



# **CPD @ EPCS**

## **2020-21**



***Growing together***



**"Train people well enough so they can leave,  
treat them well enough so they don't want to"**  
**- Richard Branson**

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# 1. Whole School Priorities 2020-2021 (S-RAP)

**Priority 1.** To review and adapt our Y10 and Y11 curriculum following COVID-19.

**Priority 2.** Through precision coaching and targeted CPD, raise the quality of teaching school wide, using evidence based approaches.

**Priority 3.** To increase the level of ambition, participation and thinking in lessons so students attain in line with their potential and many have the ambition to do better.

**Priority 4.** For all lessons to provide high-quality opportunities for students to develop their reading, speaking and listening skills.

**Priority 5.** To ensure that the transition of Year 7 students is successful despite COVID-19, so that these students feel happy, well supported and meet our high expectations in all aspects of school life.

**Priority 6.** To ensure high expectations and a culture of academia is consistently maintained in all aspects of sixth form life.

**Priority 7.** To implement and communicate plans for wider school opening following COVID-19 so that parents feel that the provision in school is safe and they are supportive of their child's return to school. (PSED)

**Priority 8.** To provide a comprehensive CEIAG (Careers Education, Information, Advice and Guidance) programme to students in all year groups, including regular, high-quality opportunities for engaging with aspirational employers. (PSED)

**Priority 9.** To ensure the new Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance are fully reflected in our curriculum planning and delivery. (PSED)

**Priority 10.** To effectively adapt our organisation and working practices in light of COVID-19 so whenever possible, all students are in school and learning, and detailed contingency plans are in place to ensure all students continue learning in the event of full or partial closure.

**Priority 11.** To ensure all staff feel well supported and safe in the transition back to school following closure for COVID 19.

**Priority 12.** To continue to invest in teacher training, and provide high-quality support for NQTs and RQTs, so we are growing and retaining the outstanding teachers of the future.

**Priority 13.** To effectively manage the school's budget and loan repayment for this financial year.

## **2. CPD Programme 2020-2021: Rationale**

The CPD programme for 2020-2021 unswervingly focuses on what really matters: the cycle of marking, planning and teaching as effectively as possible. 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.

A key component of our 2020-2021 CPD programme is coaching for all staff. All teachers are expected to fully engage with their coach and to act upon the DDI (Development Drop-In) feedback they are given so that they end the academic year a stronger teacher than they started it. The coaching team have been reading Doug Lemov's Teach Like A Champion and will be drawing upon Lemov's 62 techniques that put students on the path to success, in the actionable next steps they are setting for staff.

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. During our half termly twilight CPD sessions, all staff will participate in TLCs (Teaching and Learning Communities), each led by a member of the coaching team, in which the pre-reading which has been set for the session is discussed.

In CPD time, we will build upon our learning from the last academic year about cognitive Science, the importance of spaced practice, and having high expectations of students' literacy. We will focus particularly on think ratio: ways to ensure all students in a class are engaged in thinking, and ways to activate hard thinking. As part of this, we will explore Mary Myatt's notion of "work which is above students' pay grades," with a particular focus on ensuring students

are regularly engaging with high-quality non-fiction texts, which are regularly read aloud and discussed, in lessons in all subjects. We will also focus on questioning; the types of questions which get students thinking deeply, techniques to provoke students to ask questions themselves, and ways of ensuring no students are allowed to 'opt-out' during teacher questioning. Finally, we will also work on enhancing the cross-curricular, real-world links we make in our teaching, supporting our students with appreciating the interdisciplinary nature of knowledge.

### **3. CPD Programme Structure**

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

- Tuesday 1st Sept. Focus: A flying start - the year ahead.
- Monday 4th January. Focus: Activating hard thinking

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

- Monday 5th October (dependent on COVID-19)
- Monday 30th November
- Monday 18th January
- Monday 15th March
- Monday 26th April
- Monday 21st 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 19th July
- Tuesday 20th July
- Wednesday 21st July

#### **Appraisal deadlines:**

- 2019-2020 Appraisal reviews fully completed by 25th September.
- 2020-2021 Appraisal planning and target setting completed by 2nd October.
- 2020-2021 Mid-year appraisal reviews completed by 5th March.
- 2020-2021 End of year appraisal reviews (whilst any info on results will need to be added after results days) must be completed by Friday 9th July.

#### **Precision coaching:**

In 2020-2021, 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) observation twice per half term, once from their coach and once from the Head of Department. Each time they will agree on a target from the EPCS Principles of Teaching, and be given an 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 CEIAG 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.

### **Action research:**

Staff not undertaking one of the NPQ programmes will be invited to apply to undertake an action research project focused on 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 the last twilight INSET session in June. All NQTs will undertake an action research project as part of their NQT training.

