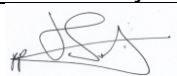




Continuous Professional Development Policy

Policy Originator	Campsbourne School
Committee Responsible	Resources and Premises Committee
Status	Not Statutory
Last reviewed	Autumn 2024
Ratified on	19.09.2024
Review period	Annually
Signed by Head Teacher	

Rationale

At Campsbourne Primary School, we believe that the opportunity to develop professionally and personally both improves standards and raises morale through professional fulfillment and that this in turn assists recruitment and retention. All staff, teaching, support staff and governors shall have an entitlement to equal access to high quality induction and continuing professional development. All members of the school community will have opportunities through performance management and other mechanisms to discuss their professional development needs.

Aims:

In order to maintain effective CPD, we will undertake regular reviews of our CPD. Where we feel that it is effective and beneficial we will obtain quality standards. The emphasis of our CPD will be to improve the standards and quality of teaching and learning.

All forms of professional development will be based on the following principles:

- all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
- all staff will have regular opportunities to discuss their development needs and professional aspirations;
- all staff have a responsibility to participate in school focused CPD and personal career development.

Leadership and Management of CPD

The Headteacher and Senior Leadership Team will be responsible for identifying the school's CPD needs and those of the staff working within it.

CPD issues will be addressed at governing body meetings and will be included as part of the head teacher's report.

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 a senior member of staff to discuss the following within the context of school priorities:

- Needs and aspirations
- Methods for accessing CPD provisions including appropriate funding
- Accreditation opportunities
- Ways of disseminating the training

This will be combined with the Performance Management process.

Identifying CPD Needs

We are constantly evaluating the quality of teaching and learning so that we can identify what we are doing well and areas where we can improve to ensure that all children make the best progress possible.

This is achieved through regular:

- Learning Walks
- Book Scrutiny
- Pupil Voice

- Staff Voice

Planning for CPD

The school arrangements for CPD need to 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. CPD opportunities will be rated more highly when they:

- Meet identified individual, school or national development priorities;
- Are based on good practice – in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- Respect cultural diversity;
- Are provided by those with the necessary experience, expertise and skills;
- Are planned systematically and follow the agreed programme except when dealing with emerging issues;
- Are based, where appropriate, on relevant standards;
- Are based on current research and inspection evidence;
- Make effective use of resources;
- Are 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.

Supporting a Range of CPD Activities

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- Attendance at a course or conference;
- In-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, , sharing existing expertise through peer observations;
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills/SLE or lead teacher;
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school;
- Research opportunities;
- Distance learning, e.g. online courses;
- Practical experience, e.g. national test or exam marking experience, co-ordinate or support a learning forum or network, either locally nationally;
- Coaching and mentoring – receiving or acting in these roles;
- 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;

Peer Observations

We also ensure colleagues have an opportunity to observe each other's practice outside of the monitoring cycle. These are called '**peer observations**' and do not form part of the appraisal process.

Purposes of Peer Observations

- To observe best practice.
- To contribute to CPD by providing an opportunity for teachers to reflect on their own practice and effectiveness and to develop their own skills.

Peer Observation Procedures

- A focus for the observation should be agreed.

- The member of staff modelling best practice should agree a day and time with the staff member.