



Redesdale Primary School

Whole School Appraisal Policy 2026-27

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Whole School Appraisal Policy Framework

As the Governing Body of Redesdale Primary School, we adopted this whole school appraisal policy framework on Wednesday 7 October 2026.

1. Application of the policy

- 1.1 The policy framework applies to all staff employed by school except those on contracts of less than one term, or those undergoing an induction or probationary period of employment, or those who are the subject of capability procedures.
- 1.2 Any additional school policies and procedures referenced in this policy can be accessed in school on the School's Shared Drive.

2. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of employees for their development needs, within the context of our school improvement plan. In addition, it should be seen as a key mechanism for fostering professional dialogue between colleagues.¹

The assessment of performance throughout the appraisal cycle will also relate to relevant workforce standards and objective criteria as specified in their planning and review statement². This will be the basis on which the appraiser makes recommendations on performance.

All employees are expected to maintain the professional standards, safeguarding responsibilities and conduct expectations contained within Keeping Children Safe in Education, the school's Safeguarding and Child Protection Policy, the Staff Handbook (Code of Conduct) and all associated school policies and procedures.

3. Links to School Improvement

This policy has been developed to ensure that the arrangements for appraisal link with school self-evaluation, the School Improvement Plan (SIP) and the wider school improvement priorities identified by the school.

To minimise workload and bureaucracy involved it is expected that the appraisal process will be the main source of information, as appropriate, for school self-evaluation and the wider school improvement agenda. Appraisers will therefore be expected to explore the alignment of appraisee objectives with the school's priorities and plans.³

Copies of the School Improvement Plan (SIP), School Self-Evaluation Form (SEF) and relevant workforce standards are published on the school's Shared Drive.

¹ Note that appraisal for support staff is not a statutory requirement but having a system in place should be viewed as best practice in identifying support and training needs.

² Any relevant professional standards for support staff (such as those for Teaching assistants) will also be used as a basis to determine developmental needs as part of their appraisal.

³ The objectives set within the appraisal cycle will also reflect the professional aspirations of both teachers and support staff

4. Training and Development

Our school continuous professional development (CPD) programme will be informed by the training and development needs identified through each individual's planning and review statement.

We will ensure in budget planning that, as far as possible, appropriate resources are made available in our school budget for any training, development and support agreed.

An account of the general training and development needs, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the appraisal policy in school.

With regard to the provision of CPD, in the case of competing demands on our school budget, a decision on relative priority will be taken with regard to the extent to which:

- Training and support will help school to achieve its priorities. Our school's priorities will have precedence,
- The CPD identified is essential to meet an individual's appraisal objectives.

Employees should not be held accountable for failing to make good progress towards meeting their performance criteria or overall assessment against relevant workforce standards where support needed to achieve these has not been provided.

5. Classroom Observation

With specific regard to classroom-based staff this school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development the employee may have, as well as a way of gaining useful information which can inform school improvement more generally.

All such observations will be carried out in a supportive fashion, the amount and type of classroom observation dependent upon the individual circumstances and expectations of the appraisee, their specific role, in addition to the overall needs of school.⁴ All classroom observation will be undertaken in line with the classroom observation protocol appended to this policy in **Appendix 2**.

In addition to classroom observation, evidence used within the appraisal process may be drawn from a range of professional activities and quality assurance processes, including learning walks, work scrutiny, pupil voice, curriculum monitoring, professional dialogue, leadership responsibilities and wider school improvement activities, where relevant to the employee's role, responsibilities and objectives.

We have determined that the amount of classroom observation for any employee within school will be limited to a maximum of 3 hours within any one appraisal cycle, except where prior agreement has been reached with the appraiser and the appraisee.

⁴ Normally this would be a member of the Senior Leadership Team, Phase Leader, Subject Leader or the employee's immediate line manager, where appropriate to their role and responsibilities.

6. Consistency of Treatment and Fairness

We are committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this is undertaken the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality Assurance (Headteachers)

In relation to the quality assurance of the appraisal arrangements for the Headteacher, we will nominate the Chair of the Governing Body, who will not be involved in the Headteacher's appraisal, to ensure that the Headteacher's planning statement is consistent with our school improvement priorities, relevant workforce standards and complies with the school appraisal policy and appropriate regulations.

Quality Assurance (All Staff)

The Headteacher has determined that he will:

- delegate the role of appraiser for some or all employees for whom s/he is not the line manager. In these circumstances the Headteacher will:

Moderate all the planning and review statements to check that the plans and any recommended outcomes recorded are consistent between those who have similar experience and similar levels of responsibility, as well as complying with relevant workforce standards, the school's appraisal policy and the regulations and the requirements of equality legislation.

7. Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers and support staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of anyone in that position, given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their duties and the time required to pursue their personal interests outside work⁵. They should be such that, if they are achieved, they will contribute to improving the education of pupils at the school or any plan we adopt to improve educational provision and performance.

The Headteacher's objectives will be set by members of our Governing Body after consultation with the appointed external adviser.

Objectives for all other employees will be set before or as soon as practicable after, the start of each appraisal period.

The appraiser and appraisee will seek to agree and record the objectives, the method of assessment, and any reasonable support necessary to achieve these objectives but where a joint determination cannot be made the appraiser will make the determination⁶. In such situations the appraisee may record their objections on the planning and review statement.

⁵ They shall also take account of staff aspirations. Reference should also be made to required support and training necessary to meet objectives.

⁶ We will ensure that this will be subject to moderation by the Headteacher where they are not the appraiser and choose to undertake this role

We have determined that whilst not all employees will have the same number of objectives, they will (including the Headteacher) be subject to a maximum of 3 objectives in any one cycle.

8. Appointment of Appraisers

We believe that wherever possible the role of appraiser should be delegated to the relevant line manager within school, as they are best placed to undertake a review and assess the activities of the appraisee.

The Headteacher

The Headteacher will be appraised by ourselves, supported by a suitably skilled and/or experienced external adviser who has been appointed by us for that purpose. This will include advice and support in relation to the setting of objectives, ongoing management, as well as review of the Headteacher's performance.

We have delegated the responsibility for the appraisal of the Headteacher to a sub-panel of two members of the Governing Body. The Chair of Governors will undertake the quality assurance role but will not participate in the formal appraisal panel.

Where the Headteacher is of the opinion that any of the Governors appointed by ourselves is unsuitable for professional reasons, he may submit a written request to us as the Governing Body for that Governor to be replaced, stating the reasons in detail.

The Headteacher has responsibility for appraisal of all other employees within school and this will be undertaken in the following manner.

All Employees

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the appraiser, in their entirety, to the line manager. In our school the Headteacher has determined that they will be the appraiser for those they directly line manage and will delegate the role of Appraiser, in its entirety, to the relevant line managers for some or all employees. In such circumstances these line managers will:

- be the appraisers for all those employees they line manage.

Reference should always be made to the level of appropriate release time required when determining the specific number of appraisals any appraiser undertakes in each cycle.

Where an employee has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review their performance. However, where the employee is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable for professional reasons, they may submit a written request to the Headteacher for that appraiser to be replaced, stating those reasons.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties themselves or delegate them. Where delegated the Headteacher will ensure the appraiser undertakes a role of higher status than the appraisee within the approved

staffing structure of the school.

An appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Headteacher has delegated the role of appraiser will receive appropriate time for preparation and training to carry out this role.

9. The Appraisal Cycle

To ensure that the performance planning and reviews are completed on time, the appraisal cycle in this school will therefore run as follows⁷:

- For the Headteacher from January to November
- For other members of staff from September to July

During the cycle the appraisee should:

- Receive a copy of their planning & review statement identifying their objectives, method of assessment, provision of support or training,
- Provide written comment on their planning & review statement as to the proposals from their appraiser for the cycle,
- Receive written feedback on any classroom-based observation,
- Receive written evidence from any persons or any data as determined at the planning meeting at the beginning of the cycle,
- Provide available evidence/data relating to the objectives undertaken during a review of their performance, as agreed within their planning and review statement,
- Receive feedback on their progress from the appraiser and the opportunity to discuss this,
- Be advised, at the time they arise, of any concerns and have the opportunity to discuss these with the appraiser to determine the improvement required to secure a positive assessment at the end of the appraisal cycle, and,
- Advise the appraiser of any concerns they have, at the time they arise, about progress, the provision of support or training,

All evidence gathered during the cycle must be shared with the appraisee as it is collected so that there are no surprises at the end of the cycle.

Where employed on a fixed-term contract of less than one year, employees will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where employment starts part-way through a cycle, the Headteacher shall determine

⁷ Note where appraisal cycle runs beyond 31st October there will be implications for employees application to move to upper pay range.

the length of the first cycle for that employee, with a view to bringing this cycle into line with the cycle for other employees within school as soon as possible.

Where an employee transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

10. Reviewing Progress

Inherent in the role of managers is the responsibility to monitor the performance of employees and to regularly discuss with them their standard of work⁸. It is particularly important that any failure, or potential failure, to achieve a required standard is discussed with them at the earliest opportunity (**see Appendix 1**).