### **Pre-Reading and TLCs (Teaching and Learning Communities):**

Prior to each CPD session in 2020-2021, teachers will be given an article or an extract from a book about an aspect of teaching and learning to read. They will then discuss the reading, their reflections and the ramifications for their practice with a small group of colleagues in a TLC (Teaching and Learning Community.) Each TLC will be led by a member of the coaching team.

### **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 on the following topics:

- Equality and Diversity
- Supporting Staff Wellbeing in School
- Harmful Sexual Behaviours

This learning will build on the modules already completed by staff in 2019-20 on:

- Child Exploitation
- Domestic Abuse
- Dealing with Bereavement and Loss
- Mental Wellbeing in Children and Young People
- Raising Awareness of Trafficking and Modern Slavery

Staff who are new to the school will additionally be required to complete the following modules as part of their induction:

- Child Protection in Education (Full)
- Prevent Duty
- Female Genital Mutilation Awareness
- Raising Awareness of Child on Child Abuse

## **4. 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.

## **5. Further CPD opportunities**

### **New staff induction sessions, run throughout half term 1 on:**

- Tuesday 1st September 2020
- Tuesday 8th September 2020
- Tuesday 22nd September 2020
- Thursday 8th October 2020
- Tuesday 20th October 2020

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

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

- Tuesday 17th November 2020
- Tuesday 12th January 2021
- Tuesday 2nd March 2021
- Tuesday 4th May 2021
- Tuesday 8th June 2021

### **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

## 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:

| <b>Date/Time</b>                   | <b>Focus</b>   | <b>Location</b>  |
|------------------------------------|--|--|
| Wed 9th<br>September<br>4:00-5:30  | Welcome to Bracknell Forest Partnership<br>Establishing excellent classroom leadership – part 1<br>Establishing excellent pastoral care – part 1 | Online via Microsoft Teams - link will be emailed to ITTCO and NQT's |
| Wed 7th<br>October<br>4:00-5:30    | Establishing excellent classroom leadership – part 2   | Edgbarrow School   |
| Tues 10th<br>November<br>4:00-5:30 | Establishing excellent pastoral care – part 2  | Garth Hill College   |
| Wed 2nd<br>December<br>4:00-5:30   | Securing excellent learning and progress   | Easthampstead Park Community School                                  |
| Tue 9th<br>February<br>4:00-5:30   | New technologies in the classroom  | Sandhurst School   |
| Wed 17th<br>March<br>4:00-5:30     | Using data effectively   | Ranelagh School  |
| Thu 1st<br>July<br>4:00-5:30       | Transition to recently qualified status  | Brakenhale 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 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.



## 6. Calendar of Teacher Development sessions, 2020-21

**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<br>1st<br>September   | INSET Day 1: All Staff        | 8.30-3.30   |                     |
| Tuesday<br>1st<br>September   | New Staff Induction           | 3.30 - 4.30 |                     |
| Tuesday<br>8th<br>September   | New Staff Induction           | 3.30 - 4.30 |                     |
| Wednesday<br>9th<br>September | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Tuesday<br>22nd<br>September  | New Staff Induction           | 3.30 - 4.30 |                     |

| Date                         | Session                       | Timings     | Tick when completed |
|------------------------------|-------------------------------|-------------|---------------------|
| Monday<br>5th<br>October     | Twilight Session 1: All Staff | 3.30-.6.00  |                     |
| Wednesday<br>7th<br>October  | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Thursday<br>8th<br>October   | New Staff Induction           | 3.30 - 4.30 |                     |
| Tuesday<br>20th<br>October   | New Staff Induction           | 3.30 - 4.30 |                     |
| Tuesday<br>10th<br>November  | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Tuesday<br>17th<br>November  | Pedagogy Development Sessions | 3.30 - 4.30 |                     |
| Monday<br>30th<br>November   | Twilight Session 2: All Staff | 3.30-.6.00  |                     |
| Wednesday<br>2nd<br>December | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Monday<br>4th<br>January     | INSET Day 2: All Staff        | 8.30-3.30   |                     |
| Tuesday<br>12th<br>January   | Pedagogy Development Sessions | 3.30 - 4.30 |                     |

| Date                       | Session                       | Timings     | Tick when completed |
|----------------------------|-------------------------------|-------------|---------------------|
| Monday<br>18th<br>January  | Twilight session 3: All Staff | 3.30-.6.00  |                     |
| Tuesday<br>9th<br>February | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Tuesday<br>2nd<br>March    | Pedagogy Development Sessions | 3.30 - 4.30 |                     |
| Monday<br>15th<br>March    | Twilight session 4: All Staff | 3.30-.6.00  |                     |
| Wednesday<br>17th<br>March | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |
| Monday<br>26th<br>April    | Twilight session 5: All Staff | 3.30-.6.00  |                     |
| Tuesday<br>4th<br>May      | Pedagogy Development Sessions | 3.30 - 4.30 |                     |
| Tuesday<br>8th<br>June     | Pedagogy Development Sessions | 3.30 - 4.30 |                     |
| Monday<br>21st<br>June     | Twilight session 6: All Staff | 3.30-.6.00  |                     |
| Thursday<br>1st<br>July    | Bracknell Forest NQT Sessions | 4.00 - 5.30 |                     |


