



CPD @ EPCS 2018-19



Growing together



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

CONTENTS

1. Whole School priorities 2018-19 (S-RAP)-----	4
2. CPD Programme 2018-19: Rationale -----	5
3. CPD Programme Structure -----	6
4. CPD 2018-19 -----	7
5. Marking: ‘meaningful, manageable and motivational’	10
6. Further CPD opportunities -----	12
7. Calendar of Teacher Development sessions, 2017-18 -	15
8. CPD map -----	18

1. Whole School Priorities 2018-19 (S-RAP)

Priority 1: To improve the attendance of male PP middle band students in Destiny to 92.5%.

Priority 2: To raise the attainment 8 score for male Y11 students, with a focus on PP, upper ability and SEN K. Based on FFT 50

- a. Year 11 - 41
- b. Male - 37
- c. PP - 37
- d. Upperband - 60
- e. SEN K - 32

Priority 3: To narrow the attainment gap between PP and non-PP upper ability students in Years 7-10.

Priority 4: To raise sixth form achievement of students who join the sixth form with a GCSE points score of 30-38 (C Grade target), and 52+ (A grade target).

Priority 5: To develop a culture of aspiration among white working class British middle ability students in Discovery, so they buy into our ethos and values and want to get the most out of school.

Priority 6: To develop a culture of aspiration among white working class British, middle ability PP students in Destiny, so they take responsibility for their learning demonstrated through improvement in progress.

Priority 7: To increase parental engagement by developing a clear communications strategy so our intentions and support for education as a vehicle for progression is clear.

Priority 8: To foster a culture where all students are regularly reading and parents recognise the importance of their child reading if they are to be successful.

2. CPD Programme 2018-19: Rationale

The CPD programme for 2018-19 has been designed to support progress towards our whole school priorities. The programme foregrounds quality first teaching, and aims to support teachers with the core activities of marking, planning and teaching - what every teacher should be focused on.

An inquiry based approach sits at the very heart of the CPD programme, with all teachers expected to be engaging with pedagogical research and reading about teaching and learning. Whilst some aspects of training will be completed by all staff supporting work towards our whole school development priorities, teachers in discussion with their line managers will have an element of choice over certain dimensions, so their CPD is differentiated to meet their personal development needs.

Significant time has been given for collaboration, both within and across subject teams. Teachers will be given time to observe their peers in a 'low stakes' context, and departments time for working on schemes of learning and resourcing to ensure the very best classroom delivery.

3. CPD Programme Structure

In school INSET days:

- Monday 3rd Sept. Focus: A flying start - the year ahead.
- Monday 29th Oct. Focus: Narrowing the gap - making marginal gains.
- Friday 21st June. Focus: What we've learnt

Twilight INSET sessions (3.30-6.00pm):

- Monday 1st Oct
- Monday 26th Nov
- Monday 21st Jan
- Monday 18th March
- Monday 10th June

Days off in lieu of twilights:

To be spent relaxing, recharging, shopping or catching up with friends. It is essential that you attend the correct number of twilights in order to qualify for these days in lieu.

- Monday 22nd July
- Tuesday 23rd July

Appraisal:

The following time will be provided for staff to complete their appraisal planning, mid year and end of year reviews.

- Monday 3rd September - 2.30 - 3.30pm
- Monday 21st January - 5.00 - 6.00pm
- Friday 21st June - 2.30 - 3.30pm

4. CPD 2018-19

Time for Departmental Development:

Departments will be given ownership of around 60% of CPD time to work on the following tasks:

- Collaborative planning
- Collaborative resource creation.
- Comparative judgement and ranking of student work.
- Creation of model WAGOLL responses.

Action research:

Staff not undertaking one of the NPQ programmes will be invited to apply to undertake an action research project about a whole school development priority. Staff wishing to pursue such research, are invited, if they wish, to opt out of attending 2 twilight inset sessions to provide additional study time. Findings and recommendations will then be presented to all staff during last INSET day on 21st June. All NQTs will undertake an action research project as part of their NQT training.

