

Griffithstown Primary School

PROFESSIONAL DEVELOPMENT REVIEW POLICY

Performance Management



Contents

1. Policy Statement	Page 4
2. Purpose	Page 4
3. Principles	Page 4
4. Professional Standards	Page 5
5. Timing of the professional development review cycle	Page 5
6. Appointment of Professional Development Review Partners	Page 6
7. The Professional Development Review Process	Page 7
7.1 Development Priorities	Page 7
7.2 Professional Development Plan	Page 8
7.3 Professional Support	Page 8
7.4 Reflecting on progress	Page 9
7.5 Lesson Observation	Page 9
7.6 The annual professional development review meeting	Page 10
7.7 The Review Summary	Page 10
8. Use of PDR Documents	Page 10
9. Pay progression recommendations	Page 11
10. Appeals	Page 11
11. Preventing underperformance	Page 12
12. Professional learning, development and support	Page 12
13. Monitoring and evaluation	Page 12

Annex A: Workload Impact Assessment Checklist

Annex B: Template – Professional Development Plan

Annex C: Guidance on completing the Professional Development Plan

Annex D: Template – PDR Review Summary

Annex E: Template - Pay Progression Recommendation

Annex F: Lesson Observation Guidance

Annex G: Template - Lesson Observation Feedback

Drafting note

This model policy refers to the statutory arrangements for the appraisal of teachers and Headteachers and the Welsh Government guidance on professional development review for school practitioners which applies to teachers, headteachers and teaching assistants. The term 'professional development review' is used throughout this policy to refer to the process that may also be known as 'performance management' or 'appraisal'.

There is currently no statutory provision for the appraisal of support staff as a whole but it is considered to be best practice for a school to have appropriate arrangements in place for all members of staff. This model policy has therefore been drafted to apply to all staff employed by a school.

Schools may adapt this model policy accordingly while still having regard to statutory provisions. Any variation to this policy must be subject to consultation with all staff and local-level Trade Unions.

1. Policy Statement

This policy sets out the arrangements for professional development review for all employees of Griffithstown Primary School (including supply staff who have completed a period of employment of more than one school term). It has been agreed by the governing body, Headteacher and local authority and follows consultation with all staff and 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.

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.

This policy has been produced with due regard to the School Teacher Appraisal (Wales) Regulations 2011 and the Professional Development Review guidance published by the Welsh Government. These can be found at:

Regulations

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

Please note: the Appraisal Regulations remain unchanged and, for teachers, take precedence over this policy and over the Welsh Government PDR Guidance.

Guidance

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

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.

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

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.

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

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, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation or trade union membership.

The following principles will underpin our PDR arrangements:

- Trust, confidentiality 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.

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

The Governing Body recognise the entitlement of a work/life balance. Consequently, the policy has been workload impact assessed (see Annex A) and the school will organise all PDR activities (including meetings and administration) within directed time / contracted hours but not within planning, preparation and assessment (PPA) time.

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

4. Professional standards

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 teaching assistants. 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.

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.

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 on upon them in order to identify areas for further professional development.

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

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

The school's annual professional development review cycle will start on 1st **November** and be completed by **November the following year**.

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

6. Appointment of Professional Development Review Partners

The Headteacher will appoint a PDR Partner for every member of staff within the school.

PDR partners should be familiar with the PDR procedures, the school Professional Development Review policy, the relevant professional standards, the individual's role and the school development plan. The head teacher 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.

Where applicable, the PDR Partner will also make pay recommendations for teachers¹.

¹ Pay 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 the School Pay Policy for further information relating to pay progression.

6.1. 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.

The length of the PDR cycle will be one year and will begin after 1 September and before 31 December unless the local authority and the governing body agree otherwise.

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

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.

Where this model 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.

6.2. All other Teachers:

PDR Partners of teachers must hold qualified teacher status and will usually be a TLR post holder or a member of the Senior Management Team

6.3. Teaching Assistants:

PDR Partners of teaching assistants will usually be teachers or higher-level teaching assistants wherever possible.