At the end of the cycle any assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle⁹. Reasonable progress towards the achievement of an objective, even if the performance criteria have not been met in full, will be assessed favourably.

The employee will receive a copy of the completed planning & review statement at the end of the cycle, irrespective of whether the cycle was successful or not.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Though appraisal is an assessment of overall performance, specific objectives cannot cover the full range of an appraisee's roles / responsibilities and will therefore focus on the priorities for the cycle. For teaching staff, appraisal outcomes will take account of progress towards objectives and performance against the Teachers' Standards. For support staff, appraisal outcomes will take account of progress towards objectives and any relevant professional standards applicable to their role.

However, any subsequent performance review at the end of the cycle will include an assessment of any workforce standards not directly covered by these objectives.

In order to ensure that any employee who has been absent is not treated less favourably than all other employees, any appraisal will be based upon the period the employee is at work; alternatively, where there is insufficient evidence to come to a conclusion as to the success of the appraisal cycle the appraiser/moderator will:

- refer to the previous year's appraisal review outcomes to show what is representative of the employees performance and;
- allow the employee the opportunity to submit a statement including any additional information they wish to be considered.

⁸ We have determined that a manager in this instance would hold QTS (for teachers) and in normal circumstances be the employees immediate line manager or the Headteacher.

⁹ Except where agreed changes are documented following a formal review meeting/mid-year review requested by either the appraiser or appraisee.

11. Outcome of Appraisal Process

Where the appraisee disagrees with the recommended outcomes of their appraisal cycle then under this policy they will be given the opportunity to request a review. This review will allow the appraisee to submit additional information to the appraiser and/or moderator prior to a final determination, relating to the following:

- Relevant workforce standards,
- Appraisal objectives,
- Conclusion of cycle,

The outcome of this review will be final.

12. Suspension of Appraisal Policy

Employees will receive constructive feedback on their performance throughout the year and as soon as possible after any observation (or where other evidence has come to light) and no later than end of the following working day.

However, where the appraiser has identified serious concerns in performance, that the appraisal process has been unable to address, they will refer the matter to the Headteacher (or in the case of the Headteacher to the Chair of the Governing Body).

In referring the matter to the Headteacher the appraiser will enclose all documentation relating to the current cycle. This should include a list of identified concerns as evidenced through appraisal documentation, together with an assessment of the impact and support provided to the appraisee to rectify them and any comments from the appraisee on how they could still be addressed through the appraisal process.

Based on the information received the Headteacher will;

- a) advise the appraiser of additional supportive actions that can be taken within the appraisal cycle (**see Appendix 1**); OR
- b) determine there is a cause for concern requiring the appraisal policy to be suspended and the capability policy & procedure to be invoked.

The Headteacher will liaise with our HR service provider where consideration is given to option (b) to ensure appropriate evidence is in place. Where such a determination is made by the Headteacher the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school capability procedure¹⁰.

13. Monitoring and Evaluation of the Policy

We will monitor the operation and outcomes of appraisal arrangements.

The Headteacher will provide us with a written report on the operation of our school appraisal policy annually. The report will not contain any information which would enable an individual to be identified. The report will include:

- The operation of the appraisal policy,

¹⁰ In such instances the appraisee will be reminded of their right to contact their trade union/professional association representative for support.

- The effectiveness of the school's appraisal procedures,
- Staff training and development needs,
- Any themes arising from appraisal relating to professional standards, safeguarding responsibilities or staff development needs.

This policy will be applied fairly and consistently regardless of a person's gender, gender identity, marital status, employment status, sexual orientation, race, spoken language, ethnic or national origins, faith, religion, beliefs, disability, age, trade union/professional association membership or activity together with any political view or affiliation.

The Headteacher will also report annually to the Governing Body, in a confidential section, appropriate details of:

- Any individual or collective grievances based on the grounds of alleged discrimination under any of the categories above in relation to the appraisal process,
- The circumstances, where staff have not made satisfactory progress towards objectives,
- Any instances where the training and development set out in the training and development appendix of a planning and review statement has not been provided,

Where the relevant personal data is available the Headteacher will include an analysis of this information. However, the report will not enable any individual to be identified.

14. Review of the Policy

We will review the appraisal policy annually as part of the school's normal policy review cycle, or sooner if required by changes to legislation, regulation or guidance.

We will take account of the Headteacher's report in our review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

We will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all employees in school.

To ensure employees are fully conversant with the appraisal arrangements, all new staff that join the school will be briefed on them as part of their introduction programme.

15. Confidentiality and Data Protection

A written record of all meetings conducted under this Policy will be made, either by the person holding the meeting or by an additional person arranged by the school to take notes. School will process any personal data collected in accordance with its data protection policy and applicable statutory legislation.

