# Stamford Green Primary School and Nursery

# Continual Professional Development and Learning (CPDL) Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting                    __*
- Children and Learning Committee Meeting    __
- Resources Committee Meeting                    __

Date: 23.3.23

# Continual Professional Development and Learning (CPDL) Policy
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# Continual Professional Development and Learning (CPDL) Policy

## 1. Rationale

a) Great professional development and learning inspires and motivates staff, helping them to have a positive impact on young people's learning and behaviour.

b) Our school vision is 'To be a continually learning community for all, where children realise their potential'. Therefore, staff at Stamford Green Primary School and Nursery will be given the opportunity to learn and develop professional knowledge and skills both from a personal point of view and also to keep abreast of new initiatives; nationally, locally and within school. This will enable all staff to contribute to the school's vision and identified priorities in the Raising Achievement Plan (RAP).

c) The DfE's Standard for Professional Development has five key headlines:
   i. Professional development should have a focus on improving and evaluating pupil outcomes;
   ii. Professional development should be underpinned by robust evidence and expertise;
   iii. Professional development should include collaboration and expert challenge;
   iv. Professional development programmes should be sustained over time;
   v. All this is underpinned by, and requires that Professional development must be prioritised by school leadership.
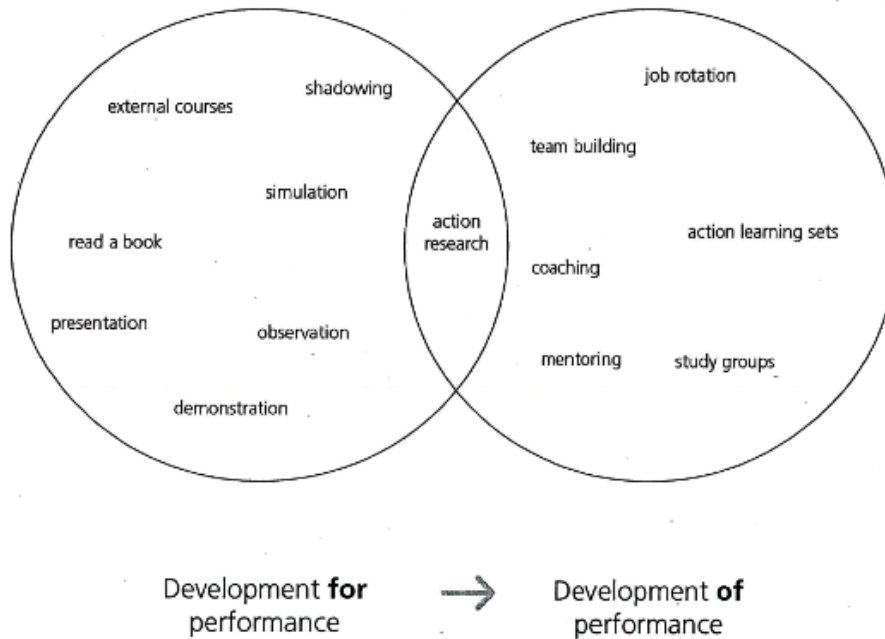
## 2. Aims

a) We will strive to make professional learning part of a broad culture, with a commitment for staff to support one and another to develop so that pupils benefit from the highest quality of education possible.

b) We will provide ongoing training for staff in order to meet both national and statutory requirements.

c) We will develop and motivate the individual member of staff and provide opportunities for them to broaden their experience whilst fostering a proactive approach to CPDL on the part of the individual.

d) We will assist and promote the quality of teaching and learning by developing the professional skills of all the staff, both teaching and support.

e) We will provide value for money through a planned approach and targeted on individual, departmental and whole-school needs.

f) We will promote creative and imaginative approaches to CPDL, which place value on the expertise in-house and encourage sharing of good practice, and active dissemination of new skills and knowledge.

g) We will strive to find time for reflection, as the key to successful CPDL is to find time for thinking, which builds alignment with staff values and attitudes and then evaluate these against pupil outcomes.

## 3. Objectives

a) Staff development and learning will happen in various ways and Appendix 3 lists some CPDL activities and opportunities that develop performance in both of the ways outlined in the following diagram:

b)

external courses
shadowing
simulation
read a book
action research
presentation
observation
demonstration

job rotation
team building
action learning sets
coaching
mentoring
study groups

Development **for** performance ⟶ Development **of** performance

c) Support the school's aim to strive for quality and excellence and to set high standards for all.
d) Provide training to allow the RAP and Faculty action plans to be carried out and priorities to be met.
e) Provide training to develop individual personnel through close analysis of their CPDL needs, which will be identified through our appraisal conversations.
f) Offer special provision for the induction of Early Career Teachers (ECT) (Appendix 4) and new staff (See Recruitment and Selection Policy and Induction and Probation Policy).
g) Offer training and/or support for existing staff taking on new responsibilities.
h) Operate within the constraints of the allocated development budget.
i) Set priorities in order to match the needs of the individual, with those of the school.

