



CANARY THE SCHOOL

APPRAISAL POLICY

Mission Statement of the School

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

Vision of the School

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every child imbibes 'how to learn' rather than 'what to learn'.

Performance appraisal is the process of evaluating and documenting an employee's performance with a view to enhancing work quality, output and efficiency. Performance appraisals perform three important functions within institutions. They provide feedback to a person on their overall contribution for a period of one year.

Appraisal takes place once in a year and the increments & promotions are given during the Annual Appraisal Period. However every appraisal does not mean an increase in remuneration or grant of any other perks.

The salary will be reviewed annually on successful completion of one year depending upon the performance of the employee.

The appraisal of an employee is purely based on their performance during their tenure. The management has complete authority to make decisions regarding the appraisal based on employee's performance.

Steps Involved in Performance Appraisal Process

They are as follows:

1. Setting the performance standards.
2. Communicating the performance standard to employees.
3. Measuring the actual performance.
4. Comparing the actual with the standard performance.
5. Providing feedback to employees on their performance.
6. Initiating corrective actions (if necessary).

7. Reward
8. Hierarchy Team
9. Self Appraisal

1. Set Goals or Setting the Performance Standards:

The first step in the performance appraisal process is the setting of standards or goals for performance expected from the employees. The standards set are in line with the objectives and the mission of the school.

The Goals set are realistic and attainable. If unrealistic and unattainable standards are set, it will demotivate and demoralise the employee. Hence, a lot of care is taken while setting the standards.

Employee goals usually focus on an aspect of their performance they want to work on or be better at. Goals also reflect the employee's ambitions for their career.

The reporting hierarchy's role is to ensure that the person's goals are consistent with and support the mission, vision and philosophy of the school. However the understanding and commitment has to be from both sides and the process must remain participative – in other words, both the reporting hierarchy and individual should be involved.

2. Reflection - Communicating the Performance Standard to the Employees:

Once the set standards are fixed the expected level of performance is communicated to the employees so that they are all aware of what is expected from them. Effective performance appraisal starts with an accurate understanding of what is expected of a person in their job. To achieve this, it helps to reflect on:

- Why a job exists;
- Where it fits into the organisation;
- How it contributes to the overall objectives of the school;
- What is expected of the person's performance (including behaviours, compliance with policy and process, and results);
- What competencies (knowledge, skills and abilities) are required.

It is also important to help staff take a step back to look at their past performance.

- What results have they produced?
- How have they behaved with students, colleagues and parents?
- How have they demonstrated the organisation's values?
- Have they followed processes and procedures?
- What has been their biggest challenge?
- How will they adapt to any changes ahead?

3. Measuring the Actual Performance:

This is a crucial step in the performance appraisal process. Here the actual performances are measured. There are various methods of measuring the performance.

4. Review - Comparing the Actual With the Standard Performance:

Once the standard levels of performance are set and the actual performances are measured. The next step will be the comparison of the actual with the standard performance. This comparison will enable the determination of the gap between the actual and the expected performance; such gaps can be bridged through training and development. After 6 or 12 months, the reporting hierarchy may schedule a formal review to look back, assess and document what has been achieved against specific performance requirements and goals.

5. Providing Feedback:

The performance appraisal process does not end with mere evaluation of the performance. It is essential to provide feedback to the employees on their performance. Regular feedback is the linchpin of successful performance appraisal, but it doesn't always have to involve a scheduled sit-down meeting. This will help the employees to identify the weak areas and initiate actions to overcome them. Such feedback motivates them to perform better in future by avoiding the repetition of the same mistakes. Some of the best feedback occurs spontaneously – in the moment, on the job. What is important is that the feedback is timely and meaningful.

6. Develop - Initiating Corrective Actions:

When a gap is found between the actual and the expected level of performance, corrective actions should be undertaken. By analyzing the reason for a gap, proper action should be taken so that the gap is bridged. When the actual and the standard performance match there is no need for any corrective action.

With a good understanding of how an individual is tracking against performance expectations, it should be easy to identify and prioritize training or other learning opportunities that will help them achieve their goals.

Development activities may involve formal accreditation e.g. degrees, diplomas and certificates, or could include more flexible or low cost options like eLearning, research projects, one on one coaching, shadowing, and peer collaboration.

7. Reward

A formal review process is particularly important for schools that have a reward process based on performance. Reward can take the form of salary increases, bonus payments and other monetary incentives however it can also take the form of non-financial rewards including awards, enhanced decision making, more interesting work and promotional opportunities.

8. Hierarchy of the team Involving in Appraisal making:

For Academic Team: Principal along with Coordinators.

For Administration Team: The Director and Admin Manager

For Principal : Chairperson, Managing Director and Director

For Director: Chairperson along with Managing Director

9. Self Appraisal

Self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. It is an opportunity to understand our own strengths, weaknesses, opportunities and threats.

Self appraisal will be done by the employees usually 3 months before their actual appraisal.

For ex: If the actual appraisal is done in the month of June then self appraisal will be done in the month of March.

At Canary we follow the below mentioned rubric for apprising our teaching teams:

[Danielson's Framework for Teaching Teachscape Rubric](#)