



St John's C of E Primary Academy

CPD Policy

Author: Sarah Cockshott

Date of issue: January 2017

Review date: January 2018

Key Personnel

Principal: Sarah Cockshott

Chair of Governors: Fr Roger Gilbert

Principles, Values and Entitlements

St. John's C of E Primary Academy believes that to be continually evolving as high quality professionals and practitioners we need to be open to new initiatives, take part in quality Continual professional development and have a culture that is built on learning from each other; having ownership and ambition over the way in which we develop. We believe that feedback, training and advice is what will support our progression and enabling ability to uphold high academy standards and our own development.

All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the academy community will have opportunities through teacher appraisal, appraisal and through other mechanisms to discuss their professional development needs.

The academy will endeavour to obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Charter Marks, Basic Skills Quality Marks.

The central emphasis will be on improving standards and the quality of teaching and learning.

The ultimate aim is the improvement in the practice of individuals and teams through creating a learning culture which is supportive and collaborative.

CPD planning will be inextricably linked and integrated with the academy's development/improvement plan and be based on a range of information:

- The needs of the academy as identified through its own self-evaluation processes and academy's monitoring of standards;
- Issues identified through other monitoring, e.g. OFSTED, SIAMS, CECET Review and quality standards such as:- Basic Skills Quality Mark, Anti bullying Charter;
- National and local priorities, e.g. National strategies, the LA's EDP, local community priorities;
- Teacher appraisal;
- Feedback from staff and others including governors, pupils and parents.

The academy will have effective measures in place to audit the professional and personal needs of staff and link to the academy's self-evaluation and teacher appraisal system. The academy's CPD policy will address the needs created by national and local priorities, the needs of the academy as well as individual aspirations, needs and personal fulfilment.

The academy will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.

The academy's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfES Teachers Standards Framework, NCSL's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc.

Quality assurance mechanisms will ensure that academy's access provision of a consistently high standard.

The CPD co-ordinator is the Principal.

The academy will endeavour to support accreditation of the professional development of staff, through consultation and agreement of academy Governing Body.

The academy will disseminate good quality and successful CPD practice that supports and improves teaching and learning and impacts on the quality of the curriculum on offer, the children's development and the whole academy ethos. Measures are in place to ensure that CPD is evaluated and the impact and benefit to the individual and the academy is measured.

The academy will participate in initiatives and projects which can be shown to have a positive impact on staff development and represent good value for money. CPD will be planned to meet academy improvement priorities and enable staff to deliver key aims.

There are a variety of ways that St. John's arranges and approaches CPD to ensure it is good quality, makes a difference to standards and the whole academy community and enables the academy to move forward in its development initiatives.

The academy is fully committed to the continual professional development of its staff for the good of the academy and the professionals themselves. It holds self-evaluation, quality feedback and strong monitoring systems in high regard in planning and reviewing the quality of CPD. It is the role of the CPD co-ordinator to plan this programme and facilitate the development of staff to meet the needs of the academy.

The academy has its own agreed system of improving teaching & learning and is also committed to the development of good and outstanding staff so that they can continue to develop professionally.

Leadership and Management of CPD

- ❖ The academy will have a named CPD co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Co-ordinator will receive training as appropriate in order to fulfil this role effectively and attend useful providers sessions.
- ❖ The CPD Co-ordinator shall be responsible for identifying the academy's CPD needs and those of the staff working within it. The CPD Co-ordinator should have a well-defined description of the role.
- ❖ The CPD Co-ordinator will be responsible annually for discussing with the Principal / SLT and/ or governing body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- ❖ CPD issues will be addressed at governing body meetings and be included as part of the Principal's report. The CPD Co-ordinator shall attend full governing body meetings and staffing and finance committees, including the presentation annually of a report on the provision and impact of CPD.
- ❖ There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- ❖ There will be arrangements for annual discussions between staff and the CPD Co-ordinator to discuss the following within the context of academy priorities:
 - Needs and aspirations;
 - Methods of accessing CPD provision including appropriate funding;
 - Accreditation opportunities;
 - Ways of disseminating the training.

Where appropriate, this will be combined with the teacher appraisal process.

Planning for Effective CPD

The academy arrangements for CPD will balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. It is essential that the development needs are linked to academy improvement initiatives, needs and as a result of the academy monitoring and self-evaluation processes. CPD opportunities will be rated more highly when they:

- a) Meet identified individual, academy or national development priorities;
- b) Are based on good practice – in development activity and in teaching and learning;
- c) Help raise standards of pupils' achievements;
- d) Respect cultural diversity;
- e) Are provided by those with the necessary experience, expertise and skills;
- f) Are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) Are based, where appropriate, on relevant standards;
- h) Are based on current research and inspection evidence;
- i) Make effective use of resources, particularly ICT;
- j) Are provided in accommodation which is fit for purpose with appropriate equipment;
- k) Provide value for money;
- l) Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Supporting a range of CPD activities

