing it right?
- How do we know?
- What and how can we improve?
- What actions will we implement to improve?

The ongoing process of supporting teacher learning and development is shown in the following diagram:



6.1. Phase 1: Are we doing it right? How do we know?

Teachers who are not new will have reports from previous years which will serve as a basis point, whereas new teachers will begin the process as part of their induction.

In this first phase, the teacher self-assesses and reflects on his/her learning and development, based on the 9 criteria outlined in the Teacher Profile ([\(ENG\) ISP Teacher Role Profile](#)), directly related to the 9 criteria of the ISP Learning Improvement Process ([\(ENG\) LIP Guidance.pdf](#)).

Once this is done, the teacher needs to identify and give priority to 3 professional and personal goals. These goals must be aligned with:

- The annual priorities of the school and the stage in which the teacher has more workload. Two goals related to this section will be established.
- A goal directly related to one of the 9 criteria of the ISP Learning Improvement Process.

The annual priorities for the academic year 2022-2023 can be found in the following document: [2022-2023 LIP Priorities](#)

This phase starts at the beginning of the school year and should be completed during the second month of the academic year, that is, in October.

6.2. Phase 2: What and how can we improve?

The expected outcome of this phase is that the teacher has clearly defined ideas about his/her learning and development, and takes responsibility for it. In addition, the teacher is expected to reach agreements on how he/she will be supported throughout the process.

This second phase occurs during the first two months of the school year. However, all teachers must complete it before the end of the third month (November).

The teacher will be assigned a colleague, who will be his/her “guide” and will collaborate with the teacher in carrying out a formal planning. During their discussions:

- They will agree and specify the goals identified by the teacher, which must be attainable, concrete, perceptible, reasonable and feasible. They must also ensure that these goals meet the requirements described above (two goals based on the school annual priorities and one based on one of the 9 criteria of the ISP Learning Improvement Process).
 - They will identify and agree on indicators of success for each goal.
 - They will determine needs and opportunities to support teacher learning and development (e.g. professional learning, school improvement initiatives, teacher leadership opportunities, etc.).
 - They will ensure that there is enough time and resources for the teacher to be involved in Phase 3.
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6.3. Phase 3: What actions will we implement to improve?

6.3.1. Deliberate practice

This phase is related to the concept of “*Leading ISP Learning*” and the practical approach to improve student and teacher learning. The concept of “*Leading Learning*” has expanded and evolved into the idea of “*collecting evidence from learners in real time*”, in order to encompass three core practices:

1. Learning Design: intentional design and planning for learning.
2. Inquiry about learning: investigate the factors that affect learning, with the aim of rethinking, improving or eliminating them.
3. Learning visits: collaborative and support visits to the teacher, undertaken by the teachers, middle managers or the management team, with the aim of gathering evidence of learning in real time.

During phase 3, teachers engage in learning and development opportunities, which have been previously agreed upon and identified in phase 2 of the process.

These opportunities will likely include:

- Courses and learning resources hosted on the Learning Hub platform, such as “Let’s talk about learning” and “ISP Learning Glossary”.
- Design of learning, inquiry and visits.
- ISP leadership programmes.
- External professional development opportunities.

Throughout this phase, teachers will collect evidence for each of the 9 criteria and analyse to what extent they will have an impact or contribute to the achievement of their goals or objectives established in phase 2.

6.3.2. Learning conversations

Regular learning conversations about learning between the teacher and his/her guide, as well as with other members of their learning community, will be held regularly. This is one of the fundamental support tools, so that the teacher can progress towards the achievement of his/her goals.

These learning conversations should always focus on dialogue on the following aspects:

- Are we doing it right?
 - How do we know?
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- What and how can we improve?
- What actions will we implement to improve?

Depending on the teacher's needs, learning conversations with the guide may involve a combination of the following 3 types of learning conversations:

- Targeted conversations, in which the guide leads the teacher's learning.
- Tutoring or mentoring conversations, in which the guide provides feedback so that the teacher can reflect on it. en las que el guía provee de retroalimentación para la reflexión del profesor.
- Coaching conversations, in which the teacher is leading his/her own learning.

6.4. Phase 4: Self-assessment

The purpose of self-assessment is to ensure that a differentiated approach is used to effectively support teachers in their learning and development.

This phase occurs at the end of the school year, preferably during the month of June, and always after the "deliberate practice" period.

In order to complete the self-assessment phase, a formal meeting will be scheduled between the teacher and the guide.

