



YCIS

ECE & Primary Staff Meeting

Wednesday, September 23, 2020

3.30pm

- 3 Goals
 - 1 section/school-wide goal (written by CLT)
 - 1 team/dept goal (written by team)
 - 1 personal goal (written by teacher)
- The three goals will be on PGP
- All linked to QFLT

1

STRAND: (Please include full description)

B5

Learning outcomes are used to evaluate the effectiveness of teaching strategies

This is the strand from the framework and should include the letter and number – e.g. A3, C5 etc...

2

TARGET: (Please include full description)

Teaching strategies are evaluated very effectively to assess their impact on learning progress. Learners are very skillfully involved in the evaluation and are empowered to provide accurate feedback on their learning experience and progress

This comes from the Descriptor (Outstanding)

3

Success Criteria/Learner Behaviours:

1. Can talk about what they have learned in lessons
2. Can talk about strategies that made their learning difficult
3. Are confident in the evaluation of their learning

Choose 3 Learner Behaviours from the framework – related to the chosen strand. These should guide you as success criteria for your strand and actions below.

4

Strategies/Teacher Behaviours:

1. Know the range of pupils' learning styles and can adapt teaching strategies accordingly
2. Provide opportunities for learners to engage and reflect on their learning
3. Adapt future teaching and learning based on the feedback that has been given

Choose 3 Strategies Behaviours from the framework – related to the chosen strand. These should guide you in choosing actions to meet your goal / target.

Proposed Actions:

5

- Carry out a Multiple Intelligences assessment at the beginning of the year to ascertain preferred learning styles
- Allow students choice in some assessment pieces (students choose to present their learning in their own) – at least one per unit
- Develop a self- assessment journal where students comment on their work, and set goals for the future
- Incorporate peer assessments – at least one per unit
- Act on student feedback and assessment results – keep own journal

These are the specific actions / strategies that the teacher/s will put in place to achieve the goals.
These should be outcome based.

Support, Training and CPD Needs:

6

- Use my PL subsidy to participate in an Assessment for Learning course
- Observe Fred's class as he is very strong at this
- Ask appraiser to observe and provide feedback on how I am
- Look for and read professional articles on assessment, specific to self assessment and peer assessment

This is where you list the resources you will need, suggested training you will seek, and the support you will need from other colleagues, leaders and the appraiser.

Mid-Year Review



Mid-Point Review:

7 This is to be filled in by the Teacher (Reviewee), prior to the Mid-Year Review Meeting with the Appraiser.

Final Review:

8 This is to be filled in by the Teacher (Reviewee), prior to the Final Review Meeting with the Appraiser.

9

Final Review Summary and Recommendations:

This is to be filled in by the Appraiser after the end of year review meeting.

The Appraiser must provide feedback on the progress towards goals based on observations and ongoing discussions with the teacher. The comments act as confirmation of evidence of the goals being met.

The Appraiser should also provide:

- Commendations for achievements,
- Recommendations for next steps and areas for future development.

Rating for Goals:

Goal 1 _____

Goal 2 _____

Goal 3 _____

(Appraiser to record: Met or Not Met)

Reviewee Statement



Reviewee Statement

This is to be filled in by the Reviewee (the Teacher being appraised). It is optional.

THE FRAMEWORK

Back

All Themes

Power Themes

Element A

Assessment for Planning and Learning

1

Element B

Strategies for Learning and the Application of Subject Knowledge

Element C

Climate for Learning and Lesson Organisation

Element D

Use of Resources

Element E

Support for Learners

A1 Knowledge of prior attainment and achievement is used to inform planning

A2 Progress is assessed in the lesson and strategies adapted to maximise learning

POWER THEME

3

[Display the learner behaviours](#)

A3 Learning is applied within and outside the lesson

A4 Opportunities are planned for evaluation and feedback to and by learners

POWER THEME

A5 Planning enables quality learning experiences and skills progression

B1 A range of strategies promote progression within the subject

POWER THEME

B2 Learners are enabled to make links within the subject and with other subjects

4

[Display the teacher behaviours](#)

⚠ Please note, these behaviours refer to Outstanding and Good impact only

Explain the links and connections in learning with other subjects

Question learners about the transfer of learning between subjects

Challenge learners to apply their learning to new situations and with open ended questions

Regularly revisit the links in learning between subjects and explore their impact

Create an ethos where pupils see the natural links between subjects

Facilitate learners to lead their own learning and create linked units

Topic/Themes are planned and organised to make maximum use of the links between subjects

[Display the National Professional Standards for teachers relevant to this Element](#)

Element Overview

This Element looks at the ways in which learners make progress within lessons and subjects, and make links between lessons and subjects. To achieve this learners need independence and to have some ownership of their learning, and teachers need to reflect continuously on the effectiveness of strategies to deliver the learning outcomes sought.

