



# CPD @ EPCS

## 2019-20



*Growing together*



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



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# **1. Whole School Priorities 2019-20 (S-RAP)**

**Priority 1:** To further develop our curriculum, ensuring our implementation fully and consistently matches our intent.

**Priority 2:** To improve attainment and progress, with a particular focus on Science and Maths, at:

- a.) GCSE
- b.) A-Level/Level 3 BTEC

**Priority 3:** To further develop a culture of kindness among students, increasing their awareness of and contributions to the communities they are part of - on a school level, local Bracknell area, and the global community.

**Priority 4:** For attendance to improve in line with the national average, with a particular focus on working with families to reduce levels of persistent absence and to decrease the number of short term frequent absences.

**Priority 5:** For middle leaders to robustly evaluate the effectiveness of teaching in their teams and take decisive action to drive improvement.

**Priority 6:** To retain, train and recruit high-quality staff at all levels as part of Team EPCS.

**Priority 7:** To affectively manage the school's budget and loan repayment for this financial year.

## **2. Appraisal target setting, 2019-2020**

***Ask yourself: Are my appraisal targets SMART - Specific, Measurable, Achievable, Relevant and Trackable? Can you signpost how the targets set support school aims and student progress and include this as context for why they have been selected?***

### **Target 1: (Common for all teaching staff)**

"To end the academic year 2019-2020 a stronger teacher than I started it."

"To end the academic year 2019-2020 a stronger teacher than I started it, with a particular focus on... [select area from 'EPCS Principles of Teaching' - eg: Quality of Instruction.]"

"To end the academic year 2019-2020 a stronger teacher than I started it, with a particular focus on [select key stage.]

Achieved through:

- Full engagement with the precision coaching process.
- Taking opportunities to observe other teachers with a key developmental focus.
- Regularly taking risks in my classroom and trying new things.
- Engaging regularly with academic reading and research about pedagogy.
- Acting upon the feedback and targets I am given.
- Participating fully in the development of our curriculum.
- Delivering the curriculum in accordance with the agreed scheme of work.

Success will look like:

- Records of your professional learning, and the impact this has had on your practice, recorded in your bespoke teacher planner.
- Changing DDI (Developmental Drop In) targets, showing how you are making progress.

- Positive student voice.
- Evidence of students making good progress in their learning, through assessment scores and evidence in their books.
- Positive comments regarding improvements in your practice from your precision coach and Head of Department.

### **Target 2:**

Target 2 for all teachers should focus on developing literacy within your teaching. For Heads of Department, this target should focus on developing a specific aspect of literacy across their team to support strategic intent and improvement.

### **Examples of Target 2 for teachers:**

- To develop my use of modelling and literacy based success criteria with students when answering longer answer questions in KS4.
- To develop my explicit teaching of tier 2 and tier 3 vocabulary, so that this is a regular feature in my lessons and there is clear evidence of this in students' books.
- To ensure that students regularly have opportunities to read challenging texts aloud in my lessons, and to discuss the etymology of key vocabulary.
- To develop my use of the 4 oracy strands, so I am consistent in my expectations requiring students to engage in high quality talk in my lessons.
- To develop a culture of reading with my tutor group, so that all of my tutees are engaging with reading for pleasure.

### **Target 3:**

For Heads of Department, this should focus on raising attainment at either GCSE or A-Level department wide. The precise focus for the department target should be driven by the key development areas

indicated by the 2019 GCSE results and 2019 Y10 end of year exams. The target could focus on %4+ PP, %5+ boys, %4+ SEN etc. If you need help with setting a target based on FFT data, please speak to your SLT line manager. For subjects with multiple courses, it could focus on a specific programme of study where improvement is needed - such as 3D Design in Art, or Trilogy in Science.

For all other teachers, this target should focus on contributing to the development of the wider school community and our school vision. Think about the benefits the work or actions taken will bring and who will benefit. For example:

- To develop and embed low stakes knowledge recall quizzes within the Year 7 English curriculum.
- To plan and develop a cross curricular scheme of work for a Year 7 or 8 class, in collaboration with at least one other subject, tested through delivery and review
- To increase student usage of GCSEPod/PiXL Apps in my department/Y11 class, so that key targeted students (PP, HAS, SEN-K) are regularly using these tools.
- To create WAGOLL model responses and student speak success criteria for a particular year group in your subject.
- To create a bank of homework activities for a particular year group
- To create and embed resources to promote higher quality extended writing in your subject area.
- To successfully run a weekly club for students
- To offer a new extra curricular opportunity, targeted at a specific group of students.
- To successfully mentor a colleague to improve the quality of their teaching to consistently good or better.
- To lead a Bookworm session as part of the whole school CPD programme.
- To lead a TedTalks session as part of the whole school CPD

programme.

- To deliver training as part of the NQT pedagogy programme.
- To lead an assembly for the first time.
- To organise a competitive House activity for students to partake in.
- To undertake an action research project, into an aspect of practice linked to a whole school development priority.
- To make use of the library with each of my classes at least once per half term.
- To read a minimum of 3 texts about educational pedagogy across the year (see MDH if you need ideas!)
- To undertake the NPQML training programme.
- To undertake the NPQSL training programme.
- To set up a collaboration/opportunity to share best practice with at least one other school to enhance teaching and learning.
- To create resources/run training for parents aiming to educate them on how to support their child to achieve highly in your subject area.