6.4. All other Support Staff:

PDR Partners of other Support Staff within the school will usually be the individual's line manager.

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).

The headteacher / Governing Body 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.

Note: Where this model policy is being used in a school of a religious character, the Diocesan Authority may appoint a representative on the Headteacher PDR Panel.

7. The Professional Development Review Process

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 realising them.

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).

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.

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. For teachers this will include the arrangements for observation of teaching by your PDR Partner on at least one occasion. The arrangements for any additional observations to be undertaken by a person other than your PDR Partner can be discussed and agreed between you at the planning meeting.
- 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.

7.1. Development Priorities

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, behaviour 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)

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

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

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 objectives specified in the school development plan
- The professional standards for leadership
- Any national priorities for school improvement

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.

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.

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

In the case of teachers, if you intend to apply to be paid on the upper pay scale in the next two years you should inform your PDR Partner of this and ensure that your development priorities reflect this and enable you to evidence your progress towards meeting the upper pay scale criteria as stated in the school's pay policy.

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

7.2. Professional Development Plan (PDP)

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.

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

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 learner's progress and your own professional growth.

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.

7.3. Professional Support

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.

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.

7.4. Reflecting on progress

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.

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 and work scrutiny. 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.

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.

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.

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

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.

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.

7.5. Lesson Observation

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.

The focus and timing 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.

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.

In the case of Teaching Assistants, 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.

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.

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.

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.

7.6. The annual professional development review meeting

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.

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

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

- your 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

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.

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

7.7. The Review Summary

Within ten school days of your annual professional development review meeting, your PDR Partner / the PDR Panel will produce a brief 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 it is finalised.

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.

8. Use of PDR documents

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.

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)
- where applicable², any governors responsible for making decisions or giving advice on matters in relation to pay.

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

In the case of teachers eligible to progress from the main pay scale to the upper pay scale, or it has been determined 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).

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.

9. Pay progression recommendations

For detailed information on pay progression, please refer to the school's Pay Policy. For the purposes of the link to the PDR process, following amendments to the School Teachers Pay and Conditions (Wales) Document, with effect from 1 September 2020, and for teachers on the Upper Pay Scale from 1 September 2021, performance-based pay progression has been removed for all teachers, including the Headteacher, with the exception of those 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 School Pay Policy for further information relating to pay progression.

10. Appeals

² 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. when considering recommendations for a teacher to progress on to the Upper Pay Scale and in circumstances where a recommendation to progress an additional point due to excellent service is being made,

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 days of receiving the PDR review summary. Your written appeal should be sent to the Clerk to Governors within this time period.

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). Where the Chair of Governors is a member the PDR Panel, the local authority will appoint an alternative representative.

The review of your appeal will 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.

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

The appeals officer cannot decide that new development priorities will be agreed or existing priorities will be revised. All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

11. Preventing underperformance

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.

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

12. Professional learning, development and support

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

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.

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.

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.

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

13. Monitoring and evaluation

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

The head teacher 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, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation, trade union membership or contractual status e.g. part time etc.

The head teacher 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

This policy has been assessed against the agreed system to monitor the workload and working hours of teachers and the headteacher.	☐
This policy complies with and is consistent with employees contractual entitlements and other legal requirements	☐
This policy and any related procedures were introduced following full consultation with the recognised trade unions.	☐
This policy and any related procedures include a specific statement regarding workload impact.	☐
This policy and related procedures will not add additional hours of working.	☐
This policy does not duplicate any other existing policy.	☐
The resources necessary to support this policy, including staff time, any additional staffing and appropriate equipment, have been identified.	☐
The implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar, published and revised in consultation with trade unions.	☐
All staff (including the headteacher) will be trained to ensure that this policy and any related procedures are carried out without increasing workload burdens.	☐
This policy and related procedures will be reviewed annually to ensure that additional workload burdens have not been added over time.	☐

