



# **CPD @ EPCS**

## **2021-22**



***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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## Key for acronyms

<b>CPD/CPL</b>	Continuing Professional Development/Continuing Professional Learning
<b>S-RAP</b>	School Raising Attainment Plan
<b>PP</b>	Pupil Premium
<b>KS3 / KS4 / KS5</b>	Key stage three / four / five
<b>DDI</b>	Developmental Drop In Observation
<b>TLC</b>	Teaching and Learning Community
<b>LO</b>	Learning Objectives
<b>ECT</b>	Early Career Teacher
<b>SEND</b>	Special Education Needs and/or Disabilities
<b>EPCS6</b>	Easthampstead Park Community School Sixth Form
<b>PREP</b>	Plan, Review, Evaluate, Progress
<b>EEF</b>	Education Endowment Foundation
<b>WAGOLL / WABOLL</b>	What a good one looks like / What a bad one looks like
<b>CIAG</b>	Careers Information, advice and guidance.
<b>HoY / HoD</b>	Head of Year / Head of Department
<b>HLTA</b>	Higher Learning Teaching Assistant

## 1. School Development Priorities 2021-22:

**Priority 1.** Continue to improve attainment outcomes in Maths, English and Science.

**Priority 2.** Ensure systems, practices and school culture align to deliver a curriculum that provides for all students and that steps are taken to identify and catch up with struggling readers and those with number sense below their chronological ages.

**Priority 3.** Monitor the impact of the planned curriculum from Years 7 -13 ensuring it is supporting the progress of all students by being ambitious in its conception and providing a broad and balanced experience matched to student's needs and aspirations.

**Priority 4.** Develop teacher's expertise so that all staff can support all levels of reading more effectively regardless of subject and can confidently plan opportunities for writing and oracy work that secure progress.

**Priority 5.** Provide relevant and timely training for staff so they can confidently deliver topics and lead discussions within the RSE/ PHSE curriculum 7-13.

**Priority 6.** Develop a culture of character within the school enabling students to recognise and develop values and characteristics needed to be successful within British society.

**Priority 7.** Ensure the ECT (Early Career Teacher) programme prepares new teachers to be successful and supports them to develop a full understanding of the EP Way as an agreed method of pedagogical delivery.

**Priority 8.** Within a trend of improving attendance, monitor students who are deemed vulnerable or who have a pattern of broken attendance. Liaise with external agencies to explore factors that may affect their capacity and willingness to attend regularly.

**Priority 9.** Ensure students are supported at every transition point within school making sure they have been given the appropriate support advice and guidance to make appropriate choices for their next steps 6-7, 9-10, 11-12, 13 plus.

**Priority 10.** Develop the school culture and arts offer in preparation for submission to attain Arts Mark Gold status.

## 2. CPD Programme 2021-2022: Rationale

Our CPD programme for 2021-22 will focus on achieving our vision - providing an excellent educational experience for all our students.

Specifically, it will focus on ensuring that we are consistently implementing our planning curriculum 'The EP Way'.

This means:

1. Quality First Teaching and Assessment for Learning - the bedrock of all teaching.
2. EPCS Principles of Teaching
3. EPCS Lesson structure

The CPD programme will also focus on developing our core EPCS Character values:

1. We show **RESPECT** and take **PRIDE**
2. We show **AMBITION** by accepting **CHALLENGE**
3. We become **LEADERS** by being **READERS**
4. We know to **BE KIND** and **STAY SAFE**

We will build upon the CPD we have undertaken as a professional learning community in 2020-21, specifically focused on:

- Disciplinary Literacy
- Relationships and Sex Education
- Inclusive teaching - high expectations and aspirations for all, no excuses

A research-based approach sits at the heart of the programme. In particular, our approach to school improvement has been shaped by:

- Doug Lemov's Teach Like a Champion
- Paul Bambrick Santoyo's Leverage Leadership

- Ross McGill's Mark. Plan. Teach
- Daniel Willingham's Why Don't Students Like School?
- Alex Quigley's Closing the [Vocabulary] Gap

