



Loving God - Caring for Each Other – Achieving Excellence

## **Policy for Continuing Professional Development & Learning**

### **1. Principles, Values and Entitlements**

- 1.1 Crompton House believes that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks.
- 1.2 Crompton House believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.
- 1.3 All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing development.
- 1.4 It is the aim of the school to offer all Staff the opportunity to undertake continuing professional development, relevant to the School Improvement Plan, their Departmental Development Plan and their own personal professional development as identified primarily in their Performance Management Review.
- 1.5 The areas to which funding will be targeted will be in line with those areas which are identified by the school as being of major importance in the relevant financial year for which funding is provided.

The Purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
  2. To enable staff to meet their individual objectives as set out in their performance management review.
  3. To facilitate the CPD of all staff.
  4. To provide a systematic approach to development for all staff.
  5. To provide support and advice for staff.
  6. To ensure all teaching staff are able to meet the teachers' standards
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- 1.6 CPD planning will be integrated with School Development Plan and based on priorities identified through self-evaluation.

### **2. The Process**

- 2.1 The criteria for accessing CPD will be in accordance with School priorities but will also take account of the needs of the individual seeking CPD support as identified through the Performance Management or other processes.



- 2.2 Applications for External CPD will be made through BlueSky to the CPD Team. This will consist of the CPD Co-ordinator, Cover Manager and Head Teacher. Appendix A
- 2.3 All applications will need to meet the requirements identified at School or department level as meeting the requirements of the School Improvement Plan, Departmental RAP, Performance Management objective or are identified as necessary for the individual concerned.
- 2.4 Initiating a CPD request that requires cover must be undertaken at least 2 weeks in advance of the date the cover is required. It is important that any information associated with applying for an external course are copied to the BlueSky application with full details on cost and cover requirements for this to be approved.

## **2. Leadership and Management of CPD**

- 2.1 The school will have a named CPD co-ordinator (Lynsey Macfarlane Assistant Head Teacher), who will have responsibility for the leadership and management of CPD.
- 2.2 The CPD leader will have access to appropriate support and training in order to fulfil his/her role effectively.
- 2.3 The CPD leader will be responsible for collating the CPD needs of the school and the staff.
- 2.4 The CPD leader's main responsibilities will be to:
- keep up to date with CPD developments locally and nationally;
  - promote CPD as a central element of performance management and school improvement;
  - provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all;
  - quality assure providers;
  - in conjunction with the Senior Leadership Team, identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
  - discuss with the Headteacher and governing body the main CPD priorities and the budgetary implications;
  - report to the governing body on the provision and impact of CPD;
  - ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
  - provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
  - regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

## **3. Planning for CPD**

- 3.1 CPD will be planned to balance use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:



- Meet identified individual, school, Trust or national development priorities.
- Are based on good practice – Internal CPD is based upon key research by the EEF.
- 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, particularly ICT.
- 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.

#### **4. Types of CPD activities:**

4.1 The school will support a wide portfolio of CPD approaches in an effort 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. Innovation Time, triad projects, team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise; use of video exemplars and CH class recorded clips;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills 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 training school;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- shadowing opportunities to observe experienced colleagues in another setting.
- opportunities to participate in award bearing work from higher education or other providers such as further university qualifications, the National College for the Leadership of Schools and Children's Centre.
- research opportunities.
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme.
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
- 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 School Improvement Partnership Network, Network Learning Community;

- creating an improved learning environment within the school.

## **5. Assessing the impact of CPD:**

5.1 BlueSky which is a centralised monitoring and tracking system will ensure that individual staff must evaluate and record the impact of training they receive.

5.2 The CPD Co-ordinator will use BlueSky to identify patterns in and impact of training.

5.1 Annually, the CPD leader shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment.
- improved teaching and learning.
- increased pupil understanding and enthusiasm.
- increased staff confidence.
- increased evidence of reflective practice.
- recruitment, retention, and career progression/promotable staff.

Document PSC-CPD2022/November 2024 adopted by Personnel Committee

Date 15<sup>th</sup> November 2022

Signed (Chair).....S Wilcock.....