The academy will support a wide range of CPD approaches in order to maximise the impact on teaching and learning within the academy. These CPD approaches will include:

- Attendance at a course or conference;
- Good quality staff meetings, working parties, leadership and SMT meetings, training days or twilight sessions.
- In-academy "on the job" training using the expertise available within the academy, e.g. Team teaching, skills

- Training in other appropriate settings to maximise training opportunity- e.g. at residential centres, other academies or school settings (including PRU's and specialist schools), Forest schools- outdoor learning setting.
- In classroom observation, developing teaching & learning partnerships, sharing existing expertise, phase meetings and joint activities;
- Academy-based work through accessing an external consultant/adviser or relevant experts such as specialist teachers, phase leader support, joint moderation, joint learning walks or book trawls, colleague support, model and demonstration lessons;
- Academy visit to observe or participate in good and successful practice, e.g. visit to an academy / school or subject area with similar circumstances, utilising the WLCT hub school facility and good practice visits. Learning walks in other cluster academies, sharing good practice, network meetings and QLC academy initiative working groups.
 - Good practice visits within St. John's Academy and signposting by the CPD leader to staff to work alongside colleagues in academy. Signposting to good quality lessons, planning, books, display or other work which is deemed appropriate to meet the development needs of the individual or groups of staff.
- Opportunities for distance learning, e.g. relevant resources, training videos, reflection, simulation;
- Practical experience, e.g. National test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- Opportunities for job enrichment/enlargement, e.g. a higher level of responsibility; , front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity; (See APPENDIX 1- Improving Teaching and Learning at St. John's C of E Primary Academy)
- Partnerships, e.g. with a colleague, group, subject, phase, activity or academy-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in Academy Improvement Partnership Network, Network Learning Community;
- creating an improved learning environment within the academy.

Recording and disseminating

The CPD Co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio. (See Appendix 2- CPD record and impact statement form).

Following professional development, the participant will discuss with the CPD Co-ordinator the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at staff, phase or subject meeting, training days, twilight sessions, weekly briefing or Governors meeting etc. The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions.

The CPD co-ordinator will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement. (See APPENDIX 3)

Assessing the impact of CPD

Annually the CPD co-ordinator shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- Pupil and academy attainment;
- Improved teaching and learning;
- Increased pupil understanding and enthusiasm;
- Increased staff confidence;
- Increased evidence of reflective practice;
- Recruitment, retention and career progression/promotable staff.

Some CPD is obligatory - All staff members will be subject to annual child protection level 1 training, Keeping Children safe in education documents and training, Female Genital Mutilation Training and annual PREVENT training.

For any staff members who are appointed and are part of the safeguarding working party they must ensure that they have the relevant training such as:-

Child protection level 3 'Working Together' training and this must be completed every 2 years, CSE training, annual PREVENT training, FGM training, threshold training and any other training that is deemed suitable at the time.

Admin staff will attend single central record training annually

(Also see recruitment and selection policy)

This CPD policy will be reviewed annually by the CPD Co-ordinator in conjunction with the Governing Body.

Written by: **Mrs Sarah Cockshott**

Date written: January 2017

Agreed by: Staff and Governors:

Policy review date: January 2018

APPENDIX 1

Improving Teaching and Learning *The way we do it at **St. John's C of E Primary Academy***

Our academy priority is improving teaching and learning and so that **all** teaching and learning is **good or better** and **raising standards**.

Judgements are made based on academy data, lesson observations, standards and progress in books and the learning environment. Any overall teaching and learning judgement deemed to 'require improvement' will trigger a support action plan.

So that we can best support teachers that need improvement at this time we will put the following process into place:

Improving teachers can expect:

- Support from senior leaders with direct support from a named member of SLT (usually your phase leader).
- Lesson observation feedback with specific development points identified with a timescale for this to be monitored again.
- Book Trawl feedback with specific development points identified with a timescale for this to be monitored again.
- Support from phase leader (or named link) and colleagues at joint PPA time. Support will focus on core subject planning, marking and feedback and moderation.
- An open, honest and professional relationship with named link and principal with the focus being on your own professional development.
- Opportunities to observe good practice in lessons and /or books within academy or through the Wednesbury Learning Community Trust Hub school initiative. This will be at regular intervals over a set period.
- Signposting to colleagues in academy to undertake observations of teaching and learning. In the first instance this will be within your own phase. You will be provided with an observation focus sheet based on your own previous feedback so that you can observe good practice against a specific observation focus.

