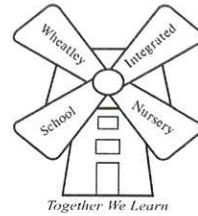




John Watson School



Wheatley Nursery School

Continuing Professional Development Policy

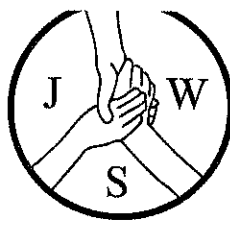
The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).





Continuing Professional Development (CPD) Policy

Principles, Values and Entitlements

John Watson School's motto is "Together We Learn": We are 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.

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.

All staff at John Watson School 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's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce their skills and expertise.

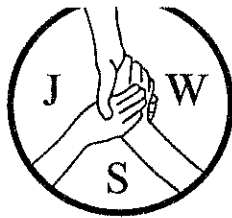
If possible the school will support professional recognition including accreditation of the CPD undertaken by all members of staff.

Identifying CPD Needs

The school will have a named CPD leader (currently the Headteacher) who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. Requests for accessing CPD should be addressed in conjunction with their line manager, to the headteacher.

All members of staff at John Watson School take part in the appraisal cycle. In these meetings staff are encouraged to express their own development needs and professional aspirations as well as those of the school in general. Both teacher and support staff have a total of three appraisal targets, two are linked to the school's improvement priorities. The third is linked to professional development needs, pertinent to the individual's and the school's development. If a CPD issue should arise outside the appraisal process the individual needs to approach their line manager.

The leadership team shall be responsible for identifying the school's CPD needs and those of the school community. These will be identified through appraisal, and self-evaluation, whilst taking into account national and local priorities, inspection reports and other internal and external monitoring and feedback evidence as well as informal and formal discussions with individuals and teams.



The headteacher and Governing Body will consider the main CPD priorities and the likely budgetary implications of addressing these needs.

CPD issues will be discussed at Governing Body meetings and be included as part of the head teacher's report.

The Headteacher 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 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.

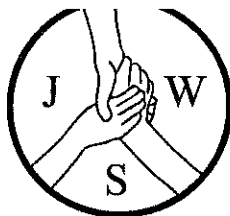
CPD Provision

The opportunities available will reflect the Code of Practice produced by the DfES:

- meet identified individual, school or national development priorities
- 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.

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
- accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher
- team teaching, model or 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,)
- 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. (See appendix 1) 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.

John Watson 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 teacher's allocated PPA time.

Appendix 1
 John Watson School
 CPD Evaluation

Name:	Event Title:	Date:
Venue:	Provider:	Development Area:
Outline of Activities:		
Further Action e.g. Staff meeting, further training, curriculum implications.		

To be returned to the Headteacher

