

Maple Medical PRU

Continuous Professional Improvement Policy

Principles

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and pupils in the school.

In particular, we believe that CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Built on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the school** – the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accessing external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Maple, or from another school; visiting professionals etc

We believe that effective CPD practice leads to the following consequences:

- **Improves pupil learning**
 - pupils engaged in a dynamic learning programme with staff are more likely to achieve
 - staff who develop skills and confidence can provide effective learning experiences for a wide range of pupils
- **Improves teaching**
 - develops and sustains skills which enables staff to do their jobs effectively
 - updating knowledge

- develops best practice
- widens the repertoire of classroom skills
- enhances strong practice
- develops specialisations thus improving teaching quality
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- **Helps to support staff appropriately**
 - strengthens the recruitment and retention of staff
 - promotes personal and career appraisal enabling staff to make more informed choices about career pathways
 - informs the appropriate deployment of staff
- **Promotes a positive ethos and learning culture**
 - through high expectations
 - through discussion, dialogue, trialling and reflection
 - through building internal capacity
 - excellence in learning throughout the school
- **Improves leadership**
 - develops people's strengths
 - broadens people's ability to take a lead on whole school initiatives
 - develops people to take up new roles
 - develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in pupils' learning
- **Contributes to school improvement and transformation**
 - by engaging staff as learners in collaborative enquiry
 - by sharing the knowledge and skills of all staff
 - through collective responsibility for pupils and staff achievement
 - by valuing every individual

Values and Entitlements

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the school and have a right of access to CPD

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs Equally, management committee need to have effective training in order to carry out their duties effectively.

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement

CPD planning will be linked and integrated with the School Development Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Development Plan
- The needs of the school as identified through OFSTED and StEP reviews
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual pupil needs e.g. physical needs, mental health needs, communication, manual handling, behaviour, autism
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including management committee, pupils and parents/ carers
- Resources – e.g. membership of professional bodies; purchase of books

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value..

Appraisal

The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.

The management committee will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

The head teacher will report to management committee half termly about training and appraisal of staff.

If there are competing demands on the school budget between CPD identified for a reviewee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however, the aim will be to meet all reasonable requests for CPD.

The school addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the school.

Leadership and Management of CPD

The Head teacher is also the CPD leader of the school.

There will be robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.

The school evaluates the impact that CPD has on teaching and learning and the progress that pupils make, including monitoring, observations, data collecting and appraisal

Supporting CPD Initiatives

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school. These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. mental health awareness, safeguarding
- School-based work through accessing an external consultant or relevant expert
- Peer coaching/ peer observations
- Professional networks with other special schools or PRUs. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation..
- Creating an improving learning environment within the school

Monitoring and Evaluation

Staff are expected to fill in an 'Evaluation of CPD' form when they return from an external course or have accessed in house training. This identifies how the CPD will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader.

The CPD leader writes an evaluation of staff inset at the end of the year – both external and internal. This is discussed with management committee and SLT. The evaluation is used to inform the next cycle of planning.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of school improvement

Date of Policy – March 2020

Date of Review – March 2022

Signed

Head teacher.....

Chair of Management committee.....

