

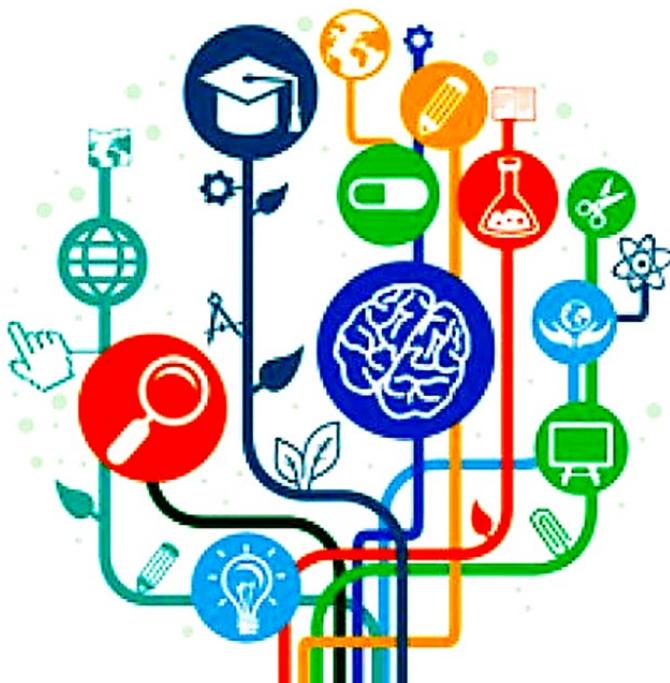


CPD @ EPCS

2020-21



Growing together



"Every teacher needs to improve, not because they are not good enough, but because they can be even better."

- Dylan Wiliam

learning lots need new professional thinking build ideas reflective practice
consider dialogue start wiki check strengths ultimately willingness pondered students recently groups collected used stuff suggest shared 2nd team passion tools
positives learners size publish education model working building inspired differently dealt horizons easy bring within innovative everything schools inspire ah etc possibilities moment challenge relationships mossbaum-beach totally focus vision
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Key for acronyms

CPD/CPL	Continuing Professional Development/Continuing Professional Learning
S-RAP	School Raising Attainment Plan
PP	Pupil Premium
KS3 / KS4 / KS5	Key stage three / four / five
DDI	Developmental Drop In Observation
TLC	Teaching and Learning Community
LO	Learning Objectives
NQT	Newly Qualified Teacher
SEND	Special Education Needs and/or Disabilities
EPCS6	Easthampstead Park Community School Sixth Form
PREP	Plan, Review, Evaluate, Progress
EEF	Education Endowment Foundation
WAGOLL / WABOLL	What a good one looks like / What a bad one looks like
CEIAG	Career education Independent Advice and Guidance
HoY / HoD	Head of Year / Head of Department
HLTA	Higher Learning Teaching Assistant

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

Priority 1. To ensure students are able to attend school safely or access learning so that their education continues and that the school maintains its role in their welfare and safeguarding. Maintain the recent reduction in the number of students identified as PA (persistently absent).

Priority 2. 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 3. To ensure the curriculum is fit for purpose for all year groups as a result of lost learning and partial school closure.

Priority 4. To further identify pupils who need additional help to access the curriculum focusing initially on reading, writing and mathematics.

Priority 5. To improve the quality of education by improving teaching and learning as well as subject leadership.

Priority 6. To ensure that teachers plan lessons which are ambitious enough for students to make good progress, participate in and that they are matched to their individual needs.

Priority 7. To ensure high expectations and a culture of academia are consistently maintained in all aspects of sixth form life leading to positive outturn data for students across all pathways.

Priority 8. To provide a comprehensive CEIAG (Careers Education, Information, Advice and Guidance) programme to students in all year groups. Aim to provide opportunities which encourage learners to be ambitious about their futures and pragmatic about how they will achieve these goals.

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

Priority 10. To effectively manage the school's budget and licensed deficit for this financial year via LA Monitoring cycle NOF issued by LA.

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.
- Monday 4th January.

Twilight INSET sessions (3.30-6.00pm):

- Monday 5th October
- 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.

Teacher development schedule 2020-21:

The CPD programme for teachers is based around Doug Lemov's Teach Like a Champion. Pre-reading will be set from this text prior to each session.