Pre-Reading:

Prior to each CPD session in 2018-19, teachers will be given an article or an extract from a book about an aspect of teaching and learning to read, and then discuss with colleagues during the session. Discussions will sometimes take place within departments, and other times, in cross subject groups.

TEDTalks:

Staff will be invited to make a 'bid' for a slot of up to 30 mins during an inset session, to deliver training or to share an aspect of research that they are passionate about with colleagues. (Title: TEDTalks)

Bookworm:

Selected teachers will be invited to read a text about pedagogy, to then present to staff during CPD time.

The Secret Teacher:

The Secret Teacher is an evolution of the Lesson Study programme, which all teachers at EPCS participated in during 2017-18.

The aim of the Secret Teacher is to:

1. Provide 'low stakes' opportunities for teachers to learn by watching one another teach.
2. Provide 'low stakes' opportunities for teachers to learn by watching one another teach.
3. Provide opportunities for teachers to get feedback on something specific, such as a new technique or strategy they are trying with a class, or on something they are struggling with.
4. Provide opportunities for teachers to work collaboratively across similar subjects.
5. Provide teachers with dedicated, structured time to discuss their teaching, and to reflect upon their practice with a colleague - what's working, what isn't working and why?

At the start of the academic year, teachers will be strategically partnered with a colleague from a similar subject area, and will be required to complete three cycles of reciprocal observations across the year, one in the Autumn, one in the Spring and one in the Summer term. Time will be given during twilight CPD sessions for Secret Teacher pairs to meet, plan the observations they will complete and, and to discuss what they have observed and learnt.

During each Secret Teacher observation, the Lesson Study form should be completed (search 'Lesson Study Observation Form' on Google Drive) and then given to the teacher. This should provide a starting point for the reflection conversation after the observation. Teachers should then summarise their learning/self reflection from each Secret Teacher cycle in their personal learning journal.

Leadership development opportunities:

Existing and aspiring middle and senior leaders will be invited to apply

to undertake one of the NPQ programmes, the National Professional Qualification in Middle Leadership, Senior Leadership or in Headship. The school will support successful candidates with release time to attend compulsory sessions and dedicated in school mentoring. In discussion with MDH, staff undertaking any of these programmes are invited, if they wish, to opt out of attending 2 twilight inset sessions to provide additional study time.

Recording and reflecting:

All staff will be issued with a learning journal - a physical notebook, in which to make notes on their thoughts and reflections arising from their professional learning. Time will be given at the end of each CPD event/dept meeting for staff to reflect on their learning and how this will affect their practice.

5. Marking: 'meaningful, manageable and motivational'

During 2017-18, departments at EPCS spent time clarifying their curriculum intentions, quality assuring the schemes of work through which these intentions are achieved, and discussing the best way of assessing student progress. Ensuring formative feedback is time efficient and high impact remains a key teaching and learning priority in 2018-19.

Therefore, this year, all departments are challenged to trial and evaluate a minimum of one new approach to formative assessment from the list below. The trial could focus on a specific year group, key stage, or profile of class (for example classes with a high % of upper ability students.) Departments will need to think carefully about how they assess the impact of their trial. Have another idea you'd like to try that you think will be time effective and successfully drive student learning forwards? Talk to MDH!

Department teams will be given time to discuss and review how these new approaches are going during each twilight INSET session. Each team will present their findings and recommendations on the INSET day on 21st June.

Formative assessment approaches which could be trialled:

1. Front end feedback - Teachers raising common mistakes/misconceptions at the point of first teaching. Teacher preempts mistakes rather than waiting for students to make them.
2. Register feedback - Each student is asked to make a verbal contribution to demonstrate their level of understanding when the register is called.