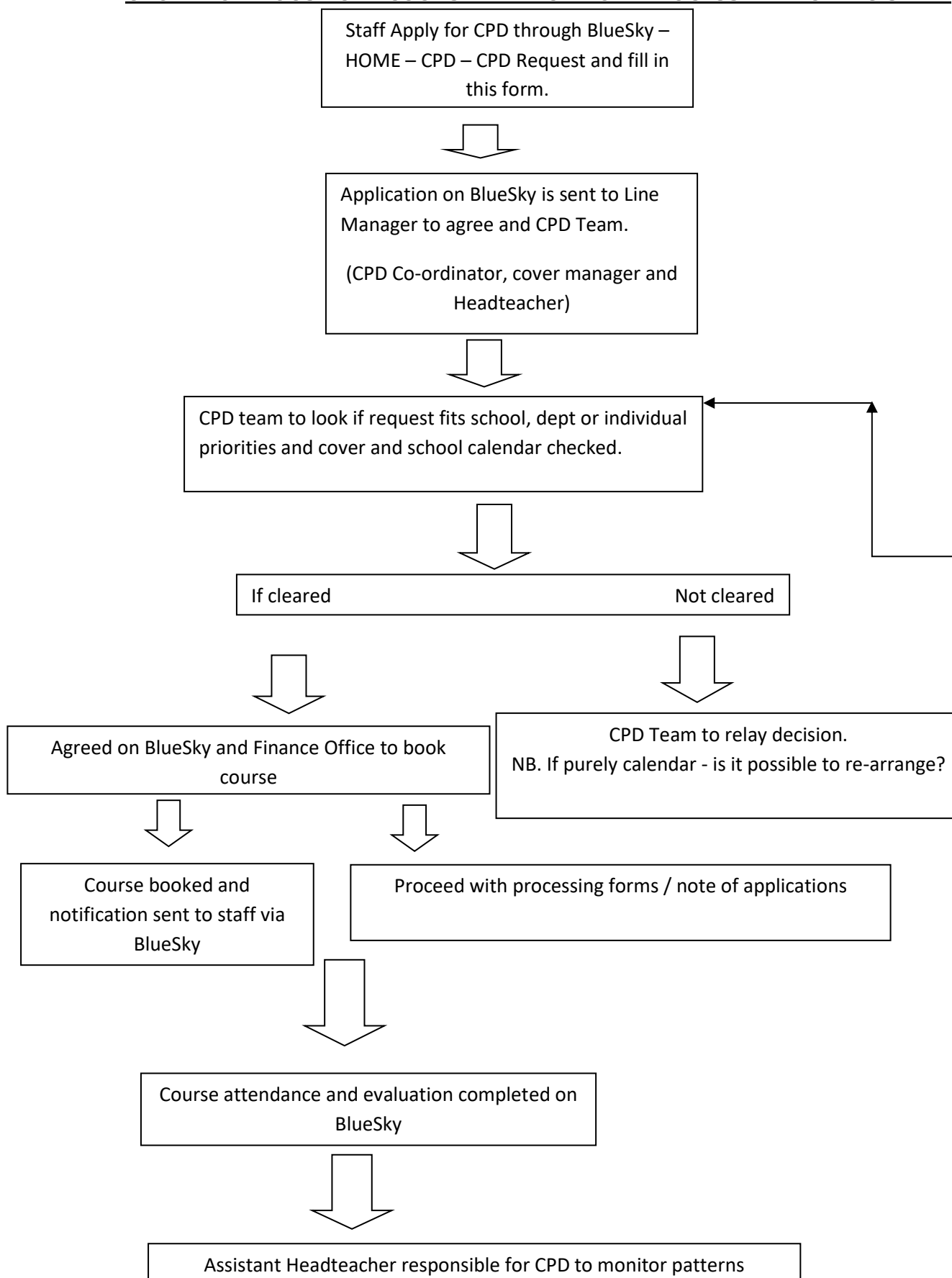
Print Name.....Steve Wilcock.....

Date of next review.....November 2024



APPENDICES A - THE PROCEDURES

**CROMPTON HOUSE CPD COURSE APPLICATION PROCESS – TEACHING STAFF**





**PROFESSIONAL DEVELOPMENT REQUEST FORM – Support Staff System**

Support Staff currently apply through a paper application – they are transitioning to BlueSky and should be on the system by Jan 2023.

<b>Name</b>		<b>Subject</b>		<b>Curriculum Team</b>
<b>Course title:</b>		<b>Course content: -</b>		
<b>Date:</b>		<b>Provider:</b>		
<b>Cost:</b>				
<b>Travel arrangements and estimated cost:</b>		<b>Venue:</b>		
<b>Priority area/s</b> <i>(tick relevant box)</i>	<i>Whole school</i>	<i>Curriculum Team</i>	<i>Subject</i>	<i>Individual</i>
<b>How does this course link to your PM targets?</b>				
<b>How will this training impact on Teaching and Learning and raising achievement?</b>				



**How will the new information / ideas be shared with colleagues?**

<b>Cover required?</b> <i>(tick relevant box)</i>	P1	P2	P3	P4	P5	
Permissions <i>(A signature from each is required)</i>	Subject Specialist		CTL		JU	