- Good quality staff meetings focused on developing teaching and learning and self-evaluation.
- Regular opportunities as a phase and academy to moderate learning to ensure accuracy of data.
- Regular advice and support.
- Externally provided Courses as identified and as required (where CPD cannot be provided by staff and support available at St. John's academy.)
- Review meetings with phase leader and Principal to evaluate impact of support and identify steps forward.
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Improving Teachers are expected to:

- Engage fully and co-operatively with the support provided.
- Manage time effectively so that the development of teaching and learning is a priority.
- Work and engage with colleagues at PPA, prioritising effective planning.
- Use the specific focus observation sheet to maximise the lesson observation of good practice and the benefit to themselves.
- Use self-evaluation tools to evaluate own progress and development.
- Seek additional advice and support in addition to what is provided in an open, honest and professional manner in order to improve.
- Have lessons, data and books monitored in order for impact of support to be identified.
- Complete termly CPD records with a particular focus on the "impacts and benefits to self and academy".
- Ask for advice and feedback and agree manageable targets within a timescale with the Principal as per academy monitoring systems that are in place.

January 2017

Accepted by Academy Governors: January 2017

Name :- _____

St. John's C of E Primary Academy CPD Record

Autumn Term 2017

Course	Cost	Duration	Benefits to you and academy

Name :- _____

St. John's C of E Primary Academy CPD Record

Spring Term 2017

Course	Cost	Duration	Benefits to you and academy

Name :- _____

St. John's C of E Primary Academy CPD Record

Summer Term 2018

Course	Cost	Duration	Benefits to you and academy

LESSON OBSERVATION FEEDBACK FORM EYFS			
School	St. John's C of E Primary Academy	Date	
Year Group(s)		Subject	
Teacher's Name		Observer(s)	
Context of Lesson		Learning Objectives / Ages and Stages	G+T:
			SEN:
			General:

Development points from last feedback	Improvement Comment

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Lesson observation profile	
Teaching and Learning	<u>Progress / Achievement</u>
Learners' progress towards learning objectives	G+T Group(purple):
Demonstration of progress	HA Group(red):
	MA Group(orange):
	LA Group (green):
	SEN Group (blue):
	Pupil Premium (pink):
	EAL(brown):

Elements Which Promote Effective Learning	Areas for Further Development
<p>Teaching Strategies - Subject Knowledge, <i>Pace</i>, Pupil needs, Adjusting input, Questioning, Adult support, C4S, L/O's focussed, Working walls, planning, resources, Differentiation, cross curricular links, IT, children settle to task quickly, CIA, Range of adult led and adult directed</p> <p><i>Progress</i> and Attainment - Challenge, <i>Pitch</i>, Expectation,</p> <p>Assessment - AfL, links to prior learning, Quality of marking, feedback, language of improvement</p> <p>Personal Development - Engagement, attitudes, Pupils have a thirst for learning, Low level disruption is rare,</p> <p><u>Presentation</u></p> <p>SMSC - Respect, tolerance, working collaboratively, Self-esteem, self - confidence, Pupil voice, atmosphere, calm, pride in work, learning environment</p>	

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Overall Judgement using Ofsted criteria: Use grades 1 to 4 for judgements	Grade
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Planning for Improvement: agreed actions, support and timescales	
Observer's signature Date:	Quality of Feedback (Teacher's comment)
Teacher's signature Date:	

LESSON OBSERVATION FEEDBACK FORM			
School	St. John's C of E Primary Academy	Date	
Year Group(s)		Subject	
Teacher's Name		Observer(s)	
Context of Lesson		Learning Objectives / Ages and Stages	G+T:
			SEN:
			General:



Development points from last feedback	Improvement Comment

Lesson observation profile

Teaching and Learning	Progress / Achievement
Learners' progress towards learning objectives Demonstration of progress	G+T Group(purple):
	HA Group(red):
	MA Group(orange):
	LA Group (green):
	SEN Group (blue):
	Pupil Premium (pink):
	EAL(brown):

Elements Which Promote Effective Learning	Areas for Further Development
<p>Teaching Strategies - Subject Knowledge, <i>Pace</i>, Pupil needs, Adjusting input, Questioning, Adult support, C4S, L/O's focussed, Working walls, planning, resources, Differentiation, cross curricular links, IT, children settle to task quickly,</p> <p><i>Progress</i> and Attainment - Challenge, <i>Pitch</i>, Expectation,</p> <p>Assessment - AfL, links to prior learning, Quality of marking, feedback, language of improvement</p> <p>Personal Development - Engagement, attitudes, Pupils have a thirst for learning, Low level disruption is rare,</p> <p><i>Presentation</i></p> <p>SMSC - Respect, tolerance, working collaboratively, Self-esteem, self - confidence, Pupil voice, atmosphere, calm, pride in work, learning environment</p>	
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Overall Judgement using Ofsted criteria: Use grades 1 to 4 for judgements	Grade
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Planning for Improvement: agreed actions, support and timescales

Observer's signature Date:	Quality of Feedback (Teacher's comment)
Teacher's signature Date:	

Sharing Good Practise Sheet



Date:-	Subject:-
Year Group:-	Teacher:-
Points that Promoted Learning	Ideas to Implement 'Light Bulb Moments'. (To be implemented Straight Away)

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