



CONTINUED PROFESSIONAL DEVELOPMENT POLICY

This policy covers four areas:-

- Principles, Values and Entitlements
- Identifying CPD Needs
- CPD Provision
- Evaluating impact and Disseminating
- Good Practice

Principles, Values and Entitlements

1. Woodlands is a “learning community” where all are involved in a continuous process of improvement and enrichment. We are 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. Woodlands believe in the philosophy that “effective teachers should take ownership and give a high priority to professional development”. 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. The CPD will be co-ordinated by a CPD Leader (currently Mrs Yvonne Crilly, Headteacher) 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.
3. All those involved in the Woodland’s community shall have an entitlement to equality of access to high-quality induction and continuing support and development.
4. The central feature of this 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. We have a high regard for coaching within Woodlands as a key to developing outstanding practice and quality wave 1 teaching.
5. We will use a range of types of provision and providers adopting “Best Value” principles in determining these.
6. Woodlands CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise deal with earlier, particularly across the key areas identified in the appropriate Standards Frameworks.

Identifying CPD Needs

WOODLANDS PRIMARY & NURSERY SCHOOL

1. Woodlands have a named CPD Leader who is a member of the school leadership team and she will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
2. Mrs. Crilly is responsible for identifying the school's CPD needs, alongside the Senior Leadership Team. Such needs will be identified largely through existing mechanisms such as Performance Management, Self-evaluation, national and local priority and other internal and external monitoring and feedback evidence. Also needs will be identified through discussion both informal and formal with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the School Improvement Plan.
3. This is discussed annually with the Headteacher and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher'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.
5. Requests for accessing CPD should be addressed to the CPD Leader who will decide on the most effective means and discuss the need with SLT prior to submitting this for booking.
6. As a school will 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. Mrs. Crilly shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
 - Early Career Teachers
 - Other staff new to the school or role
 - Teachers in the early years (EPD - with the Assistant Headteacher support)
 - Teachers with five years+ experience (including those beyond the threshold and those in the later stages of their career)
 - Teachers specialising in teaching particular groups of pupils
 - Lead Teachers
 - Middle Managers/Subject Leaders (Emergent Leaders)
 - Senior Managers in their early years and the more experienced
 - Governors (with School Managers support)
 - Senior support staff, HLTA's (with School Managers support)
 - Pupil Support Assistants, Early Years Assistants and Learning Mentors
 - Administration Staff
 - Activity Leaders, Escorts, Breakfast Club Staff and After School Provision Staff
 - Facilities Management Staff (Cleaners, Caretaker)
 - Regular supply staff and those seeking to return to the profession
 - Beginning teachers (GTP etc)
 - Pupils where provision extends beyond the school
8. Woodlands will have systems and opportunities for teams and the whole school to discuss and feed to the CPD Leader, details of priorities and methods, and methods including the use of the school training days.
9. School administration will be responsible for ensuring the efficient organising of opportunities, e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscription to, appropriate bodies such as subject associations and school improvement organisations.

CPD Provision

1. The opportunities available will fully reflect the Code of Practice produced by the DfE in that they 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, especially 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.
2. Woodlands will support a wide portfolio of CPD approaches identified according the "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 (e.g. 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 (e.g. 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
 - model and demonstration lessons
 - collecting and collating pupil feedback, data and outcomes
 - attendance at a 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
 - 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, special project working group, involvement in a formal or informal partnership such as a Network Learning Community).
3. All those engaged with CPD will be encouraged to:
 - reflect on their development
 - 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.

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, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school websites.
2. Mrs Crilly will be responsible for ensuring whether any follow up is needed to the provided, e.g. feedback, issues of access etc
3. Mrs Crilly will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the Headteacher and Governing Body.
4. The Senior Leadership Team shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact.
5. 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
6. Annually, Mrs Crilly shall provide a report to the Governing Body on the benefits of the CPD undertaken and future needs of Woodlands.

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

Date: February 2025