### **3. CPD Programme 2019-20: Rationale**

The CPD programme for 2019-2020 has been designed to drive teacher development, and support progress towards our whole school priorities. Our professional learning will remain focused on what really matters: the cycle of marking, planning and teaching as effectively as possible, with the aim that **every teacher at EPCS ends the year a stronger classroom practitioner than they started it.**

The CPD programme will be bespoke and differentiated, hopefully meeting the needs of all staff. There will be compulsory and optional strands, focusing on action research, pedagogy, leadership development and safeguarding.

An inquiry based approach sits at the very heart of the programme, with all teachers expected to be engaging with pedagogical research and reading about teaching and learning on a regular basis. Moreover, every teacher will work with a precision teaching and learning coach, and through regular Developmental Drop Ins (DDIs) and coaching conversations, be supported with improving specific aspects of their practice.

We will continue to invest in our work on curriculum, ensuring that the learning journeys we take our students on are engaging, coherent and logically sequenced. Time will be spent ensuring there is consistency in curriculum delivery within departments, through common learning objectives and approaches to regular low stakes knowledge recall. Moreover, we will focus on interleaving, and ensuring key knowledge and skills are regularly revisited, and make to stick in students' long term memories in all subjects. We will continue to develop cross curricular links between subjects, and further opportunities for students to apply their learning in real world contexts.

## **4. CPD Programme Structure**

### **In school INSET days:**

- Tuesday 4th Sept. Focus: A flying start - the year ahead.
- Monday 4th Nov. Focus: Narrowing the gap - making marginal gains.

### **Twilight INSET sessions (3.30-6.00pm):**

- Monday 30th September
- Monday 2nd December
- Monday 20th January
- Monday 16th March
- Monday 27th April
- Monday June 22nd.

### **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 20th July
- Tuesday 21st July
- Wednesday 22nd July

### **Appraisal:**

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

- Appraisal planning and target setting must be completed by Friday 27th September.
- The mid year review must be completed by Friday 22nd February.
- The end of year review (whilst any info on results will need to be added after results days) must be completed by Friday 10th July.

## **5. CPD 2019-20**

### **Precision coaching:**

In 2019-2020, all teachers will work with a precision teaching and learning coach to improve specific areas of their classroom practice. Teachers will receive a 15 minute Developmental Drop In (DDI) and coaching meeting twice per term, six times per year. Each time they will agree a target selected from the EPCS Principles of Teaching, and actionable next step. Where teachers are not making improvements to their teaching, or are failing to engage with the precision coaching process, a ‘fixed in forty’ support plan will be put in place.

### **Time for curriculum and subject knowledge development within departments:**

Departments will be given ownership of around 50% of CPD time to work on the following tasks:

- Sharing and improving subject knowledge of the team.
- Resource creation to support quality first teaching.
- Creating and embedding regular low stakes, high challenge knowledge recall tasks.
- Developing thematic cross curricular links with other departments (connected threads).
- Embedding CIAG within subject curriculum (Gatsby Benchmark 4).

To support the development of pedagogical content knowledge (the knowledge of how to teach the different aspects of your subject as effectively as possible), teachers will be given the opportunity to observe colleagues within their department. What is seen can then be discussed with the wider team. This will be organised by the HoD.

### **Oracy:**

Across the twilight CPD sessions, teachers will receive training on how to effectively incorporate oracy into their lessons. The sessions will follow the schedule on the next page:

1. A Dialogic Classroom - finding ways to support staff with discussion, monitoring behaviour and ensuring engagement from all. Discussion guidelines, role play, Harkness and Fed-in facts.
2. Talk Techniques - further development of talk activities in the classroom. All staff to create a new talk activity.
3. Learning through and learning to - how talk needs to be a central feature in all lessons.
4. Experimental talk vs Presentational talk
5. Sharing good practice

### **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 twilight INSET session in June. All NQTs will undertake an action research project as part of their NQT training.

### **Pre-Reading:**

Prior to each CPD session in 2019-2020, 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.

## **Recording and reflecting upon C PD:**

All staff will be issued with a bespoke teacher planner, which features a section in which to record notes and reflections arising from your professional learning. Importantly, it also prompts you after each piece of training to ask 'so what?' and to pledge how this training will affect your practice.

## **Safeguarding:**

Staff will receive regular face to face training on safeguarding as part of the six twilight CPD sessions throughout the year. In addition, all staff will be required to complete the following online safeguarding modules through Educare in the following topics:

- Child Exploitation
- Mental wellbeing in Children & Young People
- Raising awareness of trafficking & modern slavery
- Domestic Abuse: Children & Young People

This learning will build on the modules already completed by staff in 2018-19 on:

- The Prevent Duty
- Female Genital Mutilation
- Raising awareness of peer-on-peer abuse

Staff new to the school will also need to complete these modules.

## **6. Leadership:**

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.

