Model Performance Management

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This Professional Development Review Policy is recommended by each of the five Local Authorities that constitute the CSC.

Formally adopted by the Governing body of:

Cardiff West Community High School on 23.09.26

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1.Policy Statement

1.1 This policy sets out the arrangements for professional development review for Head Teachers,Teaching staff and Learning Support workers at **[insert name of school]** school (including supply staff who have completed a period of employment of more than one school term).

1.2 This policy follows **The School Teacher Appraisal (Wales) Regulations 2011.** and reflects Welsh Government Professional Development Review guidance 2024. The link for which is Professional development review - Hwb.
This policy applies to teachers, headteachers, unattached teachers and is recommended for Learning Support Workers. This policy will replace the Performance Management policy for Teachers and Head Teachers.

1.3 It has been agreed by the governing body, Headteacher and local authority and follows consultation with all recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's professional development review (PDR) arrangements contribute to the professional development of its staff and to the achievement of wider development priorities for the school and its learners.

1.4 The Headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the professional learning needs arising from the professional development review process.

1.5 For ease of reference links to the documents can be found at

Regulations
www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance
https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-development-review

1.6 This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction.
- teachers employed for a fixed period of less than one school term.
- any individual working for the school via an agency contract (for less than one term).
- Teachers and Headteachers who are subject to formal capability procedures
- Non Learning Support workers – e.g. Caretakers, supervisory assistants for which the Performance Development procedures School Support staff will apply.

1.7 Where reference is made to practitioners within this policy, this refers to those employees to whom the Professional Standards for Teaching and Leadership or the Professional Standards for Assisting Teaching apply.

2.Purpose

2.1 The purpose of this policy is to support staff to continuously develop themselves as committed professional learners in their role, through reflection, collaboration and innovation. It sets a

framework for staff on agreeing and reviewing priorities and objectives within the context of the school's development plan and their own professional development needs.

2.2 The policy will assist in the aim to develop all staff to continually develop their practice and support learners to reach their potential. Through doing this the school aims to secure effective teaching and leadership for the benefit of all learners and staff.

3.Principles

3.1 The Governing Body is committed to promoting equal opportunities and eliminating discrimination. This policy will be applied and operated fairly and in doing so the Governing Body will ensure that there is no discrimination on the grounds of age, disability, gender reassignment/affirmation, marriage and civil partnership, pregnancy and maternity (including same sex), race, religion or belief or non-belief, sex, sexual orientation and the Welsh language.

3.2 The following principles will underpin our Professional Development Review (PDR) arrangements:

- Trust, and professional dialogue between the professional development review partner and the individual employee.
- Consistency so that all staff are treated fairly.
- Recognition of progress, celebration of strengths and promotion of further development.
- A commitment to individual reflection, collaboration and the sharing of effective practice.
- A commitment to meet learner needs and support their wellbeing.
- Reflection on progress is evidence-based.

- A shared commitment to meeting the school's development plan and appropriate national priorities.
- A shared commitment to supporting each individual employee's professional learning journey and wellbeing.
- Time and space to engage with, reflect on and map your own professional learning journey to meet the needs of learners.
- An entitlement for all practitioners working in 1 school for 1 complete term or 2 consecutive half terms.
- People-focused as opposed to 'paper-focused'
- Confidentiality between professional development review partner and practitioner in relation to the formal decision-making component

3.3 The PDR process is developmental and supportive and intended to foster professional dialogue between colleagues.

3.4 The Governing Body recognises the entitlement of a work/life balance. Consequently, the policy has been workload impact assessed by the school (see Annex A) and the school will organise all PDR activities (including meetings and administration) within directed time (teachers) / contracted hours (LSA) but not within planning, preparation and assessment (PPA) time. The school will include this in the directed time allocation and update annually.

