

Whole School Curriculum and Professional Development Policy

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This policy should be read in conjunction with the Performance Management, Appraisal policies and Staff handbook.

Equal opportunities lie at the heart of all that we do at Westwoodside Church of England Primary Academy. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school in order to improve their performance and learn new skills and knowledge. We believe that a well trained staff is our most important resource.

1. A Vision for CPD – Principles, Values and Entitlements

We are committed to fostering a positive climate for continuous learning for all staff and pupils. We support the philosophy that “effective teachers should take ownership and give a high priority to professional development” (DCSF)

At Westwoodside Church of England Primary we will:

- Provide all staff (teaching, support, administrative, site management) and governors equality of access to high-quality induction and continuing professional development.
- Provide coherent and progressive opportunities for staff to develop professionally and personally.
- Ensure that development opportunities support the development of the whole school including those areas that are specific to being a church school.
- Provide all members of the school community with the opportunity through performance management and appraisal to discuss their professional development needs.
- Obtain appropriate quality standards in organisations that support effective CPD, e.g. Achievement for All, Thrive, Dyslexia Association, Investors in People, Healthy Schools awards, Charter Marks, Basic Skills Quality Marks etc.
- Use professional standards as a benchmark to support the identification of appropriate development opportunities.

CPD planning will be linked and integrated with the Academy’s Development Plan and be based on a range of information including:

- The needs of the school as identified through its self-evaluation.
- Issues identified through monitoring, e.g. OFSTED, quality standards such as Investors in People.
- National and local priorities, local and community priorities.
- Performance Management and appraisal of staff.
- Feedback from staff and others, including governors, pupils and parents.
- The diverse and changing personal, social and educational needs of our pupils.

2. Links to teacher standards

Successful professional development should be:

- focused on improving and evaluating pupil outcomes
- underpinned by robust evidence and expertise
- collaborative with others and include expert challenge
- sustained overtime
- prioritised by school leadership

As part of the teacher standards all teaching staff should keep their knowledge and skills up-to-date and be self-critical. They should take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. They should demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching. This should be appropriate to the stage of their career. Teachers should have a secure knowledge of the relevant subject and curriculum areas they teach. They should know and understand how to assess the relevant subject and curriculum areas.

3. Provision at our school

2.1 Westwoodside Church of England Primary Academy supports a wide range of CPD approaches which include:

- Initial training for new staff as well as provision of line managers and mentors
- In-school training using the expertise available within the school e.g. collaborative teaching, lesson study, planning and assessment, working within a team, classroom observation, peer evaluation, focus groups, modelling, contributing to a training programme etc.
- Collaboration with staff from other local schools in our geographical area e.g. moderation, observations, local visits etc.
- Coaching and mentoring
- Job enrichment/enlargement (e.g. a higher level of responsibility, developmental roles, acting roles, co-opted roles, shadowing, leading meetings)
- On-going dialogue and development of Teaching and Learning via briefing, peer observation and performance management.
- Up-to date ideas / resources shared through staff meeting CPD feedback and other opportunities for sharing good practice/dissemination of ideas.
- The expertise/input of an advanced skills teachers/specialist advisors to promote good learning and teaching
- School visits locally, nationally and internationally to observe or participate in good and successful practice
- Postgraduate professional development and other qualifications from higher educational institutions as well as other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants and NCSL programmes including Leading From the Middle
- Research opportunities
- Attendance at an appropriate course or conference
- Distance learning (e.g. relevant resources such as educational journals and publications, training videos, e-learning, reflection)
- External partnerships (e.g. informal and formal partnerships with other institutions e.g. other local schools, teaching schools)

4. Leadership and Management of CPD

In our school the Head Teacher oversees CPD provision.

The CPD lead shares CPD needs with the SLT and the Governing body including the likely budgetary implications of addressing these needs.

CPD issues will be addressed at governing body meetings and major new initiatives will be included as part of the Head Teacher's report. Regular updates are included via the Academy Development Plan. A final round up about the effectiveness of CPD will form part of the summer term Head Teacher's report and the final review of the Academy development plan.

The CPD leader will:

- co-ordinate staff training and communicate INSET and training information to relevant staff.
- CPD information and opportunities readily available to all staff

- monitor the quality and effectiveness of CPD provided.
- Support the organisation and planning of staff meetings and INSET days
- Plan to address professional development needs arising from performance management, appraisal and the School Improvement Plan, and prepare reports for the Governing Body as requested
- encourage all staff to take an interest in lifelong learning, including recognised qualifications.
- advise on budget planning and to monitor expenditure on CPD training.

5. Recording and dissemination

- The CPD lead will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio.
- Following professional development, the participant will discuss with the CPD lead the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at a staff or subject meeting, etc.
- The CPD lead and staff will be jointly responsible for ensuring whether any follow up is needed to training, e.g. feedback to the provider and be responsible for any such actions.
- The CPD lead will work jointly with staff to ensure that up to date records of the training undertaken by colleagues are kept and advise the governing body where there are issues of equality of access and involvement.
- The CPD lead will produce a termly and annual review of training and outcomes of development undertaken by all staff.

6. Links to useful documents

Dfe Standards for teachers' professional development (July 2016) and implementation guidance for school leaders, teachers and organisations that offer professional development for teachers. (July 2016)

Education Endowment Foundation (MITA study) Making the best use of teaching assistants

NASBM.co.uk (Standards for business management)

National Occupational Standards for support teaching and learning TDA (standards for teaching assistants)

School Governors: Professional development 2017 (gov.uk) also www.nga.org.uk,

moderngovernor.com