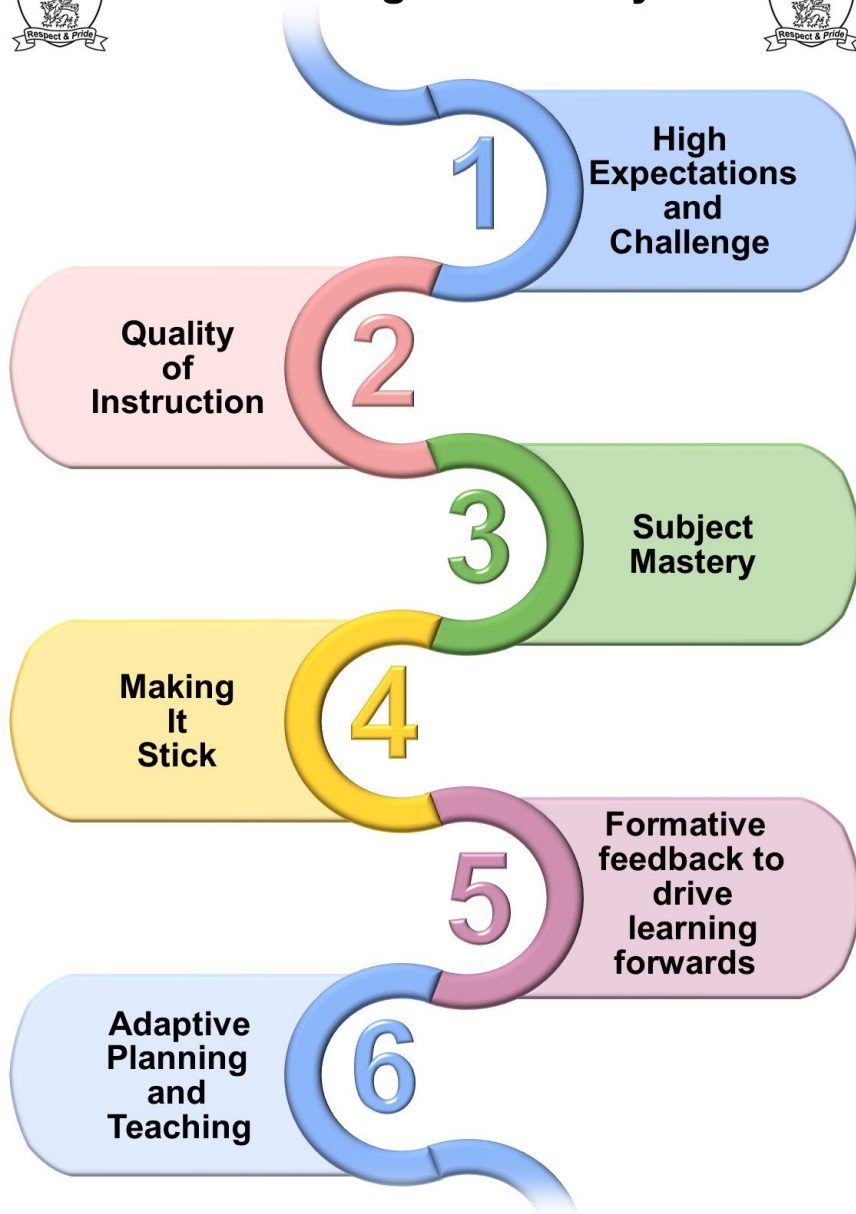
All teachers are expected to engage with research and read regularly, and are given CPD time to do so.



### 3. Teaching the EP Way



## Teaching the EP way



***Quality First Teaching and Assessment for Learning***

# Quality First teaching and Assessment for Learning

The bedrock for all teaching at EPCS is Quality First teaching and Assessment for Learning

## Quality First Teaching (QTF) is...

- Teaching, which is inclusive, ambitious and challenging for all (equity).
- Teaching which is carefully planned and sequenced to support students with acquiring new knowledge and developing knowledge fluency (spaced/interleaved practice).

## Assessment for Learning (AFL)...

- Enables students to make the next steps in their learning.
- 'Lets them in on the secret' of how to be successful.
- Identifies misunderstanding and misconceptions, so these can be addressed.