3.5 The Governing Body is committed to ensuring that the PDR process is fair and non-discriminatory.

4.Professional standards

4.1 The Welsh Government have developed professional standards that apply to practitioners working directly with learners in schools. Within the context of this policy, those to whom the professional standards would apply include Senior Leaders, Teachers and Learning Support Workers. The relevant professional standards include the Professional Standards for Teaching and Leadership and the Professional Standards for Assisting Teaching, both of which describe the skills, knowledge and behaviours that characterise excellent practice.

4.2 There are no national professional standards for employees who are not in these roles. In these circumstances, the skills, knowledge and behaviours expected are outlined in the individual job descriptions.

4.3 The professional standards form a backdrop to the PDR process. How practitioners engage with the relevant standards will depend on where the individual is in their career and what they want to achieve, which should be a key element of discussions in the PDR process. The professional standards will be utilised throughout the PDR process to enable individual reflection, celebrate success and provide a focus for professional development and growth. They will be used as a framework for PDR discussions and practitioners are encouraged to review the relevant professional standards and utilise them to self-evaluate and reflect upon them in order to identify areas for further professional development.

4.4 Practitioners are not expected to provide evidence against every descriptor of the Professional Standards.

4.5 The relevant professional standards can be found at:

https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-standards/

5.Timing of the Professional Development Review cycle

5.1 The school's annual professional development review cycle will start on **[insert date]** and be completed by **[insert date]** this may be varied depending on extenuating circumstances which will be approved by the Governing body and communicated in writing to all stakeholder in advance.

5.2 When the school determines the timing of the review cycle regard will need to be given to :-

- Staff commencing /returning to work mid cycle

The PDR cycle has been timed to link with the school's annual planning cycle. See annex H.

6.Appointment of Professional Development Review Partners

6.1 The Headteacher will appoint a PDR Partner for every member of staff covered by this policy, PDR partners should be familiar with the PDR procedures within this policy, the relevant professional standards, the individual's role and the school development/ improvement plan. The Headteacher should consider who has the best overview of an individual's work and, where necessary, the ability to provide suitable support throughout the cycle, taking into account the potential workload for the PDR Partner to support the individual throughout the process.

6.2 Where applicable, the PDR Partner will also make pay recommendations for teachers, Pay recommendations are required for teachers for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to the School Pay Policy for further information relating to pay progression.

6.3 Headteacher:
The Headteacher's PDR process will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority.

6.4 In line with the STPC (Wales) Document, the PDR process for Headteachers with temporary responsibility for more than one school establishment will be carried out by a panel consisting of:

- at least two governors, one appointed by each governing body;
- one or two representatives appointed by the local authority education directorate; and for faith schools Diocesan Authority may appoint a representative on the Headteacher PDR Panel.

6.5 This joint panel should have delegated power to deal with the professional development review of the Headteacher and other relevant staffing issues, including pay recommendations where applicable.

6.6 Where this policy is being used in a school where teaching forms a significant proportion of a Headteacher's role, consideration should be given to the inclusion of an PDR Panel member with Qualified Teacher Status.

Anyone undertaking the role of PDR partner will be a TLR holder and / or have line management responsibility for the practitioner. In exceptional cases another suitable alternative staff member may undertake the role of PDR partner subject to the express agreement of the proposed PDR partner, the Headteacher and the practitioner. In the case of a teacher practitioner the PDR partner will always have Qualified Teacher Status.

6.7 Staff have the right to object to their allocated PDR Partner / member(s) of the PDR Panel (in the case of the Headteacher) on the grounds of consistency and fairness. Where a member of staff wishes to object they should outline their reasons for their objection to the Headteacher / Chair of Governors (in the case of the Headteacher) who will make a determination.

6.8 The Headteacher / Chair of Governors may replace a PDR partner / member(s) of the PDR Panel at any time. Where this is necessary, the staff member will be notified in writing of the change and the reasons for this.