The whole appraisal process and the statements generated under it will be treated with strict confidentiality at all times. Access will therefore be limited to the following¹¹:

- The appraisee's line manager(s) to enable them to discharge her/his line

¹¹ This does not preclude release of such data where required under statutory regulations.

- management responsibilities,
- Those responsible for undertaking a moderation/quality assurance or advisory role as determined by this policy,
- Those assessing performance as part of separate proceedings through the School's Capability Policy.

Inappropriate access or disclosure of employee appraisal data will constitute a data breach and will be reported in accordance with our data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under our School Disciplinary Procedure.

Planning and review statements will be retained for a period of 6 years and then destroyed as per our school retention policy.

Appendix 1 – Managing Performance Through Appraisal

The first steps at supporting employees where concerns have been identified in their performance should be informal in nature through open and constructive dialogue with their line manager as part of the normal working routine, with the specific aim of identifying ways in which the employee can be encouraged and helped to improve performance. This will allow, in most cases, early identification of the cause of any minor concerns relating to performance and ensure supportive measures can be put in place.

Where it becomes necessary as part of the existing appraisal cycle, to consider reviewing objectives, method of assessment, any additional training and other supportive measures, then a formal review meeting may be requested by the appraiser or appraisee. The appraisee may also consider contacting their trade union who may help identify such training and support. Such revisions will be recorded on the planning and review statement, inclusive of appraisee comments.

It is likely that the vast majority of cases will be resolved through this process and contained within the appraisal system. However, where it has not been possible to eliminate concerns about an employee's performance or improvement has not been sustained then in such circumstances the appraiser will inform the employee of their intention to refer the matter to the Headteacher (where the Headteacher is not already the line manager).

In referring the matter to the Headteacher the appraiser will enclose all documentation relating to the current cycle. This should include a list of identified concerns as evidenced through review statements, together with the support provided relating to these concerns and comments from the appraisee on how these concerns could be addressed through the appraisal process.

The Headteacher in conjunction with their HR service provider will review the supportive measures that have already been put in place to determine the most appropriate route to achieve the required levels of performance. In doing so they will come to the following conclusions:

- a) advise the appraiser of additional supportive actions that can be taken within the appraisal cycle; OR
- b) determine there is a cause for concern requiring the appraisal policy to be suspended and the capability procedure to be invoked.

Where (a) is the conclusion the appraiser will continue with the appraisal policy and amend the planning and review statement to reflect changes to objectives and additional supportive actions to meet them. This may be in the form of informal support to ensure clarity where objectives have been amended or changed. Where acceptable performance is achieved then the appraisal cycle will continue. Where performance remains a concern following completion of the additional supportive actions the matter will be referred back to the Headteacher for further review.

Where (b) is the conclusion the appraisee will be notified in writing that the appraisal system will be suspended and that their performance will now be managed under the school capability procedure¹².

¹² In such instances the appraisee will be reminded of their right to contact their trade union/professional association
RPS Appraisal Policy Framework

Appendix 2 - Formal Classroom Observation Protocol

We are committed to ensuring that classroom observation is 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 amount of observation for each employee should reflect and be proportionate to the needs of the individual and their role within school, and under this appraisal policy, will be no more than 3 hours unless by mutual agreement.

The arrangements for classroom observation will be confirmed at the beginning of each cycle and will include:

- The amount of observation,
- Specify its primary purpose,
- Any particular aspects of performance and the relevant workforce standards which will be assessed,
- The duration of the observation,
- When during the appraisal cycle the observation will take place, and
- Who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing on school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on employees. The school will ensure the anonymity of staff concerned in the use of such data.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will be undertaken by a member of the Senior Leadership Team, Phase Leader, Subject Leader, immediate line manager or another suitably qualified member of staff, where appropriate. In addition, they will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observations and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Written feedback will be provided within five standard working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the activities and actions observed and the length of the observation. The employee will have the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Appendix 3: Example Planning & Review Statement
Part A - Objective Setting and Planning Record for cycle 20__/__

Name: _____

Outcome of Planning Meeting (DATE)	Monitoring of Progress			
	Mid-Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Development (review and support identified)	Met Yes/No	Further Development (review and support identified)
Professional Practice				
Performance Criteria				
Evidence including discussion on any relevant workforce standards e.g. UPR criteria where applicable				
Support including training / development				
<u>Appraisee Comments</u>				

<u>Timescale</u> <i>Planning/objective setting meeting (Date)</i>	<i>Mid-cycle review (Date)</i>	<i>End of cycle review (Date)</i>

