

	Reviewee	Reviewer
Check that the Planning and Review Meeting is:	<ul style="list-style-type: none"> ○ Scheduled at least 5 days in advance ○ Not in lunch breaks or PPA time (encroaching the work-life balance of you or the reviewee) ○ Allowed sufficient time (usually 1 hour) ○ completed by 31 October (31 December for head teachers) 	<ul style="list-style-type: none"> ○ Scheduled at least 5 days in advance ○ Not in lunch breaks or PPA time (encroaching the work-life balance of you or the reviewee) ○ Allowed sufficient time (usually 1 hour) ○ completed by 31 October (31 December for head teachers)
In preparing for Planning and Review Meeting , you should:	<ul style="list-style-type: none"> ○ Identify who your reviewer is ○ Reflect on your performance in the previous cycle taking into account evidence collected ○ Reflect on how you have met your previous objectives and identify any issues that have hindered or helped you meet the objectives ○ Consider what you would like to achieve in the next cycle taking into account your professional aspirations ○ Discuss the above; there is no need for you to provide written input at this stage ○ Consider whether you are eligible for pay progression? 	<ul style="list-style-type: none"> ○ Be confident that you are clear about your role and that you have received sufficient training to undertake it ○ Be familiar with your reviewee's previous year's progress and have access to relevant documentation (for example, the teacher's role description and professional standards) ○ Make yourself aware, as far as possible, of any issues that may have helped or hindered the reviewee ○ Consider the objectives that may be appropriate for the reviewee's career stage ○ Consider whether the reviewee is eligible for pay progression
When setting Objectives and Performance Criteria , remember that:	<ul style="list-style-type: none"> ○ There is no recommended number of objectives but they should be reasonable and achievable ○ Not all teachers need to have the same number of objectives ○ Your objectives should reflect your own and the school's priorities ○ Objectives can be achieved over one or more cycles but should be broken down with milestones within each cycle; this is particularly pertinent for teachers on the upper pay scale. ○ Success criteria should be specific and reasonable 	<ul style="list-style-type: none"> ○ There is no recommended number of objectives but they should be reasonable and achievable ○ Not all teachers need to have the same number of objectives ○ You should seek to come to agreement on the objectives set, through professional dialogue ○ Objectives can be achieved over one or more cycles but should be broken down with milestones within each cycle; this is particularly pertinent for teachers on the upper pay scale. ○ Success criteria should be specific and reasonable
In considering evidence to be used:	<ul style="list-style-type: none"> ○ Consider what types of evidence (other than classroom observations) are appropriate to show how objectives met 	<ul style="list-style-type: none"> ○ Consider what types of evidence (other than classroom observations) are appropriate to show how objectives will be met

	<ul style="list-style-type: none"> ○ Agree who will provide other evidence (for example, ASTs/subject leaders or from data etc) 	<ul style="list-style-type: none"> ○ Agree who will provide other evidence (for example, ASTs/subject leaders or from data etc)
In discussing CPD , consider:	<ul style="list-style-type: none"> ○ What CPD you had the previous cycle and how effective it was ○ Whether any planned CPD has not been delivered – this should not affect your performance review ○ What CPD you need to help meet your objectives and your aspirations 	<ul style="list-style-type: none"> ○ What CPD has been undertaken in the previous cycle and how effective it was ○ Whether any planned CPD has not been delivered – this should not affect the reviewee’s performance review ○ What CPD the reviewee needs in the coming year to help meet their objectives and their aspirations
In planning and taking part in Classroom Observations , ensure that:	<ul style="list-style-type: none"> ○ Agreement is reached over when it will take place and by whom ○ The purpose of the observation is clear – this should be tied to the objectives ○ Verbal feedback is given within 24 hours – a chance to discuss the lesson ○ Written feedback is given within 5 days – you may append your own notes to this ○ The maximum of 3 hours of classroom observation for PM per cycle is observed ○ Observations are not graded 	<ul style="list-style-type: none"> ○ Agreement is reached over when it will take place and by whom ○ The purpose of the observation is clear – this should be tied to the objectives ○ Verbal feedback is given within 24 hours – a chance to discuss the lesson ○ Written feedback is given within 5 days – you may append your own notes to this ○ The maximum of 3 hours of classroom observation for PM per cycle is observed ○ Observations are not graded
Where a recommendation on pay progression is applicable, remember that:	<ul style="list-style-type: none"> ○ This is only applicable for teachers on the upper pay spine, ASTs and leadership group teachers ○ Only performance related to objectives can be considered when making a pay recommendation 	<ul style="list-style-type: none"> ○ This is only applicable for teachers on the upper pay spine, ASTs and leadership group teachers ○ Only performance related to objectives can be considered when making a pay recommendation
Where the reviewee is an unattached teacher , you should remember that:	<ul style="list-style-type: none"> ○ It’s the LA’s overall responsibility to manage your PM ○ It’s helpful to identify early on who is your reviewer ○ All of the PM regulation and guidance applies to you too 	<ul style="list-style-type: none"> ○ It’s the LA’s overall responsibility to manage PM for unattached teachers ○ It’s helpful to identify early on who the reviewer is ○ All of the PM regulation and guidance applies to you too