7. The Professional Development Review Process

7.1 Staff should take ownership and have personal responsibility for developing their practice through appropriate professional development. The PDR process supports you to focus on your professional development priorities and evaluate your progress towards achieving them.

7.2 The PDR process is a continuous cycle throughout the year involving three stages of planning, monitoring and reviewing progress. As part of the process, you will be supported by your PDR Partner / PDR Panel (in the case of the Headteacher) with agreeing your development priorities and monitoring and reflecting on your progress throughout the year using your professional development plan (PDP).

7.3 Your PDR Partner / PDR Panel will arrange a planning meeting with you at the start of the cycle to agree your development priorities, your professional learning activities and the professional support to be provided during the cycle. On the understanding that the planning meeting is a separate process, this meeting may be combined with the review meeting for the end of the previous cycle.

7.4 The meeting will seek to agree the following:

- your development priorities for the cycle and any professional learning and development activities to support you with your progress towards achieving those priorities;
- Your professional development plan;
- The reflection activities to be undertaken during the cycle. (please see 7.4 below)
- any sources of information and data relevant to the development priorities that may be considered during reflection activities – these should include your Professional Development Plan (PDP) and may also include relevant data/information drawn from existing sources, e.g. School Development Plan, Post Inspection Action Plan, etc.

Development Priorities

7.5 Your PDR Partner / PDR Panel will work with you to identify and agree appropriate development priorities. In preparation for your planning meeting, you should give consideration to the following to enable you and your PDR Partner / PDR Panel to discuss and agree appropriate development priorities:

- Your current knowledge, skills, behaviours and experience.
- The needs of your learners (individual, group or classes).
- Any relevant whole school priorities.
- What you intend to learn, develop or do differently.
- The professional learning required to achieve that and, where possible, the potential impact of this professional learning on your practice.
- How the above relate to the relevant professional standards (where applicable).

7.6 Development priorities must take into account relevant evidence agreed between yourself and your PDR Partner / the PDR Panel (in the case of the Headteacher).

7.7 Your development priorities must relate to:

- Developing your professional practice
- Your job description
- Relevant priorities from the school development plan
- Where applicable, the relevant professional standards

7.8 Development priorities may also take account of your professional aspirations and any national education priorities for school improvement.
In the case of the Headteacher, development priorities must relate to:

- School leadership and management
- Your job description
- Any relevant whole-school or team development priorities / objectives specified in the school development plan
- The professional standards for leadership
- Any national priorities for school improvement

7.9 Following a discussion on the above, you and your PDR Partner / the PDR Panel (in the case of the Headteacher) will agree your development priorities, the timescales in place for each priority, how your progress will be reflected on and sustained throughout the year, the professional support and the professional learning to be undertaken.

7.10 In most cases, development priorities will be set for the year, however it may be appropriate at times for you to identify and agree a shorter-term development priority, or a longer-term one that requires more than one academic year to be achieved.

7.11 Employees returning, for example from long term sickness, new recruit/agency or maternity/parental leave outside of these time scales consideration may be given in relation to a reasonable adjustment to these timescales.

7.12 It is expected that, wherever possible, you and your PDR Partner / PDR Panel will agree on your development priorities which is appropriate, realistic and meaningful. Where agreement cannot be reached after discussion between yourself and your PDR Partner / PDR Panel, your PDR Partner / PDR Panel will identify and explain the rationale for the development priorities that they consider appropriate and you will be provided with the opportunity to comment on these in writing.

7.14 Development priorities, your agreed professional learning journey and the planned reflection activities will all be recorded in your professional development plan (PDP).

8.0 Professional Development Plan (PDP)

8.1 Your professional development plan is the document where your development priorities and professional learning journey is recorded. It is also where you are able to note your progress over the year in relation to your development priorities and any other significant factors. A template for the PDP is at Annex B.