Annex B – Template

Your Professional Development Plan

Name:	From:	To:
PDR Partner:		

Professional Standards Link: [professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc](#)



SDP for

SDP Link: 2025-2026_23.10.25.d



Learning Observation
Form.docx

Lesson Plan:

MY DEVELOPMENT PRIORITIES

	Development Priority 1: •	Development Priority 2: •	Development Priority 3: •
How does this link to: • the school priorities • the needs of the learners • the Professional Standards (applicable to Teachers and Teaching Assistants only)			
What am I going to do? What do I intend to learn/develop/do differently?			
What professional learning or support is required to enable me to progress against this development priority?			
What impact do I expect to see on: • my practice • learners (where applicable)			

What reflection activities will be undertaken? (include dates where applicable)			
Relevant data and/or information to be used.			
Reflection on my progress Use this section to record your reflection on your progress against this development priority throughout the year. It may be useful to note dates.			
What progress have I made against my development priority?			
What impact has there been on my practice? How do I know – what data and evidence am I using?			
What professional learning and enquiry have I undertaken? What professional support have I accessed?			
What reflection activities have taken place?			
How have I worked with others? How have I shared what I have learned / developed with others?			
What progress have I made against the applicable professional standards? (applicable to teachers and teaching assistants only)			
Are there any factors which are affecting/have affected my progress?			

MY PROFESSIONAL LEARNING JOURNEY

Use this table to record any specific additional professional learning planned or undertaken in addition to that directly linked to your development priorities.

Professional learning need (Enter description of PL need here)	How my professional learning need will be / was met	Date	How have I implemented my learning?

PROFESSIONAL SUPPORT

Record below the detail of any professional support you have engaged with.

Who I received professional support from	How did I utilise the professional support and how did it impact on my progress?	Date professional support received

Signed:	
Individual:	Date:
PDR Partner:	Date:

Annex C

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 progression³

Recommendation on pay progression (where applicable):

See separate Annex E

5. Individual's comments (where applicable):

PDR Partner:	Date:
Staff member:	Date:

³ 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 School Pay Policy for further information relating to pay progression.

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 School Pay Policy for further information relating to pay progression.

Date of Pay Progression Recommendation:

PDR Partner:

Teacher:

Recommendation for pay progression:

To the upper pay scale UPS 1 ☐

An additional one point progression in recognition of excellent performance ☐

Professional Development Review Details*

- Period covered by the PDR Review Summaries / Appraisal Statements (please note: for progression on to the UPS this should normally align to the previous two consecutive PDR/appraisal cycles⁴) ____
- Schools covered by PDR Review Summaries / Appraisal Statements ____

Declaration

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

PDR Partner (signature): _____

Teacher (signature): _____

⁴ 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.

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 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, Head Teacher and practitioner.

Neither pupils nor governors will undertake observations for PDR purposes.

2025 – 2026

Learning Observations



Teacher Name			
Appraiser 1			
Appraiser 2			
Date of observation			
Year Group		Number of pupils	
Activity	Details		Achieved (yes/no) and/or comment if necessary
Activity Title			
Is the activity focused on one AOLE or is it cross curricular? Give a brief overview of what you want to cover			
Which 'Descriptors of Learning' are you targeting?			
How will the needs of all groups of learners be met during this session?			
What are the key LNF skills?			
What are the key DCF skills?			
Which Welsh phrases specific will the teacher use?			
Which Welsh phrases will the pupils use?			
		Standards	Achieved (yes/no) and/or comment if necessary
Teaching Standards	1		
	2		
	3		
Pupil Voice Any relevant comments made by learners during the lesson.			

	Co-constructed Statements (Teacher and Appraisers)
Planning: • Were links made with previous learning? • Were intentions achieved? • How will outcomes inform next steps of learning?	
Teacher strengths?	
Next Steps What are the co-constructed targets for further development?	

Signature and Date

Observer	
Practitioner	