## The key whole school pedagogies we use as part of Quality First Teaching and Assessment for Learning are:

1. Stretch and challenge for **ALL** students through having ambitious curriculum goals and learning adjectives.
2. Overlearning (revising and practicing knowledge so that it is securely shifted to students' long-term memories).
3. 'Letting them in on the secret' (sharing the learning journey, the destination they are working towards, what success looks like, and how to get there).
4. Prioritising Disciplinary Literacy (teaching students to read, write and speak like scientists, historians, linguists etc).
5. Using 'cold calling' to check the understanding of all students and responding accordingly.
6. DIRT time (ensuring students are regularly given dedicated improvement and reflection time to act upon the feedback they have been given and use it to make the next steps in their learning, for example by improving or redrafting their work).



## Quality First Teaching and Assessment for Learning lead to...

Students making progress in terms of knowing more, remembering more and being able to apply knowledge and skills to increasingly complex problems more fluently. by improving or redrafting their work).

# EPCS Principles of Teaching

Our agreed whole school definition of excellent teaching - this is what we aspire to all consistently do!

Principles of strong practice	1 So that...
<b>1. High Expectations and Challenge</b>	
<ul style="list-style-type: none"> <li>A. Plan ambitious and challenging lessons</li> <li>B. Well established positive routines.</li> <li>C. Consistent application of the school character values and behaviour policy - 'meet and greet,' 'one voice', 'track the speaker'</li> <li>D. Promote active participation; challenge non-compliance or passivity</li> <li>E. Reinforce effort and provide recognition</li> </ul>	<ul style="list-style-type: none"> <li>A. Students make progress in terms of knowing more, remembering more and applying knowledge fluently</li> <li>B. Learning time is maximised</li> <li>C. Students can think hard about their learning free from distraction</li> <li>D. All students are engaged in thinking hard about key learning</li> <li>E. Students understand the connection between effort and achievement</li> </ul>
<b>2. Quality of Instruction</b>	
<ul style="list-style-type: none"> <li>A. Highly effective explanations</li> <li>B. Clearly defined outcomes (success criteria)</li> <li>C. New knowledge is founded upon old knowledge</li> <li>D. Teachers model excellence and how to achieve it (WAGOLL*)</li> <li>E. Carefully targeted questioning</li> <li>F. Key vocabulary is explicitly taught</li> </ul>	<ul style="list-style-type: none"> <li>A. Students quickly grasp key ideas</li> <li>B. Students have complete clarity around what they are learning and what success looks like</li> <li>C. Students make links between new ideas and concepts they have already encountered.</li> <li>D. Students know what excellence looks like as well as how to achieve it</li> <li>E. Optimum understanding and challenge is enabled and hands up is rare</li> <li>F. Students can access and confidently use subject terminology</li> </ul>
<b>3. Subject Mastery</b>	
<ul style="list-style-type: none"> <li>A. Comprehensive understanding of scholarship of the subject</li> <li>B. Strong understanding of the curriculum, including the next phase and the previous phase</li> <li>C. Misconceptions are planned for and rapidly addressed</li> <li>D. Plan for, promote and model the highest standards of disciplinary literacy (reading, writing and oracy)</li> </ul>	<ul style="list-style-type: none"> <li>A. Teachers are able to confidently teach to the top</li> <li>B. Teachers are able to confidently teach to the top</li> <li>C. Teachers understand the long term curriculum journey and support students by making links to prior learning and signposting future learning</li> <li>D. Students overcome common misconceptions</li> <li>E. Students learn to read, write and speak like Scientists/Historians/Linguists etc with fluency and accuracy (Disciplinary Literacy)</li> </ul>