8.2 The professional development plan should be a ‘live’ document which you should use throughout the year to:

- reflect on your own assessment of progress towards the achievement of your development priorities
- keep a record of any professional learning undertaken

- keep a record of any other factors that may affect your performance in relation to your development priorities

8.3 You are encouraged to undertake professional enquiry, collaborate and be innovative in your approach to professional development. The key elements of your professional learning journey will be agreed between you and your PDR Partner / PDR Panel and recorded in your professional development plan. You are encouraged to try new approaches offered by any professional learning you undertake and to reflect on the outcomes of this in order to maximise the impact of your professional learning on the pupils progress and your own professional growth.

8.4 You are encouraged to share relevant parts of your professional development plan with colleagues with the purpose of supporting shared professional learning and a collegiate approach to development across the school. The school will provide you with an appropriate amount of time and resources to do this and this will be agreed in advance with your PDR Partner.

9.0 Professional Support

9.1 As part of the PDR process, you will have the opportunity to access professional support from peers within the school and / or beyond the school in order to support you with your progress against your development priorities and your reflection on this. The timing of this support, who will provide it and how it will take place will be agreed between yourself and your PDR Partner / PDR Panel at the beginning of the cycle.

9.2 Professional support will be developmental and constructive. It may include the sharing of experience or knowledge, analysis, feedback, mentoring or coaching, observation and dialogue. You may also use it to share learning that you have gained that may be of use to others.

10.0 Reflecting on progress

10.1 How progress is reflected on and sustained must be agreed between you and your PDR Partner / PDR Panel at the beginning of the cycle and will be recorded in your professional development plan.

10.2 The type of reflection that takes place will be dependent on your development priorities but may include activities such as feedback discussions, supportive lesson observations, drop-ins, learning walks, book looks and work scrutiny e.g. any documents produced as part of your work. Any formal reflective activity will be undertaken by your PDR Partner or a colleague who has the skills, knowledge and behaviours to carry out the role effectively.

10.3 Reflection should be an ongoing process throughout the cycle and may include informal discussions in addition to the formal arrangements discussed with your PDR Partner. You are encouraged to take opportunities for impromptu, professional conversations and to seek informal, constructive feedback from colleagues which can be an effective way to reflect and support your development. If there are any concerns during the period of review a meeting will be arranged to discuss how these concerns can be addressed and what support is required.

10.4 As part of the reflection activities for teachers, there is a statutory requirement for your PDR Partner to observe you at least once during the review cycle. You and your PDR Partner should give careful thought to the purpose, nature and desired outcome of any observations planned to ensure that they are constructive and can be used for professional development, continuous improvement and mutual support.

10.5 Professional dialogue and constructive feedback are key to reflecting on progress towards achieving your development priorities. Feedback sessions should be:

- specific
- constructive
- challenging yet respectful
- part of a dialogue
- focused on behaviours, not traits
- reflecting on successes as well as areas for improvement
- part of a discussion about next steps

10.6 It is expected that, wherever possible, you and your PDR Partner / PDR Panel will agree on the reflection activities. Where agreement cannot be reached after discussion between yourself and your PDR Partner / PDR Panel, your PDR Partner / PDR Panel will identify the approach that they consider appropriate, and you will be provided with the opportunity to comment on these in writing.

10.7 Your PDR Partner / PDR Panel must not obtain information from any other person, whether written or oral, relevant to your professional development review, without your written consent.

11.Lesson Observation

11.1 The Governing Body is committed to ensuring that lesson observations are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

11.2 The timing and the focus of any lesson observation undertaken as part of the PDR process must be agreed during your planning meeting with your PDR Partner and recorded in your professional development plan.

11.3 In the case of teachers within the school, a minimum of one observation each year by your PDR Partner is required for the purpose of the PDR process. Focus should not be on the number of observations, but instead be on yourself and your PDR Partner giving careful thought to the purpose, nature and desired outcome of the observations to ensure that they are constructive. Lesson observations should provide a valuable opportunity for professional development, continuous improvement and mutual support.