## 4. Implementation

a) Where possible, all CPDL activities should have clear aspirations for pupil impact and be linked to our approach, which is outlined in the Appraisal Policy.
b) When can effective CPDL happen?
  i. Reflecting on what happens in lessons;
  ii. Coaching;
  iii. Asking pupils their opinions of lessons;
  iv. Inviting a colleague to observe a lesson;
  v. Planning a lesson with a colleague;
  vi. Discussing pupils' work;
  vii. Moderation of pupils' work;
  viii. Reading information, research, articles, journals etc.;
  ix. Being a mentor/mentee;
  x. Leading a staff meeting/INSET/contributing to a phase meeting;
c) School-based training can be carried out in a range of ways through:
  i. Coaching;
  ii. Use of planned CPDL activities in training time: either item on CPDL meetings' agenda or use of INSET time;

iii.   Use of whole-school INSET days;
iv.   Other possibilities – job shadowing, 'buddying', team teaching, job-swaps;
v.    Planned Inset with an external provider;
vi.   Proactive planned management of CPDL at departmental level/year group level in line with the national standards for subject leaders.

d) Off-site training and development:
i.    Courses (SAfE, CLTSA. Teaching School, DfE Hubs, Surrey Local Offer, external providers);
ii.   Courses (national);
iii.  International professional development (British Council projects);
iv.   Visits to other schools;
v.    Common INSET days and networking opportunities to meet other teachers to discuss a common theme;
vi.   Gaining accreditation (e.g. NPQ, diploma, MA, vocational qualification etc.).

## 5. Everyday Best Practice

a) Meeting agendas will be strategically planned to minimise administrative discussion and maximise time spent on pedagogy, assessment, embedding new knowledge and pupil learning. Sometimes multiple inputs and teamwork around one theme/topic are needed to extend and deepen understanding.

b) The following meetings take place each week;
i.    Diary meeting twice a week for all staff - Notes from the meeting are emailed to all staff as due to work patterns not everyone can attend.
ii.   TA/PSA Meeting – will take place on a two-weekly cycle on different days of the week so that all TAs/PSAs get to attend and experience the different CPDL foci for the meeting. Notes from the meeting are emailed to all TAs/PSAs.
iii.  YN and YR Team Meetings –will take place weekly and notes from the meeting are emailed to members of each team.
iv.   Extended Leadership and Management Team (ELT) Meetings – will take place weekly.
v.    Core LMT meeting take place weekly and LMT Meetings take place at the start of each half term so that the RAP is reviewed and updated.
vi.   Office and Premises Meetings – will take place weekly and the notes from the meeting will be emailed to all members of the team.
vii.  Teacher Meeting – happens once a week for teaching members of staff. Notes from the meeting are emailed to all teachers.

c) CPDL may include:
i.    NPQ professional learning time;
ii.   Attending local Best Practice Forums;
iii.  Moderation both internal and external;
iv.   Edu Twitter professional reading time;
v.    Statutory/compulsory training and updates;
vi.   Preparing and delivering training for staff at SGPS&N and other schools;
vii.  Use of PPA time to visit another class so time back;
viii. Subject Leader or Area of Responsibility actions;
ix.   Subject Leader meetings e.g. PE;
x.    SSP Priority initiatives;
xi.   Visiting other schools;
xii.  Immersive learning environment research and display time;
xiii. Professional learning projects e.g. ELT Training Programme, Coaching Programme;
xiv.  Meetings to complete PPR actions;

6. **Impact**

   a) The Appraisal Policy outlines priorities for monitoring, evaluating and reviewing for the year as well as our approach to staff development. This is the premise that ongoing CPDL conversations between the appraiser and the appraisee will happen throughout the year. To complement this, a Feedback Reflection Tool can be found in Appendix 1.
   b) CPDL activities and opportunities should be evaluated for their effectiveness in:
      i. Improving and monitoring the quality of teaching, learning and care of the pupils;
      ii. Providing value for money;
      iii. Promoting job satisfaction, personal achievement, individual and team work and personal advancement;
      iv. Raising staff awareness of the school's vision and priorities;
      v. Developing the individual in ways that will help to improve the effectiveness of the whole school;
      vi. Monitoring the impact of all CPDL practices and activities on professional practice in the classroom and the learning of pupils.