The CPD programme is focused on improving teaching, with a focus on the following areas:

- Disruption free classrooms
- 'No opt out' - ensuring everyone is involved and taking part through techniques such as cold calling rather than 'hands up.'
- Ensuring students are regularly recalling and rehearsing the knowledge they have learnt.
- Building challenge by requiring students to think hard.
- Oracy - providing structured opportunities for students to discuss their ideas.
- Reading - providing students with challenging texts to enhance their understanding.

Half Term	CPD Themes	Topics to be covered	Supporting videos to be shared
Half Term 1	Checking for understanding	Targeted questioning Tracking, not watching Show me Affirmative checking	WEEK 6 - Reject Self Report WEEK 7- Guided Reading WEEK 8 - Targeted Questioning
Half Term 2	Planning effective lessons	Begin with the end Planning not just 'what' but 'how?' What makes an effective LO? Why is this important? Do Now Effective modelling Practicing	WEEK 1 - HOD SOW Video WEEK 2 - 4 M's WEEK 3 - Exploratory Talk WEEK 4 - Double Plan WEEK 5 - Presentational Talk WEEK 6 - AT BATS WEEK 7 - Teaching Tier 2 and Tier 3 vocabulary

Half Term 3	Effective questioning	What makes a good question? Conceptual questions Who am I asking? Targeted questioning RECAP Using questions to frame lessons The art of the follow up question.	WEEK 1- Data driven/ data driving Cold Call WEEK 2 - Track the Data/ Sample strategically WEEK 3 - Standardising the Field WEEK 4 - Stretch It WEEK 5 - Stretch It PART II WEEK 6 - Breaking down complex writing tasks
Half Term 4	Academic ethos	Not accepting "I don't know" "Right is right" Breaking complex tasks down into small steps to form a path to mastery Reading aloud SLOP - Practicing for fluency	WEEK 1 - Break it Down WEEK 2 - Right is Right WEEK 3 - Confident Reading WEEK 4 - Right is Right PART II WEEK 5 - Do it Again WEEK 6 - Teaching text types
Half Term 5	Building Ratio	Wait time Cold calling Call and Response Everybody writes Turn and talk Habits of discussion	WEEK 1 - Break it Down WEEK 2 - Pepper WEEK 3 - Art of Sentence WEEK 4 - Show Call WEEK 5 - Batch Process WEEK 6 - Build Stamina

Supporting students with SEND

At EPSC, we are evolving our teaching and support for SEND students, using the recommendations of the EEF's Special Education Needs in Mainstream Schools report.

At our school, we aim to:

1. Create a positive and supportive environment for all students, without exception.
2. Maintain a continuously evolving holistic understanding of our students and their needs.
3. Ensure all students have access to high quality teaching.
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.
5. Teachers work effectively with teaching assistants to ensure they have a positive impact on students with SEND.

In 2020-2021, teachers will receive the following CPD with a focus on supporting and challenging students with SEND:

- 2nd November 2020 - CPD for all staff led by external speaker, Amjad Ali on Progress for all
- 30th November 2020 - CPD for subject leaders led by Sarah Buchanan. How effective is our current teaching of SEND students in your subjects? Small steps for big gains.
- 4th January 2020 - CPD for all staff led by Sarah Buchanan on working effectively with teaching assistants (based around the recommendations of the EEF's guidance report, Making Best Use of Teaching Assistants).

Improving Reading, Writing and Oracy

Improving our teaching of reading, writing and oracy in subjects other than English is a key development priority. Our whole school literacy action plan and CPD offer is based around the Education

Endowment Foundation (EEF) Improving Literacy in Secondary Schools Report.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

EEF Recommendation	1. Prioritise 'disciplinary literacy' across the curriculum	2. Provide targeted vocabulary instruction in every subject	3. Develop students' ability to read complex academic texts
The EP Way	Through departmental CPD, all teachers are supported to understand how to teach students to read, write and speak effectively in their subjects. Training related to literacy prioritises subject specificity over general approaches. Students develop a precise understanding of what it means to write like a historian, scientist, linguist etc.	Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language. Approaches related to etymology and morphology are consistently used by teachers to help students remember new words and make connections between words.	As a result of CPD, all teachers know how to teach reading effectively, and consistently use strategies such as activating prior knowledge, prediction and questioning. High quality texts are regularly read and discussed in lessons in all subjects. All students take part in PREP time guided reading at least 3 times a week, in which they have a quality fiction text read to them.

