



## **Continuing Professional Development Policy**

### **Introduction**

At Poplar Farm Primary School we recognise that ongoing professional development of all staff is crucial if our school is to fulfil its ambitions. As such, professional development is a core part of each member of staff's role within the school.

This policy covers four areas:

- Principles, Values and Entitlements;
- Identifying CPD Needs;
- CPD Provision;
- Evaluating Impact and Disseminating Good Practice.

### **Principles, Values and Entitlements**

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. Continuous Professional Development (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.

At Poplar Farm Primary School we believe in the philosophy that "effective staff members should take ownership and give a high priority to professional development". We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. The CPD will be co-ordinated by a CPD Leader with a clear job description and who will be a member of the school leadership team but who will be assisted by others in taking forward this policy

All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing support and development.

The central features of the CPD policy comprises effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced

The school will obtain appropriate quality standards in organisations that support effective CPD e.g. Charter Marks, Healthy Schools, Arts Mark etc.

The school will use a range of types of provision and providers adopting "Best Value" principles in determining these.

## Poplar Farm **Continuing Professional Development Policy**

Poplar Farm Primary School's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate Standards Frameworks.

The school will support professional recognition including accreditation of the CPD undertaken.

### **Identifying CPD Needs**

Poplar Farm will have a designated CPD Leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

The CPD Leader shall be responsible for identifying the school's CPD needs and those of the Primary 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. The outcomes of the needs analysis will be a CPD plan which forms part of the Primary School Improvement Plan.

The CPD Leader will be responsible annually for discussing with the Head of School and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.

CPD issues will be addressed at Governing Body meetings and be included as part of the Head of School's report. The CPD Leader shall attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.

Requests for accessing CPD should be addressed to the CPD Leader who will decide on the most effective means.

The CPD Leader shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff. The information will be kept updated and made accessible and available to the school community.

The CPD Leader shall be responsible for ensuring that appropriate opportunities are provided 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;
- Specialist Leaders of Education (SLEs);
- Middle managers/Subject Leaders (Emergent Leaders);
- Senior managers in their early years;
- More experienced senior managers (LLE's, NLE's);
- Governors;
- Senior support staff including Bursars, Business Managers, ICT Systems Managers and Premises Managers;
- Teaching assistants and nursery nurses, bilingual support, language assistants and learning mentors;
- Secretarial and administrative staff including librarians, catering staff;
- Instructors, performers and technicians including science, DT and ICT;

## Poplar Farm **Continuing Professional Development Policy**

- Parents and carers;
- Regular supply staff and those seeking to return to the profession;
- Beginning teachers;
- Pupils where provision extends beyond the school.

The CPD Leader will be responsible for ensuring that providers are of sufficient quality.

The Primary School will have systems and opportunities for teams and the whole school to discuss and feed to the CPD Leader details of priorities and methods including the use of the school training days.

The CPD Leader will be responsible for ensuring the efficient organising of opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

### **CPD Provision**

CPD opportunities available will fully reflect the Code of Practice in that they will only be offered if 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 planned systematically and follow the agreed programme except when dealing with emerging issues;
- 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 Primary 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 or video programme;
- accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher;
- master classes, model and demonstration lessons;
- role play, simulations;
- collecting and collating pupil feedback, data and outcomes;
- attendance at a lecture, course or conference;

## Poplar Farm **Continuing Professional Development Policy**

- 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 (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, involvement with a subject or specialist association);
- external partnerships (e.g. 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 such as the DfES Teachernet Career Development Portfolio and school-based review documents (see attached)'
- Seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide directly or organise guidance to staff on how such recognition can be achieved

All staff have equal entitlement and access to CPD. Teachers will be entitled to access CPD as outlined in the attached CPD Entitlement. In terms of support staff, we use the 'National Qualifications Framework' published by the Training and Development Agency for Schools as a guiding document to inform professional learning.

### **Evaluating Impact and Disseminating Good Practice**

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, inclusion on the school websites.

The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.

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 Head of School 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.

This will be undertaken at a variety of levels including:

## Poplar Farm **Continuing Professional Development Policy**

- 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;
- informal discussion with colleagues about improved practice.

Use will be made of appropriate DFE and other documents to aid the impact but it will, in any case, comprise hard objective data as well as other beneficial effects such as

- 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.

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