Evaluation as described above will happen via an appraisal conversation for each member of staff (see Appendix 2), where Guskey's Five Levels of Impact will be used. This then focuses on the impact of learning not how satisfied participants were following a CPDL activity.

   c) Guskey's five level's of impact are:
      i. Participant reaction;
      ii. Participant learning;
      iii. Organisation support and change;
      iv. Participant use of new knowledge and skills;
      v. Pupil learning outcomes.
   d) Evaluating CPDL through appraisal conversations takes place as it:
      i. Encourages a proactive approach;
      ii. Informs planning;
      iii. Provides choice;
      iv. Encourages creativity;
      v. Reflects the ongoing nature of CPDL;
      vi. Supports the appraisal process and continual development of individuals.

7. **Resources**

   a) Time will need to be allocated for activities to be planned for, to happen and for subsequent reflection.
   b) Training support for appraisees to manage CPDL through appraisal conversations.
   c) Provision to be made for aforementioned to happen through a CPDL budget and adequate staffing to enable activities to happen.

8. **Equal Opportunities**

a) Access to development opportunities must be available to all school staff regardless of race, age, gender, disability. Provision must conform to the requirements set out in the school's Equal Opportunity Policy.

9. **Review**

   a) This policy will be reviewed in accordance with the Governing Body's policy review schedule.

# Feedback Reflection Tool

These questions and ideas will help you get the most from a feedback session. They're useful reflection questions when giving feedback or receiving it. They support and challenge your thinking so that you can use feedback effectively to achieve positive results.

This tool encourages you to examine both positive and negative aspects of feedback and link back to what you already know about yourself and what you did not know and need to explore more fully.

**Positive/Expected** – We often know what we do well because we receive regular positive feedback about these things. Instead of simply *hearing* this praise and doing nothing with it - ask yourself the questions below:

**Negative/Expected** – We're often aware of some of the areas that need improvement. To apply this expected feedback and make a positive change, ask yourself the questions below.

**Positive/Unexpected** – Receiving positive feedback that we don't expect is like a surprise birthday present. After the initial joy, it's important to examine it further by asking yourself the questions below.

**Negative/Unexpected** – This feedback is the most difficult to hear and understand. It can also be the source of much self-discovery, if we're open to it. This unexpected feedback often comes from areas that we don't want to acknowledge and can cause strong emotions. When we learn to deal with it we can take big steps forward. Ask yourself the questions below.

|  | Expected | Unexpected |
|---|---|---|
| **Positive** | • How can I celebrate this? <br> • How can I use this to further improve my practice? <br> • How can I use this to help others? | • What am I most pleased about to hear this? <br> • How will I celebrate this? <br> • How can I build on this? |
| **Negative** | • What actions have I already taken to address this concern? <br> • How successful were those actions? <br> • What else do I need to do? <br> • If I don't make the necessary changes, how will this impact my practice/ placement/ results? | • What other information do I need to make sense of the feedback? <br> • What support do I need to deal with the implications? <br> • What plan can I put in place to make small, achievable changes in the short term? <br> • How will improving this impact other areas of my placement or life? |

**Appendix 2**

**CPDL linked to staff appraisal**

**Autumn Term/Spring Term/Summer Term**

| CPDL Activity Undertaken | Internal or External | Type of Activity (see Appendix 3) | Did this CPDL activity meet my needs? Please give one reason for this answer. | One change I have made to my practice as a result is... | I can do this... to benefit the school. | What have I learnt and how have I applied my new knowledge and skills? | What has been the impact or expected impact on pupils' progress/learning and can this be evidenced? |
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**In the spring term I would like to focus on the following CPDL activities:**

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**Appendix 3**

1. **What are effective CPDL activities and opportunities?**
   (Please note that the list below is not exhaustive)

   a) Observing best practice:
   - i. Observing other teachers teaching
   - ii. Watching a colleague present an assembly
   - iii. Observing a visiting expert
   - iv. Shadowing a colleague
   - v. Visiting and seeing other schools in action
   - vi. Taking part in developing a learning community
   - vii. Observing and working with a visiting expert