## **7. CPD map: Your guide to picking the professional learning best suited to your needs.**

The CPD map on the opposite page 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 aspects 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
  - Joining and contributing to professional networks on Twitter etc
  - Leading trips
  - Using Google Classroom to enhance teaching and learning.
  - Action Research.
- 

### Experienced teachers:

- Conducting lesson observations
  - Leading CPD for other staff
  - Action research
  - Cross-curricular initiatives
  - NQT mentoring
  - School Direct mentoring
  - Appraisal training
- 

### 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.
- 

### 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.

## 8. Appraisal target setting, 2020-2021

### **Target 1: Curriculum and Pedagogy**

Appraisal target 1 for all staff will be set around the 4 dimensions of great teaching, as identified in Great Teaching Toolkit, Evidence Review, June 2020 (Core, Raunch, Kime and Singleton) - available in the CPD folder on Google Drive.

**All staff who are in their fourth year of teaching or later, and not receiving additional support in 2019-2020, will select a target focused on an element of Dimension 4: Activating hard thinking.**

**For example, a target based on Dimension 4.3 could read:**

*To end the academic year 2020-2021 a stronger teacher than I started it, with an emphasis on activating hard thinking through questioning.*

**Or a target based on Dimension 4.5 could read:**

*To end the academic year 2020-2021 a stronger teacher than I started it, with an emphasis on activating hard thinking through embedding - ensuring I provide my students with sufficient opportunity to practice until learning is fluent.*

**All staff who are in their second and third years of teaching or who have been receiving additional support in 2019-2020 should, in consultation with their line manager and coach, select an aspect of Dimension 1, 2 or 3 to focus on.**

**For example, a target based on Dimension 3.1 could read:**

*To end the academic year a stronger teacher than I started it, with an emphasis on managing time and resources efficiently in the classroom.*

### **Or a target based on Dimension 3.2 could read:**

*To end the academic year a stronger teacher than I started it, with an emphasis on ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied.*

### **Teachers will successfully achieve Target 1 by:**

- Fully engaging with the precision coaching process.
- Providing tangible examples of where they have acted upon CPD or DDI feedback, made sustained changes to their practice, and tracked the impact of these changes for their students.
- Regularly taking risks in their classroom, trying new things and systematically monitoring their impact.
- Engaging regularly with academic reading and research about pedagogy and making considered changes to their practice as a result.
- Acting upon the feedback and targets they are given. Changes being consistently evidenced in their practice over time.
- Delivering the curriculum in accordance with the agreed scheme of work.

### **Success will look like:**

- Records of professional learning, and the impact this has had on their practice, recorded in their bespoke teacher planner or on Bluesky.
- Changing DDI (Developmental Drop-In) actionable next steps, showing how they are making progress and increasing their effectiveness in the classroom.

### **Target 2: Challenge through literacy**

Target 2 for all teachers will focus on developing students literacy skills, with a particular focus on reading and oracy. Teachers will select one of the following for target 2:

- a) PREP time Guided Reading: To engage and challenge students by delivering consistently high-quality PREP time guided reading sessions.
- b) Oracy: To consistently provide high quality, carefully structured opportunities for students to discuss, debate and verbally rehearse new knowledge within my lessons.
- c) Non-Fiction Texts: To consistently provide students with challenging, high-quality non-fiction texts to read in lessons and for home learning. For reading aloud to be a regular lesson time activity planned to support the development of knowledge.

### **Target 3: TLR responsibility/Wider personal development**

For middle leaders, this target should focus on increasing the level of ambition, participation and thinking in lessons department-wide (S-RAP Priorities 1 and 3.)

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 provide WABOLLS so students have a clear understanding of success criteria for a particular year group in your subject.
- To create a bank of flipped learning revision videos 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 deepen their love of the subject
- To offer a new extracurricular 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 style 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 develop my leadership by successfully completing the NPQML training programme.
- To develop my leadership by successfully completing 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.

**9. Planning my Professional Development for 2020  
-2021**

|   |
|---|
| <b>First draft appraisal target for 2020-2021, to take to my appraisal planning meeting</b> |
| <b>1.</b>   |
| <b>2.</b>   |
| <b>3.</b>   |

**Thoughts on the CPD I wish to undertake this year, to discuss with my line manager and coach (could be academic reading, could be a course, could be a focus for coaching)**

**1.**

**2.**

**3.**

