

# **Cottesbrooke Infant School Continuous Professional Development Policy**

This policy is an example that a school might use for CPD and covers five areas:

- Principles, Values and Entitlements
- Leadership and management of CPD
- Planning for effective CPD
- Supporting a range of CPD activities
- Evaluating Impact and Disseminating Good Practice

## **Principles, Values and Entitlements**

1. This school is a “learning community” where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. CPD is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning.
2. The CPD will be co-ordinated by the deputy Headteacher but may also be assisted by others in taking forward this policy.
3. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing support and development.
4. In order for a good and successful practice to be embedded and reinforced, there needs to be an effective auditing and identification process, ensuring a balance between school and personal need. Professional development will be linked to other whole school processes including school self evaluation, school development planning and performance management.
5. The school will use a range of types of provision and providers adopting “Best Value” principles in determining these.
6. The school's CPD provision will enable staff to develop skills and competencies, allowing them to build on and reinforce established skills and develop new ones.
7. The school will take into account the work life balance of its stakeholders when providing access to CPD.

## **Leadership and management of CPD**

1. The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
2. The CPD Leader shall be responsible for, in conjunction with the Senior Leadership Team, identifying the school's CPD needs and those of the school community. Such needs will be identified largely through existing mechanisms such as Performance Management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.
3. The CPD Leader will be responsible for regularly discussing with the Headteacher the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at Governing Body meetings as part of the Headteacher's report.
5. Requests for accessing CPD should be addressed to the CPD Leader who will decide on the most effective means.
6. The CPD Leader shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff and encourage all staff to access this information. The information will be kept

updated and made accessible and available to the school community. It will be stored in a folder in the staffroom.

7. The CPD Leader will seek to develop a shared responsibility for identifying CPD needs and providing development opportunities, in order to develop staff ownership, for the following groups of the school community:
  - Newly Qualified Teachers
  - Other staff new to the school or role
  - Teachers in their early years (EPD)
  - Teachers with 5 years+ experience (including those beyond the threshold and those in the later stages of their career)
  - Teachers specialising in teaching particular groups of pupils
  - Middle managers/Subject Leaders
  - Senior managers
  - Governors
  - Support staff including office manager, clerical assistant, home school and parent link worker, and premises manager
  - Teaching assistants and learning support assistants, EAL support, and learning mentor
8. The CPD Leader will seek to ensure that CPD providers are of sufficient quality through the schools evaluation mechanisms.
9. The staff will have opportunities to discuss with the CPD Leader/ SLT priorities for CPD in their subject and ways of presenting it including use of the school training days.

### **Planning for effective CPD**

The schools arrangements for CPD need to balance, the professional development needs of individual staff with those of the school, which in turn will be of benefit to pupils. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, school or national development priorities
- be based on good practice - in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT
- be provided in accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.
- The balance of time away from the class with the impact on continuity for pupils with regards to learning

## Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches identified according to “Best Value” principles and which reflect the learning effectiveness of the participants. These include:

- in-school training using the expertise available within the school and collaborative activity (eg collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)
- coaching and mentoring and engaging in a learning conversation
- job enrichment/enlargement (eg a higher level of responsibility, front line working in someone else’s job, job sharing, acting roles, job rotation, shadowing, leading meetings)
- producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT programs
- accessing an external consultant/adviser or relevant expert
- model and demonstration lessons
- collecting and collating pupil feedback, data and outcomes through study lessons
- attendance at a lecture, course or conference
- school visits to observe or participate in good and successful practice
- secondments, exchanges and placements (eg within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body)
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCSL programmes
- research opportunities
- distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experience (eg 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, involvement with a subject or specialist association)
- external partnerships (eg with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community)

All those engaged with CPD will be encouraged to reflect on their development using appropriate mechanisms

## Evaluating Impact and Disseminating Good Practice

1. Following professional or other development, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, eg circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy.
2. The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.
3. The CPD Leader will review annually whether any aspects of the CPD provision (eg service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the headteacher.

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4. The CPD Leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact.
5. Evaluating impact will be undertaken at a variety of levels including:
  - immediate/short term evaluation by participants
  - longer term follow up for a sample of CPD undertaken usually at a period no less than 6 months following the provision, e.g. impact of training initiatives
  - informal discussion with colleagues about improved practice
6. The impact of CPD will be apparent through:
  - 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, preparedness to take risks, collaboration, reflectiveness
  - pupil enthusiasm, engagement and commitment
  - recruitment and retention
  - career progression/promotable staff.

The CPD policy will be reviewed regularly by the Governing Body.