



The
Westminster
School



Continuing Professional Development and Learning Policy 2016/2017

Approved by Governing Body on: 08/12/16

Signed by Chair of Governors:

Ken Oho

Head Teacher:

C Hill BEd, NPQH

Lead Personnel:

C Stubbs

Date of Review:

September 2016

Safe Happy and Learning Together

Building foundations and providing opportunities to create confident, aspirational and independent members of our community

“Every teacher needs to improve, not because they are not good enough, but because they can be even better”

Dylan William

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 school believes that “effective teachers should take ownership and give a high priority to professional development” (DfES). It believes 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.
3. All members of staff at The Westminster School shall have an entitlement to equality of access to high-quality induction and continuing support and development.
4. 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.
5. The school will aim to obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Autism Accreditation, Basic Skills Quality Marks.
6. The school’s CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce their skills and expertise in order to maximise pupils progress.
7. If possible the school will support professional recognition including accreditation of the CPD undertaken by all members of staff.

8. The school follows the guidance as outlined in Standards for Teachers' Professional Development (July 2016).

Identifying CPD Needs

The Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- know and understand how to assess the relevant subject and curriculum areas.

1. The school will have a named CPD Leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post (Deputy Head Teacher, C Stubbs). Requests for accessing CPD should be addressed to the CPD Leader.

2. All members of staff at The Westminster School take part in the appraisal cycle. In these meetings staff are encouraged to express their feelings as regards their own development needs and professional aspirations as well as those of the school in general.

3. The leadership team shall be responsible for identifying the school's CPD needs and those of the school community. Such needs will be identified largely through existing mechanisms such as appraisal, self-evaluation, national and local priorities, inspection reports and other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.

4. The CPD Leader will be responsible for discussing with the head teacher and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.

5. CPD issues will be discussed at Governing Body meetings and be included as part of the head teacher's report. The CPD Leader shall attend appropriate Governing Body meetings.

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. The information will be kept updated and made accessible and available to the school community.

7. The school will have systems and opportunities for teams and the whole school to discuss and feed to the leadership team details of priorities and methods including the use of the school training days.

CPD Provision

1. The opportunities available will fully reflect the Code of Practice produced by the DfES and further highlighted in Standards for Teachers' Professional Development (July 2016) in that they will 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 on current research and inspection evidence,
- make effective use of resources,
- 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.

2. 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 may include:

- in-school training using the expertise available within the school and collaborative activity, (e.g. collaborative teaching, planning and assessment, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)
- coaching and mentoring and engaging in a learning conversation,
- 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,
- collecting and collating pupil feedback, data and outcomes,
- attendance at a lecture, course or conference,
- school visits to observe or participate in good and successful practice
- 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)

The Role of Participants

All members of staff involved in CPD will be expected to complete an evaluation of the activity, training or course (available through the school website) The results of these evaluations will be used to inform future CPD decisions such as preferred providers, facilitators, venues and value for money. Participants are also expected to disseminate information to other members of staff as and when necessary.

The Westminster School recognises that effective CPD is an essential element of a successful school and therefore forms a vital component of the Planning, Preparation and Assessment (PPA) time allocated to all teachers. As a result, there may be occasions when CPD opportunities e.g. courses, conferences, training days etc. form part or all of a teachers allocated PPA time.