4. Break down complex writing tasks.	5. Combine writing instruction with reading in every subject.	6. Provide opportunities for structured talk.	7. Provide high quality literacy interventions for struggling students.
<p>Teachers break complex writing tasks down into smaller stages. They explicitly model each step. Teachers consistently provide additional scaffolding for students who struggle to write fluently when they are approaching complex writing tasks.</p> <p>Teachers use a variety of approaches, including collaborative and paired writing, to motivate students to write.</p>	<p>Students are explicitly taught to recognise the features, aims and conventions of good writing in each subject. The key text types students write in each subject area are consistently taught, modelled and scaffolded by teachers.</p> <p>Reading and writing activities are often combined together in lessons to improve students' skills in both areas.</p>	<p>Opportunities for exploratory and presentational talk are planned into schemes of work and take place regularly in all subject areas. Teachers explicitly model high quality talk in lessons, for example by including vocabulary.</p> <p>Talk opportunities are carefully structured and guided by the teacher.</p> <p>Teachers guide students in metacognitive reflection on their exploratory and presentational talk.</p>	<p>Fresh Start and other targeted literacy catch up initiatives, run by the Learning Support Centre. Sixth Form reading buddies, who read weekly with targeted Y7 and Y9 students</p>

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.

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:

All subject leaders will take part in a leadership development programme, structured around Paul Bambrick-Santoyo's seven core "levers" to achieve positive change in schools. Training will take place twice per half term, during leadership meetings and twilight CPD sessions. Existing and aspiring middle and senior leaders are 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.

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.

Subject leaders development schedule 2020-21:

Pre-reading taken from Bambrick-Santoyo's Leverage Leadership will be set prior to each session.

Half Term	CPD Focus	Key Questions
Half Term 1	Understanding yourself and those you work with Data driven instruction	What makes a high performing team? What type of leader am I? What are my strengths, and what are the strengths of those in my team? What are the current barriers to developing my team? How am I going to overcome them?

Half Term	CPD Focus	Key Questions
Half Term 2	Observation and feedback	<p>Why do we observe lessons?</p> <p>What should I do when observing a lesson?</p> <p>What is effective feedback?</p> <p>How can I try to ensure my feedback is acted upon?</p>
Half Term 3	<p>Leading curriculum planning (focus on the role of individual teachers)</p> <p>Creating accountability</p>	<p>What is effective planning?</p> <p>What common mistakes are made?</p> <p>What is the relationship between a long term plan, a scheme of work rationale, and lesson by lesson planning?</p> <p>How do I create accountability to ensure the staff in my team are planning effectively?</p>
Half Term 4	Planning and chairing meetings	<p>What is the difference between an operational and a strategic focus?</p> <p>How can I plan my meetings to support quality first lesson planning and teaching?</p> <p>How can I ensure actions agreed at meetings are always achieved?</p>
Half Term 5	Leading professional development	<p>What is effective professional development?</p> <p>How do I identify the needs of each teacher in my team?</p> <p>How can the DDI process and planning meetings support this?</p> <p>How can the appraisal process support this?</p>
Half Term 6	Finding the time	<p>Developing a weekly schedule</p> <p>Planning ahead</p> <p>Making every minute matter.</p>

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 sessions:

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

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:

Date/Time	Focus	Location
Wed 9th September 4:00-5:30	Welcome to Bracknell Forest Partnership Establishing excellent classroom leadership – part 1 Establishing excellent pastoral care – part 1	Online via Microsoft Teams - link will be emailed to ITTCO and NQT's
Wed 7th October 4:00-5:30	Establishing excellent classroom leadership – part 2	Edgbarrow School
Tues 10th November 4:00-5:30	Establishing excellent pastoral care – part 2	Garth Hill College
Wed 2nd December 4:00-5:30	Securing excellent learning and progress	Easthampstead Park Community School
Tue 9th February 4:00-5:30	New technologies in the classroom	Sandhurst School
Wed 17th March 4:00-5:30	Using data effectively	Ranelagh School
Thu 1st July 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 1st September	INSET Day 1: All Staff	8.30-3.30	
Tuesday 1st September	New Staff Induction	3.30 - 4.30	
Tuesday 8th September	New Staff Induction	3.30 - 4.30	
Wednesday 9th September	Bracknell Forest NQT Sessions	4.00 - 5.30	
Tuesday 22nd September	New Staff Induction	3.30 - 4.30	

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

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

First draft appraisal target for 2020-2021, to take to my appraisal planning meeting

1.

2.

3.

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.

Notes