Part A - Objective Setting and Planning Record for cycle 20__/__

Name: _____

Outcome of Planning Meeting (DATE)	Monitoring of Progress			
	Mid-Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Development (review and support identified)	Met Yes/No	Further Development (review and support identified)
Performance Criteria				
Evidence including discussion on any relevant workforce standards e.g. UPR criteria where applicable				
Support including training / development				

<u>Appraisee Comments</u>		
<u>Timescale</u> <i>Planning/objective setting meeting (Date)</i>	<i>Mid-cycle review (Date)</i>	<i>End of cycle review (Date)</i>

Part A - Objective Setting and Planning Record for cycle 20__/__

Name: _____

Outcome of Planning Meeting (DATE)	Monitoring of Progress			
	Mid-Year Review – (DATE)		End of Cycle Review – (DATE)	
	Met Yes/No	Further Development (review and support identified)	Met Yes/No	Further Development (review and support identified)
Performance Criteria				
Evidence including discussion on any relevant workforce standards e.g. UPR criteria where applicable				
Support including training / development				

<u>Appraisee Comments</u>		
<u>Timescale</u> <i>Planning/objective setting meeting (Date)</i>	<i>Mid-cycle review (Date)</i>	<i>End of cycle review (Date)</i>

Part A - Classroom Observation Arrangements 20__/__ Appraisal Cycle

	Date of observation/lesson to be observed	Objective and standards to be assessed	Areas of Teaching/Learning to be assessed	Key Outcomes/Findings
Observation 1				
Observation 2				
Observation 3				

Additional Support & Review Meetings

Date	Review meeting requested by (NAME)	Support Requested	Support Proposed	Key Outcomes (record evidence on separate sheets as necessary)

Part B - End of Cycle Performance Review 20__/__

Annual review of performance, inclusive of assessment of objectives, relevant workforce standards, subject to final review by the moderator where required by this policy.

To be completed by the appraiser:

(a) Objectives

	Has objective been met?
Objective 1	Yes/Part/No
Objective 2	Yes/Part/No
Objective 3	Yes/Part/No

(b) Relevant Workforce Standards & Assessment Criteria

Applicable standards	Have the standards been met?
List relevant workforce standards e.g. Teacher Standards/ Upper Pay Range Assessment etc.	Yes Partly met No

(c) Conclusion of Appraisal Cycle

In your judgement has this been a successful appraisal cycle for the appraisee?	Yes/No
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(d) Appraisee comments on outcome

comment

Signature Appraiser _____ Date _____ Signature Appraisee _____ Date _____

Part B - End of Cycle Performance Review – 20__/__

Annual review of performance, inclusive of assessment of objectives, relevant workforce standards.

To be completed by the Moderator (where one has been appointed):

(a) Objectives
where moderator amends recommendations

(C) Rationale

	Has objective been met?
Objective 1	Yes/Part/No
Objective 2	Yes/Part/No
Objective 3	Yes/Part/No

(b) Conclusion of Appraisal Cycle

In your judgement has this been a successful appraisal cycle for the appraisee?	Yes/No
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Signature (Moderator) _____ Date _____

Notes:

Completion of Part A

- Determination of objectives, assessment criteria and support should form part of a discussion between the appraiser and appraisee. Where there is disagreement the decision of the appraiser will be final. A copy of Part A should be provided to the appraisee at the completion of the planning stage of the appraisal cycle,
- The appraiser should compile a statement identifying the planned support/training needs identified in part A and forwarded to the CPD co-ordinator for implementation,
- The appraisee should be encouraged to comment upon Part A relating to the objectives set, the method of assessment and support provided,
- Completion of Part B
- Failure to meet objectives should not automatically result in an unsuccessful appraisal outcome – these should be based upon the professional judgement,
- All employees will be assessed by relevant workforce standards, where these are applicable e.g. teacher standards/Upper Pay Range criteria etc. The appraisee should be provided with a copy of the relevant standards for which they are to be assessed at the start of the appraisal cycle,
- At the mid and end of cycle review meetings the appraiser should identify whether objectives have been reached and, where this is not the case determine if they are progressing on target. Where they are not on target to identify additional support/guidance as deemed necessary,
- Both the appraiser and appraisee can request an early appraisal review where they feel this is necessary rather than await the mid-cycle formal review meeting,
- The appraisee will be encouraged to comment at the end of the cycle as to the professional judgement made by the appraiser,
- The appraisee will be provided with a copy of the completed appraisal documentation (inclusive of Part B) at the end of the cycle,
- The appraisee has the right to make representations to the appraiser and/or moderator as identified in this policy prior to any determination on the success of the appraisal cycle,