11.4 In the case of Learning Support workers, there is no statutory minimum requirement for observation. The use of observations as a reflection activity should be discussed between yourself and your PDR Partner, giving consideration as to whether they would be a constructive activity to support reflection and development in the context of your development priorities. Where it is agreed observations will be undertaken, careful thought should be given to the purpose, nature and desired outcome of the observations.

11.5 All formal lesson observations undertaken will take place under the provisions outlined in this policy. Information arising from these lesson observations can be used to support general school self-evaluation, helping to identify general whole school improvement priorities.

11.6 In some circumstances another person with QTS other than your PDR Partner may undertake a lesson observation. This person will provide feedback to both yourself and your PDR Partner. Such

occurrences will be agreed in advance between yourself and your PDR Partner and will be recorded in your professional development plan.

11.7 A template for lesson observation feedback is provided at Annex G, and the guidance on lesson observation is included at Annex F. A Welsh Government classroom observation protocol is also available.

12.The annual professional development review meeting

12.1 At the end of the PDR cycle your PDR Partner / PDR Panel (in the case of the Headteacher) will arrange your annual professional development review meeting. On the understanding that the planning meeting is a separate process, this meeting may be combined with the planning meeting for your next PDR cycle.

12.2 Your PDR Partner / PDR Panel will provide you with at least ten school days' notice of the review meeting.

12.3 The purpose of the meeting is to summarise activity over the last year by reflecting on:

- you progress against your development priorities (individual and school-level)
- any relevant professional standards
- the benefits and application of the professional learning you have undertaken during the cycle
- the achievement of learners (where applicable)
- any factors which may have had an impact on the above

12.4 Your professional development plan will form a key part of the discussions during the review meeting and should capture the detail of your reflections throughout the year. You must provide your PDR Partner / PDR Panel with a copy of your professional development plan at least five school days prior to your review meeting.

12.5 No information may be sourced from another person either written or verbal without your consent.

13.The Review Summary

13.1 Within ten school days of your annual professional development review meeting, your PDR Partner / the PDR Panel will produce a brief written summary of the discussion and the conclusions reached. Your PDR Partner / PDR Panel will seek to agree the final wording of the review summary with you. On receipt of the review summary, you will have ten school days to add your own comments to the summary before it is finalised.

13.2 Your review summary will be kept in a secure and confidential place in school until at least three years after your next review summary has been finalised.

14. Use of Professional Development Review documents

14.1 The whole PDR process, including your professional development plan and review summary is personal and confidential and documents relating to your PDR and will be kept in a secure place. The PDR Review summary is confidential to you, your PDR Partner / PDR Panel and the head teacher / Chair of Governors (in the case of the Headteacher). The provisions of the General Data Protection Regulations will be followed at all times. A template for the PDR Review Summary is at Annex D.

14.2 Where applicable, there may be circumstances where the Headteacher will, on request, provide a copy of your PDR Review summary to:

- an appeals officer (in circumstances where you determine to appeal against the outcome of your review meeting)

14.3 Any governors responsible for making decisions or giving advice on matters in relation to pay. Governors responsible for making decisions relating to pay are entitled to view a copy of an appraisal statement where the information contained within that statement is related to the pay decision, they are required to consider e.g. in circumstances where a recommendation to progress an additional point due to excellent service is being made.

14.4 You will be informed of any circumstances where a copy of your PDR Review summary is shared with the above parties.

14.5 In the case of teachers an additional progression point should be awarded due to a determination that the individual's performance in the previous school year was excellent, your PDR Partner will provide a recommendation on pay progression to the head teacher in line with the provisions of the STPC(W)D (see Annex E).

14.6 Details of any professional learning needs identified in your professional development plan may be shared with the person with whole-school responsibility for planning provision for professional learning.

15. Pay progression recommendations

Pay Progression will be in line with the School Teachers Pay and Conditions (Wales) Document. Progression on Main pay scale is annually and on reaching Upper Pay Scale 1 progression to UPS 2 and 3 will be biannually.