Training for all middle leaders, focusing on developing high performing teams, will be delivered through the half termly schedule of middle leadership meetings. These meetings also provide an excellent opportunity for subject leaders to share best practice. HoDs are encouraged to contribute items to the agenda for discussion.

If you are a member of staff aspiring to middle or senior leadership, please make sure you have had a chat with Matt Hall. We are often able to support such ambitions by facilitating role shadowing, inviting you as a guest to certain meetings etc.

## **7. Further CPD opportunities**

New staff induction sessions, run throughout half term 1. See school calendar for further details.

Strongly encouraged for all staff new to the school. All sessions run from 3.30-4.30 in the Training Room, and will cover the themes of:

- Pastoral care at EPSCS
- Quality First Teaching: The EP Way, Knowing your students: data and tracking progress
- Learning at EPSCS beyond the classroom
- Key target groups: SEN, SEN K, Upper ability, Pupil Premium.

### **New staff induction session dates:**

Tues 3rd Sept, Monday 16th Sept, Tuesday 15th Oct.

### **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 sessions fit with a personal development area. All sessions will take place from 3.30-4.30 in the training room,. Themes covered will include:

- Challenge and engagement for all
- Promoting positive behaviour for learning
- Better Written Feedback
- Effective use of questioning and AFL
- NQT Action Research Presentations
- One to one review meetings for all NQTs with the Leader of Teaching and Learning

### **Pedagogy development session dates:**

Weds 13th Nov, Tues 14th Jan, Tues 3rd March, Mon 4th May, Tues 9th June.

## **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 11 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 8 October 4:00-5:30	Establishing excellent classroom leadership – part 2	Edgbarrow School
Wed 6 November 4:00-5:30	Establishing excellent pastoral care – part 2	Garth Hill College
Wed 4 December 4:00-5:30	Securing excellent learning and progress	Easthampstead Park Community School
Tue 11 February 4:00-5:30	New technologies in the classroom	Sandhurst School
Thu 2 July 4:00-5:30	Transition to recently qualified status	Brakenhale School
Wed 18th March 4:00-5:30	Using data effectively	Ranelagh School

## **Applying to attend CPD beyond Easthampstead Park Community School:**

To request to attend a course or meeting external to school, please apply on Bluesky via the process below. We will always prioritise sending staff on exam board specific courses, and training associated with subject knowledge enhancement (for example through The Prince's Trust). Please note once your application has been made through Bluesky, your request will need to be approved by firstly by your line manager and then by MDH before it is booked.

1. Login to BlueSky
2. Click on Home
3. Click on CPL
4. Click on Create CPL Activity (black box in the top right of the screen)
5. Complete the form and relevant information
6. Select 'This CPL is a course' box and complete the extra information
7. Click on 'next step' and link the CPL activity to any relevant objectives (school, group or individual)
8. Click 'Save'. The Activity will now be signed off by your Line Manager. It will NOT be approved or booked until this has happened.

## **8. Calendar of Teacher Development sessions, 2019-20**

**Green = All staff should attend.**

**Orange = Compulsory for NQTs , other staff warmly welcome.**

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

Date	Session	Timings	Tick when completed
Tuesday 3rd September	INSET Day 1: A flying start - the year ahead.	8.30-3.30	
Tuesday 3rd September	Pastoral Care at EPCS	3.15 - 4.15	
Wednesday 11th September	Bracknell Forest NQT Training	4.00 - 5.30	
Monday 16th September	Quality First Teaching	3.30 - 4.30	
Monday 30th September	Twilight Session 1	3.30-6.00	

Date	Session	Timings	Tick when completed
Tuesday 15th October	Learning at EPCS beyond the classroom	3.30 - 4.30	
Tuesday 8th October	Bracknell Forest NQT Training	4.00 - 5.30	
Monday 4th November	INSET Day 2: Narrowing the gap - making marginal gains.	8.30-3.30	
Wednesday 6th November	Bracknell Forest NQT Training	4.00 - 5.30	
Wednesday 13th November	Pedagogy Development	3.30 - 4.30	
Monday 2nd December	Twilight Session 2	3.30-6.00	
Wednesday 4th December	Bracknell Forest NQT Training	4.00 - 5.30	
Tuesday 14th January	Pedagogy Development	3.30 - 4.30	
Monday 20th January	Twilight session 3	3.30-6.00	

Date	Session	Timings	Tick when completed
Tuesday 11th February	Bracknell Forest NQT Training	4.00 - 5.30	
Tuesday 3rd March	Pedagogy Development	3.30 - 4.30	
Monday 16th March	Twilight session 4	3.30-.6.00	
Wednesday 18th March	Bracknell Forest NQT Training	4.00 - 5.30	
Monday 27th April	Twilight session 5	3.30-.6.00	
Monday 4th May	Pedagogy Development	3.30 - 4.30	
Tuesday 9th June	Pedagogy Development	3.30 - 4.30	
Monday 22nd June	Twilight session 6	3.30-.6.00	
Thursday 2nd July	Bracknell Forest NQT Training	4.00 - 5.30	

## **9. 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, note 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.