4. Making it Stick	
<ul style="list-style-type: none"> <li>A. Making connections between underlying concepts</li> <li>B. Regular low stakes testing</li> <li>C. Practice deliberately</li> <li>D. Learning is interleaved</li> <li>E. Exploratory talk</li> </ul>	<ul style="list-style-type: none"> <li>A. Students can make links across and between key subject skills</li> <li>B. Students can embed learning into their long term memory</li> <li>C. Students can develop fluency and accuracy in key skills</li> <li>D. Students revisit material in a way which promotes long term memory</li> <li>E. Students verbally explore and rehearse knowledge prior to writing</li> </ul>
5. Formative feedback to drive learning forwards	
<ul style="list-style-type: none"> <li>A. Timely feedback to maximise learning</li> <li>B. Formative assessment is embedded in every lesson.</li> <li>C. Teacher comments are specific, accurate and clear</li> <li>D. Students reflect and act upon feedback (DIRT**)</li> <li>E. Age Related Expectations are shared</li> </ul>	<ul style="list-style-type: none"> <li>A. Students can swiftly unlock further learning</li> <li>B. Teachers know which topics to reteach which were not grasped the first time</li> <li>C. Student actions are refocused or redirected to achieve a goal</li> <li>D. Students improve/uplevel their work</li> <li>E. Students understand what they need to know/be able to do, to be successful</li> </ul>
6. Adaptive planning and teaching	
<ul style="list-style-type: none"> <li>A. Adapt planning and resources (including the use of other adults)</li> <li>B. Pitch high every lesson</li> <li>C. Support and scaffold for the least able and SEND students</li> <li>D. Adapt teaching as needs emerge</li> </ul>	<ul style="list-style-type: none"> <li>A. Provision is made for all students within the planning process.</li> <li>B. Students are challenged in their learning in every lesson</li> <li>C. All students are able to access the learning they are doing</li> <li>D. All students make exceptional progress and the lesson moves at an appropriate pace</li> </ul>

\*WAGOLL = What a Good One Looks Like

\*DIRT = Dedicated Improvement and Reflection Time

# Lessons@EPCS

Entry Routine	
<ul style="list-style-type: none"> <li>Teacher greets students at the door and welcomes them into the classroom. The teacher checks uniform.</li> <li>Bags are under desks and coats on the back of chairs and tools for learning are out.</li> <li>Students quietly settle to learning quickly.</li> <li>A register is promptly taken.</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students enter the classroom in a calm and focused manner.</li> <li>Students are in correct uniform ready to start the lesson.</li> <li>Learning begins promptly.</li> </ul>
Memory recall starter	
<ul style="list-style-type: none"> <li>Teacher gives students a short task, designed to either:               <ol style="list-style-type: none"> <li>Recap recently taught knowledge.</li> <li>Recap knowledge from previous topics.</li> <li>Make links between new learning and prior learning.</li> </ol> </li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students revisit material in a way which promotes long term memory.</li> <li>Students begin to make links between their prior learning, and the content to be taught during this lesson.</li> </ul>
Explain	
<ul style="list-style-type: none"> <li>Teacher explicitly shares clearly defined outcomes for the lesson.</li> <li>Teacher provides clear instruction, supported by carefully created/selected resources.</li> <li>Links are made to prior learning.</li> <li>Subject specific terms (tier 3 language) are explicitly taught.</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students have complete clarity around what they are learning and what success looks like.</li> <li>Students quickly grasp key ideas.</li> <li>Students make links between their prior learning and the content being taught this lesson, aiding the development of their knowledge schemas.</li> </ul>
Model	
<ul style="list-style-type: none"> <li>The teacher models what success will look, possibly using a visualiser.</li> <li>Using questioning, the teacher involves the students in the process of creating a successful model.</li> <li>The teacher explicitly explains common misconceptions/pitfalls to avoid.</li> <li>There is a clear structure of 'I do, we do, you do.'</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students have a firm grasp of the steps they need to take in order to be successful.</li> <li>Students have a successful model to draw upon/ refer to when practicing independently.</li> </ul>
Practise	
<ul style="list-style-type: none"> <li>Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes</li> <li>Appropriate scaffolds/support are provided so all students can make good progress.</li> <li>Tasks stretch all students just outside of their comfort zone. Teacher monitors the students' progress and provides further instruction/modelling if required.</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students can develop fluency and accuracy in key skills.</li> <li>Students can clearly articulate improvements they are making.</li> <li>Students can apply their learning in a variety of contexts.</li> <li>Students have to thinking hard about what they are learning.</li> </ul>
Check	
<ul style="list-style-type: none"> <li>Teacher uses carefully chosen formative assessment strategies to check the progress the students have made against the clearly defined outcomes.</li> <li>Teacher gives timely written and/or verbal feedback which is specific, accurate and clear, and helps the students to make next steps in their learning</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Teacher knows which topics to re-teach that were not grasped first time.</li> <li>Student actions are refocused or redirected, enabling them to make further progress.</li> <li>Students can swiftly unlock further learning.</li> </ul>
Exit Routine	
<ul style="list-style-type: none"> <li>Students stand in silence behind desks</li> <li>Teacher checks uniform before dismissing students row by row</li> </ul>	<b>So that...</b> <ul style="list-style-type: none"> <li>Students leave the lesson in a calm and orderly manner</li> </ul>