16. Appeals

16.1 Where you and your PDR Partner cannot agree on the outcome of the review meeting, you can make a written appeal to the governing body within ten school days of receiving the PDR review summary. Your written appeal should be sent to the Clerk to Governors within this time period.

16.2 Your appeal will be considered by an appeals officer (usually the Headteacher) or, in the case of an appeal by the Headteacher, or where your PDR Partner is the Headteacher, it will be considered by the Chair of the Governors (assisted by a local authority appointed representative).
16.3 Where the Chair of Governors is a member the PDR Panel, the Governing Body on advice from the local authority will appoint an alternative governor.

16.4 The review of your appeal should take place within ten school days of the appeals officer receiving your appeal and a copy of your PDR review summary. The appeals officer must take into consideration representations made yourself. You will be entitled to representation by a work colleague or trade union representative at a meeting or hearing to make representations.

16.5 After considering the appeal, the appeals officer may:

- decide that the review was carried out satisfactorily

- with the agreement of the professional development review partner, amend the professional development review summary
- decide that a new annual professional development review meeting be carried out with a new professional development review partner within fifteen school days

16.6 The appeals officer cannot decide that new development priorities will be agreed, or existing priorities will be revised.

16.7 All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

17. Preventing underperformance

17.1 Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance by supporting the individual to meet the development priorities identified.

17.2 The PDR process does not form part of any disciplinary, competency, capability or dismissal procedures.

17.3 Procedures to address under-performance are the subject of separate policies and guidance but any relevant information from review summaries may be taken into account as part of those processes, where it is deemed applicable.

18. Professional learning, development and support

18.1 The school's professional learning programme will be informed by the professional learning and development needs identified in yours and others' professional development plans.

18.2 The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any professional learning, development and support agreed for staff.

18.3 An account of the professional learning and development needs of staff, including the instances where it did not prove possible to provide any agreed professional learning and development will form part of the headteacher's annual report to the governing body about the operation of the PDR process within the school.

18.4 Staff will not be held accountable for failing to make good progress towards meeting their development priorities where the support recorded in their professional development plan was not provided.

18.5 All PDR Partners will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

19.Monitoring and evaluation

19.1 The governing body and the Headteacher will monitor the operation and effectiveness of the school's professional development review arrangements.

19.2 The Headteacher will provide the governing body with a written report on the operation of the school's Professional Development Review Policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of this policy on: age, disability, gender, gender reassignment / affirmation, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation, trade union membership or contractual status e.g. part time etc.

19.3 The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis, including those on the grounds of alleged discrimination.

Annex A: Workload Impact Assessment Checklist

CHECKLIST	
The school has an agreed system to monitor the workload and working hours of all affected staff (Schools to include details of this system in appendix A)	☐
The policy complies with and is consistent with the teachers' contractual entitlements as per STPCD.	☐
The policy and any related procedures were introduced following full consultation with trade unions.	☐
The policy and any related procedures include a specific statement regarding workload impact.	☐
The impact of the policy and related procedures is that they have not added additional hours of working for any member of staff	☐
The policy does not duplicate any other existing policy.	
The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.	☐
This policy will not result in any additional work meetings / activities that have not been identified within the school directed time allocation or LSW hours.	☐
[NB to ensure that there is not an increase in workload in subsequent years]	☐
The procedures are reviewed at least annually to ensure that additional workload burdens have not been added over time.	☐
If the policy does not meet all of the tests above, then the headteacher should address the deficiencies immediately.	