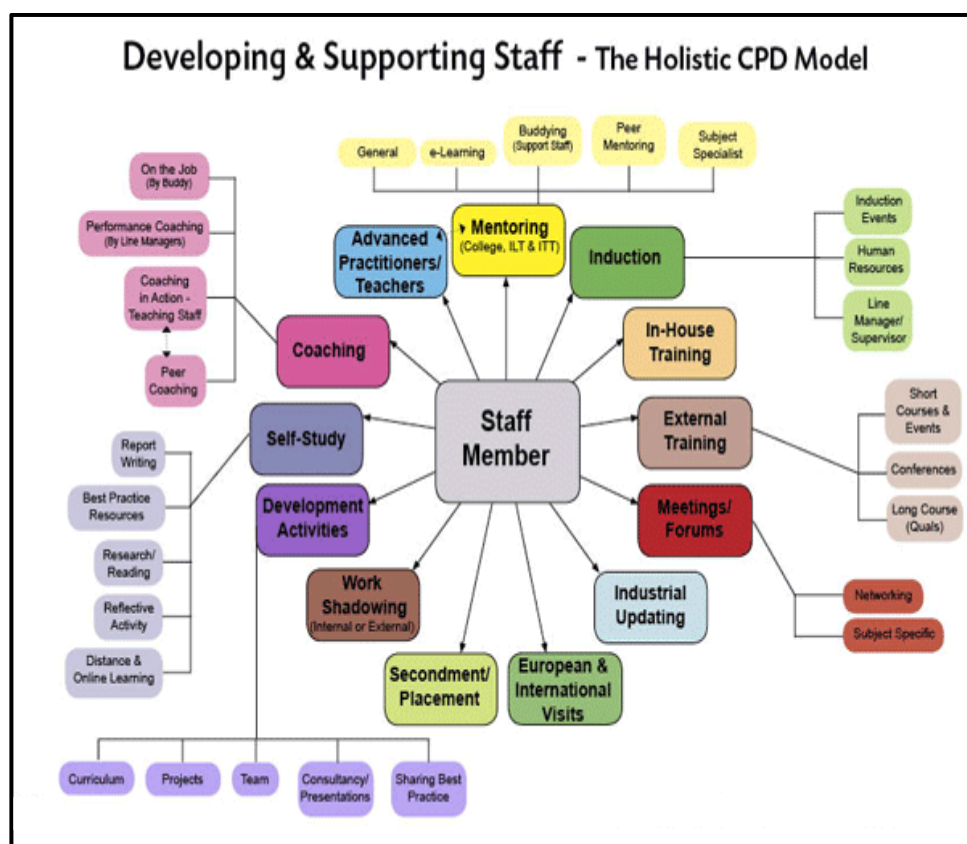
A hard copy of this form must be completed and passed to Assistant Headteacher responsible for CPD before any bookings are made.



**PROFESSIONAL DEVELOPMENT – A HOLISTIC APPROACH.**

The four stages of CPD

Becoming Aware	Becoming Interested	Integrating into Practice	Innovating & Creating
<b>CPD will include:</b> <ul style="list-style-type: none"> <li>• In-service</li> <li>• Conferences</li> <li>• Presentations</li> <li>• Improvement Plans</li> <li>• Reading</li> <li>• CD-ROMs</li> <li>• Staffroom chat</li> <li>• Packs</li> </ul>	<b>CPD will include:</b> <ul style="list-style-type: none"> <li>• Finding out more</li> <li>• Research</li> <li>• Talking to colleagues</li> <li>• Joining interest groups</li> <li>• Reflecting on practice</li> <li>• Making small changes</li> <li>• Applying new learning</li> <li>• Peer observation</li> <li>• Developing a reflective log</li> </ul>	<b>CPD will include:</b> <ul style="list-style-type: none"> <li>• Internalising new learning</li> <li>• Trying out new methodologies</li> <li>• Classroom-based research</li> <li>• Collaborative practice</li> <li>• Developing and leading small projects</li> <li>• Using standards to review practice</li> <li>• Evaluating impact on learning</li> </ul>	<b>CPD will include:</b> <ul style="list-style-type: none"> <li>• Sharing and leading learning</li> <li>• Seeking new insights and making new connections</li> <li>• On-line communities</li> <li>• Accredited learning</li> <li>• Linking and integrating learning</li> <li>• Gathering and taking account of evidence</li> <li>• Coaching and mentoring colleagues</li> <li>• Developing and leading teams</li> </ul>



NB: Larger copies of these diagrams are available in the hardcopy version