   b) Extending professional experience:
   - i. Leading and contributing to school-based INSET/staff training
   - ii. Rotation of roles/jobs
   - iii. Developing own professional profile
   - iv. Leading and managing a subject or area of responsibility
   - v. Assuming the role of leader for a special initiative in school
   - vi. Carrying out action research in the classroom/school
   - vii. Contributing to a professional publication
   - viii. Gaining experience of interviewing
   - ix. Acting as a performance reviewer
   - x. Being reviewed
   - xi. Serving as a governor
   - xii. Serving on professional committees/working parties
   - xiii. Becoming a union representative
   - xiv. Leading/supervising non-professionals who work in the classroom
   - xv. Working on extra-curricular activities
   - xvi. Taking part in staff conferences on individual pupils
   - xvii. Working with other professionals such as education psychologists
   - xviii. Working with an exam board or marking exam papers
   - xix. Networking and sharing with a group of colleagues from another school
   - xx. Team teaching
   - xxi. Learning through professional practice with others
   - xxii. Developing pedagogy in the context of ICT
   - xxiii. Counselling parents
   - xxiv. Peer mentoring, e.g. mentoring an ECT
   - xxv. Organising a display in collaboration with colleagues
   - xxvi. Working with the Local Authority to carry out moderation
   - xxvii. Working with Pupils
   - xxviii. Professional reading e.g. Twitter

c) Working with pupils:
  i. Taking responsibility for a group of pupils on an off-site visit
  ii. Developing teaching skills across a wide age and ability range
  iii. Working with pupils on school councils
  iv. Working with pupils to present an assembly, play, musical performance or other event
  v. Working with pupils preparing a school year book
  vi. Collaborating with peripatetic teachers

d) Taking time to evaluate your own practice:
  i. Inviting your peers to observe you
  ii. Getting feedback from your own pupils
  iii. Analysing class and examination work
  iv. Integrating the use of pupils' websites and on-line communities into teaching
  v. Using email/video conferencing between pupils in teaching
  vi. Negotiating targets and evaluating work alongside pupils
  vii. Mentoring individual pupils
  viii. Reviewing your marking
  ix. Videoing yourself

e) Other

Effective CPDL can use opportunities in schools and in school networks e.g. Teaching Schools and make good use of external expertise.  Examples of possible CPDL activities include:

  i. Focused professional development meetings, and professional development items in staff and team meetings
  ii. Attending external conferences and courses
  iii. Attending internal conferences, courses and professional development events
  iv. Coaching and mentoring, job shadowing and peer support
  v. Participating in networks or projects providing opportunities for professional development
  vi. Discussions with colleagues or pupils
  vii. Observing lesson practices
  viii. Research and investigation

**Appendix 4**

## ECT Induction Plan

### 1. Induction

a) Through the induction process, the Early Career Teacher (ECT) will be introduced to the many aspects of school, including the staff code of conduct and safeguarding training including Prevent. Inclusion training will include special educational needs and disability, disadvantaged pupils, health care plans, processes for encouraging good behaviour and how to manage challenging behaviour etc.

### 2. Responsibilities of the Assessor

a) The assessor registers the ECT and Mentor with the Surrey South Farnham SCITT online programme.

b) The assessor creates a personalised timetable of observations and meetings including cover arrangements.

c) At the end of the first term, the mentor and assessor observe the ECT and provide feedback. An observation proforma is completed, highlighting any evidence of teaching standards observed in the lesson and their impact.

d) During a summative meeting with assessor, mentor and ECT, the summary of evidence is discussed and an online summary sheet will be submitted to Surrey South Farnham. At these termly meetings, targets will be agreed for the following term.

e) If a cause for concern is raised, a support package will be created to help the ECT.

### 3. Responsibilities of the Mentor

a) Every ECT has fortnightly support from a school mentor. At these support sessions, the ECT and mentor discuss any significant events that are coming up and ongoing general support. Also, during these meetings, the ECT shares their evidence of teaching standards. If the mentor agrees that the evidence shows impact of a teaching standard, they will initial the evidence summary sheet. The meetings are recorded, along with a brief summary of what was discussed and short-term targets on a proforma.

b) Within the first half term, the ECT meets with the mentor to introduce the teaching standards and agrees objectives for the term.

c) Each half term, the mentor will observe the ECT teaching and give feedback including areas of development and quick wins. The mentor will complete an observation proforma, indicating the impact of teaching for each teaching standard where possible.

d) Half way through each term, the mentor and ECT have a meeting to review progress and evidence and also to set new targets, along with actions to ensure these targets are met. The half termly review is recorded on a proforma.

e) If the mentor is concerned about the progress of the ECT, they inform the assessor and a cause for concern is raised with Surrey South Farnham.

### 4. Responsibilities of the ECT

a) The ECT shares various evidence of all the teaching standards during the ECT year. This evidence is summarised and shared with the mentor fortnightly and the assessor termly.

b) The ECT attends training sessions, organised by Surrey South Farnham, throughout the year.
c) The ECT uses their ECT release time to observe colleagues in school to share best practice.
d) The ECT uses the fortnightly meetings to discuss their development.

## 5. **Responsibility of the Headteacher**
a) The Headteacher reviews the termly summative assessments and digitally signs, if in agreement.