Annex B Professional Development Plan

Template (please note this is a template that can be adapted to align to the school's and individual's needs in consultation with staff, the number of priorities will vary and will be expected to be no more than 3)

Name:	**Period of review** **From:** **To:**
PDR Partner:	

	YES	NO

MY DEVELOPMENT PRIORITIES (*These should align to relevant professional standards*)			
1. (Individual):			
What actions can I take to improve further?	**What professional learning will help me?**	**What will my progress look like?**	**How / when can this best be observed?**
2. (Pupil Progress):			
What actions can I take to improve further?	**What professional learning will help me?**	**What will my progress look like?**	**How / when can this best be observed?**
3. (Whole School):			

What actions can I take to improve further?	**What professional learning will help me?**	**What will my progress look like?**	**How / when can this best be observed?**

PRACTITIONER COMMENTS *(Optional)*

Signed (Practitioner): **Date:**

Signed (PDR Partner): **Date:**

Review meeting (mid cycle) -this can be requested by PDR partner or employee *(Please record any difficulties/challenges with the above priorities, and outline the agreed support to achieve the priorities)*

Review Meeting Date _____

PERSONAL REFLECTION - *Please make **BRIEF** comments against the following*
1. How well do you feel you have progressed against your development priorities?
2. What are your greatest strengths in your role? (*max 2 - link to professional standards*)
3. How does this have a positive impact in our school? (e.g. pupil progress, wellbeing?)
4. What professional learning have you found most useful in the last year?
5. How have you been able to apply this to support / improve your work?
6. What do you find most challenging in your role? (*max 2 - link to professional standards*)

PDR PARTNER – Please complete this with the practitioner during the meeting.

REVIEW DISCUSSION *Brief summary of the discussion and the conclusions reached.*

Signed (Practitioner): **Date:**

Signed (PDR Partner): **Date:**

Annex C Guidance on completing

Guidance on completing the Professional Development Plan (PDP)

Purpose of the PDP

The professional development plan is where you set out your development priorities and your professional learning journey. It also enables you to note progress over the year in relation to your development priorities and any other significant factors. The purpose of the PDP is to support you in:

- Keeping an up-to-date record of:
    - your development priorities and how you plan to progress against them
    - your own reflection of your progress towards the achievement of your development priorities
    - your professional learning journey, professional support accessed and the impact of these on your progress
    - any factors which you consider to be affecting your performance in relation to progress against your development priorities
- reflecting regularly on your practice including the use of relevant data and evidence to review their practice and identify priorities for professional learning and development.
- providing a focus for discussion with your PDR Partner during the planning, reflection and reviewing stages of the PDR process.

Completing the PDP

The following guidance will assist you in completing your PDP during the Professional Development Review cycle. The guidance is intended to ensure the PDP supports you in your work without being burdensome to complete.

Your PDP should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the PDR cycle. The school will provide you with an appropriate amount of time to do this. In reflecting regularly on your practice, you should use your professional judgement to decide the points at which your PDP is updated so that it remains relevant and up-to-date.

- The template provides a space to record your development priorities. Where more than one development priority is agreed you are able to copy and paste the development priority table, creating one for each development priority agreed.
- The template is arranged to reflect the key parts of the PDR process, with a number of ‘prompts’ designed to assist you with the planning of your development priorities, reflecting on these throughout the process and the recording of, and reflection on, any professional learning undertaken or professional support accessed.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy responses are not necessary and you may choose to adopt a ‘bullet point’ style approach.
- It is recommended that your PDP is maintained in electronic form as this will facilitate easier amendment and updating.
- Where development priorities are linked you may wish to make reference to the previous development priority to remove the need for duplication of entry.

Annex D: Template – PDR Review Summary

Name:……

Job title:……

1. Progress against development priorities:

Summary of progress against each development priority. Include reflection on the following where relevant:

- The relevant professional standards
- The impact of progress on learner progress and on other staff (both within and outside the school)
- The benefits of any collaborative working
- How the progress has contributed to whole school priorities

2. Overall progress

Summary of overall progress reflecting on the relevant professional standards (for teachers and teaching assistants only) / job description:

3. Professional learning

Summary of the benefits, application and impact of the professional learning undertaken during the PDR cycle:

4. Pay progression[1]

Recommendation on pay progression (where applicable):

Pay progression recommendations are required for teachers for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to STCPD for further information relating to pay progression.