Before the meeting, the teacher will:

- Carry out self-assessment of the 9 criteria, referring to evidence that supports his/her assessment.
- Reflect on his/her progress with regard to the goals, according to the given format (see Appendix A).
- Carry out self-assessment of his/her Learning Level, in accordance with the provisions in section 5.4.1. of this document.

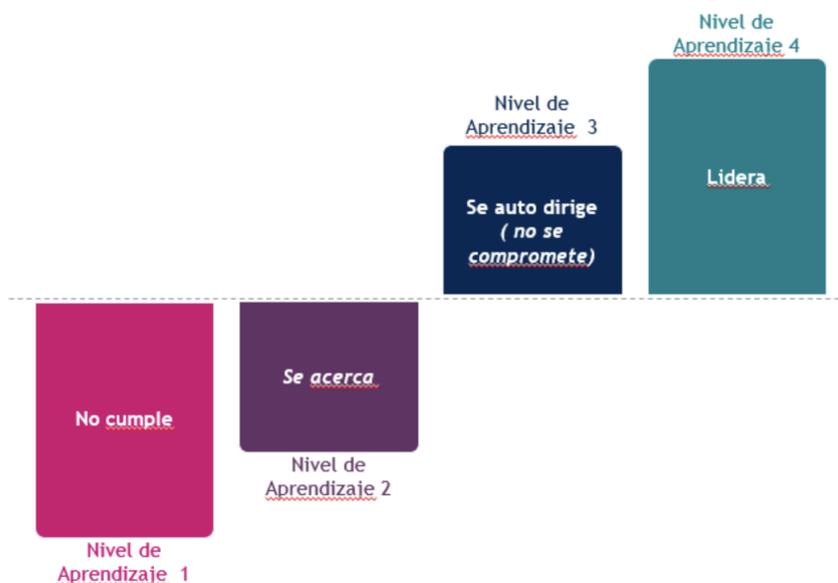
During the meeting, the guide will:

- Show his/her agreement or disagreement with the progress achieved in relation to the goals.
 - Analyse the self-assessment carried out by the teacher about his/her "Learning Stage" and they will agree on the final assessment jointly.
 - Discuss the next steps for the teacher, opportunities and future paths of learning and development.
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6.4.1. Self-assessment Levels

Four generic levels of learning are established:

- Learning Level 1: does not meet expectations
- Learning Level 2: approaches expectations
- Learning Level 3: meets expectations
- Learning Level 4: Leads (outstanding)



6.4.1.1. Learning Level 1: Does not meet expectations

Teacher description:

The teacher at level 1 needs targeted support to help him/her improve on all 9 criteria, including explicit direction and intervention.

The goal:

The goal of targeted support is to help the teacher meet the minimum expectations defined within the 9 criteria in a relatively short period of time, in order to have a positive impact on student learning.

Description of the support role:

At Learning Level 1, the guide must be the immediate supervisor. 1 There are frequent learning design reviews, learning visits and learning conversations that focus on an improvement plan with specific indicators of success. While the improvement plan can be

designed by the immediate supervisor in collaboration with the teacher, the responsibility for achieving the improvement lies with the teacher.

Description of supportive behaviour:

Support initially includes a high level of goal setting and motivation, delivered through regular guided learning conversations.

Period of time:

The follow-up will take approximately between 6 and 8 weeks.

Strategies:

Self-assessment, learning visits (both receiving and conducting them), learning design analysis and examples of planning for learning, all matched with high-quality feedback from the immediate supervisor.

6.4.1.2. Learning Level 2: Approaches expectations

Teacher description:

At Learning Level 2, the teacher is new or inexperienced and needs guided support to learn and improve on all 9 criteria. It may also be the case for an experienced teacher who may need further support to move to Learning Level 3.

The goal:

The goal of guided supervision is to support the teacher in developing self-direction and independence, so that he/she can move to Learning Level 3, taking greater responsibility for his/her own learning and the learning of others.

Description of the support role:

The guide, together with the teacher, helps to diagnose needs with regard to the 9 criteria, celebrating the experiences and strengths the teacher already possesses, and building on them. Support to teachers is materialised through the design and learning visits (both receiving and conducting them) and help them to identify and implement, in a staggered way, their own inquiries about learning.

Description of supportive behaviour:

Support initially includes a high degree of guidance and motivation, which then evolves into a tailored tutoring model, in which the teacher develops with minimal targeted support and less direction in learning conversations.

Period of time:

All new teachers are expected to move from Learning Level 2 to Learning Level 3 within 12 months.

Strategies:

Self-assessment, learning visits (both receiving and conducting them), staggered learning inquiries and learning design reviews, all accompanied by feedback and coaching (and mentoring where appropriate), through Learning Conversations.

