



Continuous Professional Development Policy

St Mary's CE (A) Primary School

2017-18

St Mary's aims to welcome everybody into our school.

We will support all children and staff and provide challenging, fun and exciting learning activities.

We will encourage everybody to learn, and learn from mistakes, to be independent and cooperative.

Introduction

We believe that good quality CPD is crucial to maintain high levels of expertise, enthusiasm, commitment to learning, improving and celebrating success. This school recognises and values the contribution that all learners make to the learning community. We recognise that all staff brings different strengths, experience and qualities to their role. As a school we believe in continuous learning and expect to share good practice and to learn from and with each other. All CPD should have a positive impact on the children of St Mary's CE Primary School.

Aims

All those involved in the school community have an entitlement to equality of access to high-quality induction and continuing support and development. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce skills and expertise.

- All staff should have access to relevant professional development opportunities
- CPD should have a direct impact on the children of St Mary's CE Primary School
- CPD should be strategic and have a direct link to the School Improvement Plan and/or Appraisal
- CPD should support and develop the needs and interests of individuals
- Each member of the school learning community is responsible for: reflecting on their practice and determining their strengths and areas for development
- Seeking out and participating fully in the professional development opportunities available, including learning with, and learning from colleagues, both in this school, neighbouring schools and beyond
- Engaging fully in the performance management or appraisal process.

Principles of Practice

Identifying need

The purpose of professional development is intended to meet the needs of the school and those of the individual as identified through:

the Self-Evaluation Form

- the School Improvement Plan
- Government initiatives
- Local authority initiatives
- DfE guidance for newly qualified teachers
- National Standards, for example, for teachers, support staff or governors

- Appraisal
- Career aspirations

As professional development is linked to the Self-Evaluation Form and school improvement plan, funding identified needs will reflect the link to the priorities within the Self-Evaluation Form.

CPD Provision

Our CPD programme offers a wide range of possible development opportunities for all staff, including:

- induction
- Appraisal
- school, cluster and LA in-service training, workshops and conferences
- joint staff and governor meetings and training sessions
- paired reviews of children's work
- paired observations
- membership of working groups
- conferences and seminars
- coaching and mentoring
- membership of local and regional networks
- preparation for new roles and responsibilities, such as in leadership and management

Evaluating Impact and Disseminating Good and Successful Practice

- All professional development activities are monitored for their impact on school performance. Evaluation should be completed on proformas in staffroom immediately after professional development opportunities and forwarded to Fiona Green. This will be monitored by
- The CPD leader and opportunities should be identified to disseminate with other staff as appropriate.
- The CPD leader will review annually whether any aspects of the CPD provision, e.g. service level agreements, subscriptions do not represent value for money and make appropriate recommendations to the head teacher and governing body.

The CPD leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.

Use will be made of appropriate documents to aid the evaluation of the impact of CPD. This may include:

- pupil and school attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;

- staff confidence, enrichment, motivation self-esteem, collaboration, enthusiasm
- pupil enthusiasm, engagement and commitment;
- recruitment and retention;
- career progression

The Governors may require written feedback and/or a presentation upon completion of the development work.

The CPD Leader will provide a yearly CPD report to the Headteacher and Governors. This report will detail: the CPD undertaken, whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations and

Report in the autumn after analysis of the KS2 stats on the impact it has had on raising standards and achievement.

St. Mary's CE (A) Primary Teaching School

Lesson Observation Feedback

Teacher:

Subject:

Observed by:

Class:

Date:

Time:

Areas for Praise

Teaching Grade-

This would have been if:

Learning Grade

This would have been if:

Behaviour Grade

This would have been if:

Book Scrutiny
Pupil Voice
Areas discussed- teachers reflection on session and observation of video

<p>Outstanding (1)</p>	<p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
<p>Good (2)</p>	<p>The teaching is consistently in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Others adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>

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Lesson Observation Feedback

Reflection on Lesson Observation/Video – To be completed and brought to feedback session

<p>1. Teacher shares the LEARNING OBJECTIVE but gives the rationale for why choosing the objective-i.e. to achieve 2B you will need to know, to improve your writing etc. The teacher also gives the BIGGER PICTURE</p>	
<p>2. Very INTERACTIVE STRATEGIES are appropriate to the context. Hot seating, speaking and listening, role play, jigsaw, envoys, talk partners</p>	
<p>3. PACE is very brisk</p>	
<p>4. Use of explicit terminology and Blooms show clearly high expectation.</p>	
<p>5. Specific links are made to INDIVIDUAL OR GROUP TARGETS during the exposition</p>	
<p>6. Teacher and children determine the SUCCESS CRITERIA</p>	
<p>7. Children use CORRECT TERMINOLOGY, will respond using elaborate code of speech and always in a sentence. They frequently will spontaneously go on to explain their understanding</p>	
<p>8. Support staff are used to move the learning on of groups of children. Evident that TA's are well prepared and confident to engage with the teacher during the lesson if needed</p>	
<p>9. Teacher personalise the questions to ensure that all children LEARNING IS MOVED ON within the lesson</p>	
<p>10. CROSS CURRICULAR LINKS are made</p>	
<p>11. The teacher has HIGH EXPECTATIONS of the quality and quantity of work to be produced during the lesson</p>	
<p>12. During the group work MINI PLENARIES are used to assess learning and next steps are shared with the children</p>	
<p>13. PLENARIES are used to complete the learning journey and give opportunities for A4L or to set the scene for the next lesson. This is used especially if time has impeded on the plenary. You were so engrossed that we have run out of time but we will pick this up next time etc</p>	

14. Lessons begin promptly	
15. The learning environment is well organised in order to optimise learning (this includes being tidy!)	
16. Next steps (wishes) in marking are consistently followed up and this is clearly evident.	
17. Challenge time is used constructively and is focussed.	
18. Writing opportunities are maximised and use of worksheets are limited.	

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.

Reviewed: July 17

Date for next review: July18

Signed Headteacher. *G James OBE*

Signed CPD lead.... G James

Signed Chair of Governors Sonia Oxford

We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access language lessons.