[VIEW MY PROFILE](#)

[FAQ/Help](#)

Descriptors

2

O Outstanding - Almost all learners are enabled to make links and connections with other learning within and beyond the subject. They develop, expand and refine these links over time.

[UNPIN FROM PINBOARD](#)

[MARK AS MY DESCRIPTOR](#)

G Good - Most learners are able to link and apply learning beyond as well as within the subject.

[ADD TO PINBOARD](#)

[MARK AS MY DESCRIPTOR](#)

RI Requires Improvement - The majority of learners make links with other learning within and beyond the subject

[ADD TO PINBOARD](#)

1 A1: Prior knowledge (experience) and development is used to inform planning

1: 教育计划基于儿童先前的知识\经验及发展状况

2

Descriptors	描述
Exemplary -Planning takes full account of prior learning and learners' capacity to make progress. Planning challenges and enables all learners to extend themselves.	卓越 ——计划充分考虑到学习者之前的学习状况和能力，以促进学习者取得进步；计划具有挑战性，能让所有学习者有自我发展的机会。
Proficient -Planning takes account of prior learning and learners' capacity to make progress for all learners.	优良 ——计划考虑到学习者之前的学习状况和能力，以促进所有学习者取得进步。
Developing -Planning shows accurate assessment of prior learning which generally matches needs. Planning shows progression for learners.	发展 ——计划显示出对学习者已有的学习状况进行了准确的评估，计划基本符合学习者的需要而且能显示学习者的进步。
Beginning -Inaccurate assessment of prior learning leads to planning which does not match most learner' needs and/or interests.	起步 ——对学习者先前的学习评估不准确，导致计划不符合大多数学习者的需要和/或兴趣，不能显示学习者的进步。

3

Display the learner behaviours

Please note, these behaviours refer to Exemplary and Proficient impact only.

- 1) Can share about what they've learned and their interests.
- 2) Can share about what they might need to learn next and/or what interests they want to follow.
- 3) Can reflect on their learning and makes connections.
- 4) Demonstrate growth and learning holistically (7 EYFS learning areas).
- 5) Engage the planning with teachers and share their ideas.

4

Display the teacher behaviours

Please note, these behaviours refer to Exemplary and proficient impact only.

- 1) Understand and apply the Early Years Foundation Stages
- 2) Assess learners' ability accurately through authentic observation
- 3) Identify strengths and needs in learning and areas of learner's interest
- 4) Use authentic observations and analyses to plan

Leaders

1. Choose a strand from the Leadership Framework either from the 'Leaders Behaviours' or the 'School Community Behaviours'.

1

B2: Learning

2. Choose from the exemplary strand from the leadership rubric

2

B2: Learning

Leaders have a refined understanding of how children and adults acquire knowledge, understanding and skills, and this is used to intelligently drive improvement.

3. Choose 3 school community behaviours

3

School Community behaviours

- Participate in formal and informal discussions about the nature of learning and the impact of teaching and non-teaching factors on learning
- Evaluate the impact of teaching, curriculum and professional development on learning
- Match teaching strategies to intended learning outcomes
- Share best practice with teacher colleagues
- Visit lessons of teacher colleagues
- Discuss and evaluate personal learning with peers
- Evaluate personal learning and determine individually or with support from others next steps in learning
- Engage actively and genuinely in learning
- Challenge and support learning effectively

4. Choose 3 learner behaviours

4

School Leaders' behaviours

- Read research that is relevant to the organisation and integrate this into the life of the school
- Engage teams and individuals in their own research about learning in the organisation
- Link change processes to empirical research to bolster the improvement process
- Encourage risk-taking and innovation in the classroom
- Explain why different pedagogies suit different types of learning
- Use mistakes and failures as opportunities for rich learning
- Use lesson visits to precisely identify individual and organisational strengths and areas for development

Proposed Actions:

- All Teachers use the Language and Mathematical Checklist (K4s also use CEM) and use the data collected to create the strategies needed to move the student in their learning.
- Have used the observation sheets to write up, reflect and plan the next learning stage for each student in all areas of learning.
- Use the planning web and Observation sheets to map out the class & Students interests.
- Co-Teachers collaborate and document conversations to develop individual children's development plans. These plans demonstrate strategies used to have constructive change in the classroom and children's learning.

Primary Section Goal

Proposed Actions:

- Use the DDD protocol with the CEM data from the Beginning of Year, including looking at measures of progress
- Identify individual or groups of students from the data who are either at risk, or are not making progress
- Establish specific targets/action plan for these individual/group students, identified through the DDD protocol
- Using data, track the progress of the identified students to measure extent of success towards their targets

Appraisal Plan and Timeline



- Section Goal, Team Goal and individual goals completed by early/mid Oct. Consult with team leader
- Target setting Meeting takes place with appraiser
- PGPs completed, printed and signed by end of October
- Classroom visits and learning walks continue through the year
- Mid-Year Review with appraiser – End of Feb
- Final review meeting – by 3rd week of May
- Submission of all documents – end of May