## **4. CPD Programme Structure**

**In 2021-2022, two INSET days will be taken as whole days (1st September and 11th February); three INSET days will be completed as twilights (July 20th, 21st, 22nd).**

### **Whole INSET days:**

- To reflect upon our role as educators and champions of social mobility.
- To watch and discuss the film 'H is for Harry;' and what it takes to change the lives of the Harrys in our school for the better.
- To consider how we teach students about good mental wellbeing.
- To consider what constitutes a respectful relationship. To consider how to effectively teach students about respectful relationships.
- To undertake Disciplinary Literacy for GCSE training, run by the National Literacy Trust (2x 1 hr 30 min sessions.)
- To collaborate with other KGA schools to develop our curriculum implementation - consistently teaching the EP Way.

### **Subject based CPD**

Over the course of the academic year, 15 hours of CPD time will be spent working with other staff from your subject to develop the implementation of your subject curriculum, following the EP Way. The 15 hours of subject based CPD time will take the form of 1x 1hr department meeting and 1x 1.5hr twilight CPD session per half term.

Your Curriculum Leader will have created a plan for how this time will be spent and will share this with you. This is a big 'lever' for developing the quality of teaching in your subject and making progress towards your 2021-22 D-RAP priorities.

## **Coaching and Developmental Drop Ins**

Our vision at Easthampstead Park Community School is that every teacher ends each academic year a stronger teacher than they started it, not because they are not good enough, but because they can always be even better.

All teachers work closely with their Curriculum Leader and a teaching and learning coach, and are observed for 20 mins twice per half term (once by the Curriculum Leader and once by their coach). These observations are known as DDIs - developmental drop ins.

Following each DDI, the Curriculum Leader/coach will meet with the teacher to discuss the episode and to set a target to support the teacher with developing their practice. This target will be based on the EPCS Principles of teaching - our agreed whole school charter for what we understand great teaching to look like. Following the coaching meeting, the target is recorded by the Curriculum Leader/coach on our whole school DDI spreadsheet, located on Team Drive>DDIs 2021-22.

Within 7 days, the teacher then needs to record a short written response to the target on the whole school DDI spreadsheet, explaining what they are going to do differently as a result of this feedback. This will be the focus for their next observation by the Curriculum Leader/Coach.

The DDI spreadsheet and all associated materials can be found on Team Drive>DDIs 2021-22

If you have any questions regarding the DDI process, please contact Sami Hill, Leader of Learning - [Samantha.Hill@epschool.org](mailto:Samantha.Hill@epschool.org)

## **Collaborative Pedagogy focused CPD, with Kings Academy**

A menu of pedagogy focused sessions will be offered, shared with the other King's Academy schools. These sessions will take place every Wednesday, after school and will be based around the following themes:

- High expectations of behaviour
- Positive learning environment
- Active participation challenging compliance/passivity
- Questioning Techniques
- Retrieving prior knowledge
- Modelling
- Reading strategies
- Oracy strategies
- Planning for misconceptions and ways to address these
- Interleaving learning
- Cognitive load theory
- Cognitive Science - memory
- Ensuring all lower ability learners can progress and be challenged
- Adapting lessons as needs arise
- Metacognition in the classroom - challenge for all
- Feedback strategies - efficient and effective
- Assessment strategies - using any assessment formatively
- Creating self regulated learners

The schedule will be published in September. All staff must attend at least 1 session per half term and this session should be selected in dialogue with your line manager, taking into account your current DDI target. You are warmly encouraged to attend more sessions.



## **Pan-subject, school wide CPD**

There will be 5x 1 hr twilight CPD sessions across the year, where teachers come together to learn about and work on whole school priorities including Disciplinary Literacy and Relationships and Sex Education (RSE). Additionally, 2 hrs worth of time has been dedicated from the CPD budget for teachers to undertake reading to support their professional learning. Certain reading prior to CPD sessions will be directed. This will be taken from our core texts - Doug Lemov's Teach Like a Champion, Tom Sherrington's Rosenshine's Principles in Practice, and Alex Quigley's Closing the Vocabulary Gap.

## **Safeguarding**

We use a blended approach to deliver safeguarding training for staff and Governors, using a combination of face to face training and e-learning modules. The e-learning component is completed via Educare.