See separate Annex E

5. Individual's comments (where applicable):

PDR Partner: …….. Date: …….....

Staff member: …….. Date: …….

Annex E Template - Pay Progression Recommendation

Please note: Pay progression recommendations are required for teachers who are eligible to progress from Main Pay Scale to the Upper Pay Scale and for the purpose of awarding an additional progression point where it is determined that an individual's performance in the previous school year was excellent. Please refer to STPCD (Wales) for further information relating to pay progression.
The teacher may provide evidence from the 3 previous years to show achievement of objectives where absence due to maternity leave or long-term sickness absence has occurred.

Date of Pay Progression Recommendation _____

PDR Partner: _____

Teacher: _____

Recommendation for pay progression:

An additional one point progression in recognition of excellent performance ☐

Professional Development Review Details*

Period covered by the PDR Review Summaries (please note: for progression on to the UPS this should normally align to the previous two consecutive PDR/appraisal cycles (as looking back over 3 years)[2]) ___

Schools covered by PDR Review Summaries: _

Declaration

In accordance with the requirement of *The School Teacher Appraisal (Wales) Regulations 2011 and the Professional Development Review guidance 2024*, and having regard to the relevant PDR review summaries, I recommend that _____ should progress in to _____.

PDR Partner (signature): _____

Teacher (signature): _____

_____

Annex F Lesson Observation Guidance

As outlined by Welsh Government, “Classroom observation is a key element of school improvement strategies to raise standards and improve learner outcomes through the development of high quality teaching and learning. As such, observation needs to be considered as an entitlement for practitioners and form an integral part of their professional learning and development activities.”

The Governing Body is committed to ensuring that lesson observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- seek to reach agreement in advance on how lesson observations are to be carried out
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

There will be no observations in addition to those agreed for PDR purposes in the planning meeting other than in the following circumstances:

- during an Estyn Inspection
- by Estyn in circumstances where an inspection report categorises a school as requiring significant improvement or special measures
- where staff voluntarily initiate developmental peer observations
- a practitioner becoming subject to formal capability procedures

For teachers, a minimum of one full lesson observation will be carried out per year by their PDR Partner, possibly supplemented by any further observation of a whole or part lesson, which is agreed to be useful for developmental purposes.

Observations will generally be carried out by the PDR Partner, but it may include observation undertaken by others who have the appropriate professional expertise and qualification (QTS in the case of a teacher lesson observation). Such occurrences, dates and times will already have been agreed in advance with the practitioner and included in the planning statement.

Information arising from these lesson observations can be used to support general school self-evaluation, helping to identify general whole school improvement priorities.

Observations of teachers for PDR purposes can only be carried out by a person holding Qualified Teacher Status.

Observation should take place during lessons and activities that have been agreed in advance with notice of at least 5 school days. Verbal feedback should be given as soon as possible after the observation, and no later than by the end of the next school day. A short, written record of the observation should also be provided noting the focus of the observation, what was learnt from the observation, the feedback given and any subsequent action points.

The record of the observation should be given to the practitioner within 5 school days of the observation and the practitioner should record any comments that they may have on the record of observation. A copy should be retained by the PDR Partner, HeadTeacher and practitioner.

Neither pupils nor governors will undertake observations for PDR purposes.

Annex G Lesson Observation Feedback Template

Date of feedback: _____

Date of observation: _____

Class observed: _____

1. **Focus of observation:**

2. **Reflection on observation including strengths and areas for development:**

3. **Practitioner's comments:**

Observer (signature): _____

Practitioner (signature): _____

Annex H Diagram of Review Cycle

The diagram below summarises the review cycle and the role of the professional development review (PDR) partner in supporting the practitioner to agree priorities, monitor and reflect on their progress using the professional development plan (PDP).