3. Strategic sampling - A small sample of books (for example 3-5 students) is looked at in detail by the teacher, and then extracts studied by the whole class using a visualiser to identify common misconceptions/weaknesses.
4. Selective marking - The teacher marks in detail one paragraph of a longer response, or student response to two questions from a set of ten.
5. Student conferencing - Teacher verbally discusses student work - WWW/EBI with either an individual student or a group of students. Students then reattempt the task/make improvement/attempt a new task with a similar focus off the back of the discussion. (Van der Schaaf et al, 2013)
6. Use of visualisers - for modelling, shared writing etc.
7. Whole class feedback sheets - Use of a one sided A4 proforma to provide whole class feedback on specific aspects of work students have completed.
8. Coded marking - Use of marking codes to identify specific areas of strength and development in student work without repeatedly writing out lengthy targets.
9. Strategic implementation of 'low stakes' knowledge recall assessments such as quizzes or multiple choice questions as starters or plenaries in lessons.
10. Student comparative judgement - where students are regularly required to compare their work with example work, and to use this as a way to identify targets and improvements.

6. Further CPD opportunities

New staff induction sessions:

Strongly encouraged for all staff new to the school. All sessions run from 3.30-4.30 in the Training Room.

- 10th September - Pastoral care at EPCS
- 17th September - Quality First Teaching: The EP Way, Knowing your students: data and tracking progress
- 8th October - Learning at EPCS beyond the classroom
- 15th October - Differentiation: SEN, Upper ability, Pupil Premium engagement for all

NQT pedagogy development sessions:

These half termly sessions are compulsory for all NQTs to attend. Other staff are also warmly welcome if you feel any of the session fit with a personal development area. All sessions will take place from 3.30-4.30 in the training room.

- 15th October - Differentiation; Challenge and engagement for all
- 19th November - Promoting positive behaviour for learning/
Action Research Introduction
- 28th January - Better Written Feedback
- 4th March - Effective use of questioning and AFL
- 29th April - Action Research Presentations
- Half Term 6: One to one review meetings for all NQTs with the Leader of Teaching and Learning

Bracknell Forest Collaborative NQT Development Sessions

It is additionally expected that all NQTs participate fully in all sessions of the Bracknell Forest Collaborative NQT Development Programme. See schedule below:

Date/Time	Focus	Location
Wed 12th September 4:00-5:30	Welcome to Bracknell Forest Partnership Establishing excellent classroom leadership – part 1 Establishing excellent pastoral care – part 1	Education Centre
Tue 9th October 4:00-5:30	Establishing excellent classroom leadership – part 2	Edgbarrow School
Wed 7th November 4:00-5:30	Establishing excellent pastoral care – part 2	Garth Hill College
Wed 5th December 4:00-5:30	Securing excellent learning and progress	Brakenhale School
Mon 21st January 4:00-5:30	NQT Teach-meet for current and former NQTs and mentors	Easthampstead Park Community School
Tue 12th February 4:00-5:30	New technologies in the classroom	Sandhurst School
Wed 27th March 4:00-5:30	Using data effectively	Ranelagh School
Wed 16th May 4:00-5:30	Learning is the job	Garth Hill College
Thu 4th July 4:00-5:30	Transition to recently qualified status	Easthampstead Park Community School

NQT/SD Mentor training lunches:

A chance for our NQT and School Direct mentors to meet with the Leader of Teaching & Learning to share best practice, and receive information and training. 12.55-1.30 in the training room - lunch provided.

Thurs 28th September

Thurs 1st March

Thurs 30th November

Thurs 26th April

Thurs 18th January

7. Calendar of Teacher Development sessions, 2017-18

Green = All staff should attend.

Orange = Compulsory for NQTs , other staff warmly welcome.

Purple = Compulsory for staff new to EP, other staff warmly welcome.

Blue = Compulsory for NQT/SD/PGCE Mentors

Date	Session	Timings	Tick when completed
Monday 3rd September	INSET Day 1: A flying start - the year ahead.	8.30-3.30	
Monday 10th September	Pastoral Care at EPCS	3.30 - 4.30	
Wednesday 12th September	Welcome to Bracknell Forest	4.00 - 5.30	
Monday 17th September	Quality First Teaching	3.30 - 4.30	
Thursday 27th September	NQT/ SD Mentor lunch	12.55 - 1.30	
Monday 1st October	Twilight Session 1	3.30-.6.00	
Monday 8th October	Learning at EPCS beyond the classroom	3.30 - 4.30	