During 2021-22, all staff will complete safeguarding training on the following topics:	This will build upon learning from 2020-21, in which all staff completed training on the following topics:	All staff who are new to the school additionally need to complete the following training modules:
<ol style="list-style-type: none"><li>1. Dealing with peer on peer abuse</li><li>2. Child Protection (refresher)</li><li>3. Prevent Duty</li></ol>	<ol style="list-style-type: none"><li>1. Equality and diversity</li><li>2. Harmful sexual behaviours</li><li>3. Supporting staff wellbeing in school</li></ol>	<ol style="list-style-type: none"><li>1. Child Protection in Education (Full)</li></ol>

Staff may be required to complete additional safeguarding training, responding to issues affecting our pupils.

## **Curriculum Leadership**

All Curriculum Leaders will take part in a leadership development programme, delivered through Leadership meetings. The programme will particularly focus around curriculum design - sequencing, threshold concepts, assessment for learning; and curriculum implementation - ensuring the experienced curriculum is consistently equitable for all and fully reflects our intentions. The programme will draw upon Paul Bambrick-Santoyo's seven core "levers" to achieve positive change in schools.

Existing and aspiring middle and senior leaders may be considered to undertake one of the NPQs: NPQ Leading Teaching, NPQ Leading Behaviour and Culture, NPQ Leading Teacher Development, NPQ Senior Leadership. If you would like to be considered for an NPQ qualification, please contact Matt Hall.

## **Other CPD**

Further bespoke training will be provided for specific groups of staff including ECTs (Early Career Teachers), NQT+1s, mentors and Curriculum Leaders. All staff who are new to the school will additionally receive a comprehensive new staff induction programme. If you have found an external course, for example offered by a subject association or an exam board, which you feel would support your professional development, please discuss this with your line manager in the first instance. With their agreement, then apply to undertake this training via Bluesky.

If you feel you have a particular professional learning interest or training need which is not covered by the programme above, please see either Matt Hall or Sami Hill to discuss this and we will endeavour to put an arrangement in place to meet your needs.

## **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.


## **5. 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
- 


### ECT:

- 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
  - ECT 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.

## **6. Appraisal target setting, 2021-2022**

### **Target 1: Teaching the EP Way**

Appraisal target 1 for all staff will focus around teaching the EP way, and should be based around our whole school principles of teaching. For Curriculum Leaders, this target may be focused around developing a specific principle across your team. If successful, this will result in all students receiving quality first teaching and assessment for learning, enabling them to make excellent progress in terms of knowing more, remembering more and being able to apply knowledge and skills to increasingly complex problems more fluently.

#### **A target might read:**

- To end the academic year 2021-2022 a stronger teacher than I started it, with an emphasis on Principle 2D, modelling excellence and how to achieve it.
- To end the academic year 2021-22 a stronger teacher than I started it, with an emphasis on Principle 4B, regular low stakes testing, so students can embed learning in their long term memory.
- To improve the quality of Curriculum Implementation in KS3 Science, with an emphasis on Principle 5, using formative feedback to drive learning forwards.

### **Target 2: Disciplinary Literacy and Oracy**

Target 2 for all teachers will focus on developing their teaching of disciplinary literacy.

#### **A target might read:**

- To provide explicit vocabulary instruction to help my students access and use academic language. To use the Frayer model when

teaching key vocabulary.

- To employ reading strategies, such as activating prior knowledge, prediction and questioning to improve students' comprehension.
- To break writing down into planning, monitoring and evaluation, and support students by consistently modelling each step.
- To consistently provide high quality, carefully structured opportunities for students to discuss, debate and verbally rehearse their ideas in lessons prior to beginning writing.
- 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: Character**

Target 3 for all teachers will focus on developing the EP character. In line with the 2021-22 school development priorities, this target should focus on one of the following:

- Development of at least one of the 4 EP Character strands through your tutoring/teaching.
- High quality teaching of the RSE/PHSE curriculum.
- Creating extra-curricular opportunities for students to participate in.
- Supporting transition between educational phases - KS2-3, KS3-4, KS4-5
- Mentoring a trainee/Early Career Teacher

**7. Planning my Professional Development for 2021-2022**

<b>First draft appraisal target for 2021-2022, 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.**

# Notes