6.4.1.3. Learning Level 3: Meets expectations

Teacher description:

At Learning Level 3, the teacher has internalised motivation and improvement with regard to the 9 criteria, sets relevant and challenging goals, and engages in honest and accurate self-assessment. The teacher also engages in contemporary educational research and leads his/her own learning and the learning of others through learning lessons, inquiries and visits. The range of their learning needs is varied, and support will also need to be differentiated through a mix of Tutoring and Mentoring in Learning Conversations.

The goal of coaching/tutoring

In this case, the goal is that the teacher takes full responsibility and leadership for his/her professional learning and continuous improvement.

Description of the support role:

As the teacher becomes an increasingly independent, effective and self-directed student, the guide helps him/her develop his/her critical thinking through a tutoring/mentoring model. The teacher asks the guide to help with learning visits and inquiries.

Description of supportive behaviour:

The guide does not reveal his/her assessments and, instead of expressing them directly, he/she uses examples and questions to support the teacher's reflection and learning through the Tutoring/Mentoring during the learning conversations.

Period of time: Ongoing

Strategies:

Self-assessment, goal setting, structured reflective conversations, peer coaching and observation, study groups, learning visits (both receiving and conducting them), leading self-directed and collaborative learning investigations, all supported by the Tutoring/Mentoring during learning conversations.

6.4.1.4. Learning Level 4: Leads (outstanding)

Teacher description:

At Learning Level 4, the teacher is actively involved in modelling, sharing and generating knowledge, skills and understanding of the 9 criteria, for example, by leading workshops and facilitating collaborative learning inquiries. The teacher is self-directed and mainly supported through coaching during learning conversations.

The goal:

The goal of coaching during learning conversations is to support the teacher's learning and growth. The teacher effectively leads his/her own learning and the learning of others (both students and other adults).

Description of the support role:

As the teacher consistently and effectively leads his/her own learning and the learning of others, the assigned support helps to facilitate his/her ongoing learning inquiries, initiatives and evidence-based reflections.

Description of supportive behaviour:

The Coaching process during learning conversations is initiated and led by teachers. The guide listens, inquires and paraphrases, helping the teacher to identify improvements in his/her own learning and the learning of others, as well as further opportunities to continue building in this regard.

Period of time: Ongoing

Strategies:

Self-assessment, leadership initiatives, peer tutoring, learning visits (both receiving and conducting them), leading self-directed and collaborative learning investigations, all supported by a coaching process.

7. Cezanne Platform

The whole teacher self-assessment process will be carried out only through the Cezanne platform.

At the beginning of the school year, a link will be sent to you, so that you can complete your self-assessment and establish 3 professional and personal goals on Cezanne (phases 1 and 2 of the Teaching Self-Assessment process).

You can find detailed instructions on how to carry out this procedure in section 2 Appendix 5 (“Self-Assessment instructions for teachers on Cezanne: Phases 1 and 2”) of this document.

8. Transition to capability procedures

If a member of the teaching staff shows a significant poor performance, shows no improvement or reaction to help got during the process, or repeatedly ignores recommendations or instructions given by his/her guide, the guide will prepare a detailed report that will be sent to the appropriate Head of Stage, with a copy to the Deputy Headteacher. This report shall include:

- Concerns that have led to the report
- Evidence of this report
- The minutes of the formal and informal meetings held with the teacher
- Agreements reached

9. Confidentiality

Teacher’s self-assessment process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher or Deputy Headteacher to assure the operation and effectiveness of the appraisal system.

10. Monitoring and Evaluation

The Senior Leadership Team will monitor the operation and effectiveness of the teacher's learning process and self-assessment.

11. Monitoring of Policy and Review

This policy will be reviewed annually and its content and operations will be adapted as and when deemed necessary by the Senior Leadership Team.

SECTION B: APPENDIX

In this section, you will find the necessary documents to carry out the teacher self-assessment process.

Appendix 1: ISP teacher role profile

[\(ENG\) ISP Teacher Role Profile.pdf](#)

Appendix 2: ISP Learning Improvement Process

[\(ENG\) LIP Guidance.pdf](#)

Appendix 3: 2022-2023 Learning Improvement Priorities

[2022-2023 LIP Priorities](#)

Appendix 4: Sample of Teacher Self-Assessment Template with indicators

[\(ENG\) Europe TSLE Form with indicators.docx.pdf](#)

Appendix 5: Teacher Self- Assessment Instructions on Cezanne: Phases 1 and 2

[\(ENG\) Teacher self-evaluation - Cezanne instructions.pdf](#)