Date	Session	Timings	Tick when completed
Tuesday 9th October	Establishing excellent classroom leadership	4.00 - 5.30	
Monday 15th October	Differentiation	3.30 - 4.30	
Monday 29th October	INSET Day 2: Narrowing the gap - making marginal gains.	8.30-3.30	
Wednesday 7th November	Establishing excellent Pastoral care	4.00 - 5.30	
Monday 19th November	Promoting positive behaviour for learning/ Action Research Introduction	3.30 - 4.30	
Monday 26th November	Twilight Session 2	3.30-.6.00	
Wednesday 5th December	Securing excellent learning and progress	4.00 - 5.30	
Thursday 6th December	NQT/ SD Mentor lunch	12.55 - 1.30	
Monday 21st January	Twilight session 3	3.30-.6.00	
Monday 21st January	NQT Teechmeet	4.00 - 5.30	
Thursday 7th February	NQT/ SD Mentor lunch	12.55 - 1.30	

Date	Session	Timings	Tick when completed
Tuesday 12th February	New Technologies in the classroom	4.00 - 5.30	
Monday 4th March	Better Written Feedback	3.30 - 4.30	
Monday 18th March	Twilight session 4	3.30-6.00	
Thursday 21st March	NQT/ SD Mentor lunch	12.55 - 1.30	
Wednesday 27th March	Using data effectively	4.00 - 5.30	
Monday 29th April	Effective use of Questioning and AFL	3.30 - 4.30	
Wednesday 16th May	Learning is the job	4.00 - 5.30	
Thursday 23rd May	NQT/ SD Mentor lunch	12.55 - 1.30	
Monday 10th June	Twilight session 5	3.30-6.00	
Friday 21st June	INSET Day 3: What we've learnt.	8.30-3.30	
Thursday 27th of June	NQT/ SD Mentor lunch	12.55 - 1.30	
Thursday 4th July	Transition to recently qualified	4.00 - 5.30	

8. CPD map: Your guide to picking the professional learning best suited to your needs.

The CPD map opposite is designed to help you think about your training needs and opportunities that might help you make that jump to the next stage on the career ladder.

At EPCS we are able to facilitate all of the CPD detailed on this map through a range of approaches including attending training sessions, coaching, and shadowing colleagues. If you are unsure of how to access CPD on any of the topics detailed, please ask Matt Hall or Sami Hill.

Bear in mind that the suggestions on the following page should be seen as suggestions only. There is absolutely nothing to stop a teacher in their second year of teaching, with an interest in how to conduct a lesson observation, attending relevant training. Similarly CPD focusing on differentiation could well be exactly what an experienced teacher needs to refresh and revitalise their practice! Like the students we teach, we are all different, often excelling in certain aspect of our learning whilst needing more support with others. As a result, treat the CPD map as a guide, not a rulebook!

School Direct Trainee:

- University-based tuition
- Professional Tutor sessions
- Observation of teachers in subject specialism
- Child protection training
- Observation of teachers outside of subject specialism.
- Pupil pursuit.
- Subject and pastoral mentoring
- Action Research



NQT:

- Child protection training
- Professional Tutor sessions
- Role of the form tutor
- Better written feedback
- Differentiation
- Behaviour management
- Working with TAs
- Action research



Years 2-4:

- Taking on A-level teaching
- Leading the development of cross curricular literacy and numeracy in your subject
- Lesson study using StarLesson
- Leading trips
- Using Google Classroom to enhance teaching and learning.
- Action Research.



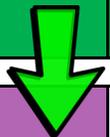
Middle Leaders and aspiring Middle Leaders

- Managing difficult conversations
- Using data for intervention
- Quality assurance
- Action research
- Leading CPD for other staff.
- The recruitment process
- Budget management
- Supporting underperforming staff
- The appraisal process
- Leading cross-curricular initiatives.



Experienced teachers:

- Conducting lesson observations
- Leading CPD for other staff
- Video based CPD
- Action research
- NQT mentoring
- School Direct mentoring
- The appraisal process
- Appraisal training



Aspiring senior leader:

- Managing difficult conversations
- SEF writing
- Building high performing teams
- Leading on the whole school stage
- Leading change
- Developing and realising vision
- Challenging under performing staff.

