



CPD @ EPCS
2022-23

Growing together



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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
ECT	Early Career 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
CIAG	Careers Information, advice and guidance.
HoY / HoD	Head of Year / Head of Department
HLTA	Higher Learning Teaching Assistant

1. School Development Priorities 2022-23:

Priority 1. Utilise the planned curriculum and quality first teaching delivery to improve attainment outcomes in bucket one subjects; Maths, English and Science. Continue to build student numbers accessing the Ebacc.

Priority 2. Ensure systems, practices and school culture align to deliver a curriculum that provides for all students and acknowledges those with neurologically diverse conditions that impact their presentation in the classroom.

Priority 3. Identify and catch up with struggling readers and those with number sense below their chronological ages as this will impact on their ability to engage with the curricular offer.

Priority 4. Monitor the impact of the planned curriculum led by middle leaders 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 5. 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 6. Ensure the school provides programmes for staff at all levels to be successful in delivering the EP Way as intended.

Priority 7. Within a trend of improving attendance, monitor and implement actions for students who are deemed vulnerable or who have a pattern of broken attendance which would be considered as persistent absence.

Priority 8. Ensure students are supported to transition from Year 11 to Year 12 and beyond and have an experience that meets their learning and developmental needs.

Priority 9. Develop the school culture and arts offer to celebrate the school's 50th Anniversary and recognise the community ethos of the school.

Priority 10. Complete the schools transfer to King's Academy Group

2. CPD Programme 2022-2023: Rationale

Our CPD programme for 2022-23 will focus on providing programmes for staff at all levels to be successful in implementing the planned curriculum as intended - teaching 'The EP Way.'

It will particularly focus on introducing staff to Tom Sherrington's Walkthrus, and supporting staff with engaging with pedagogy at both an individual and departmental level.

There will be a particular emphasis on Principle 4 of our EPCS Principles of Teaching: Making knowledge "sticky" so that students retain it over time and develop fluency.

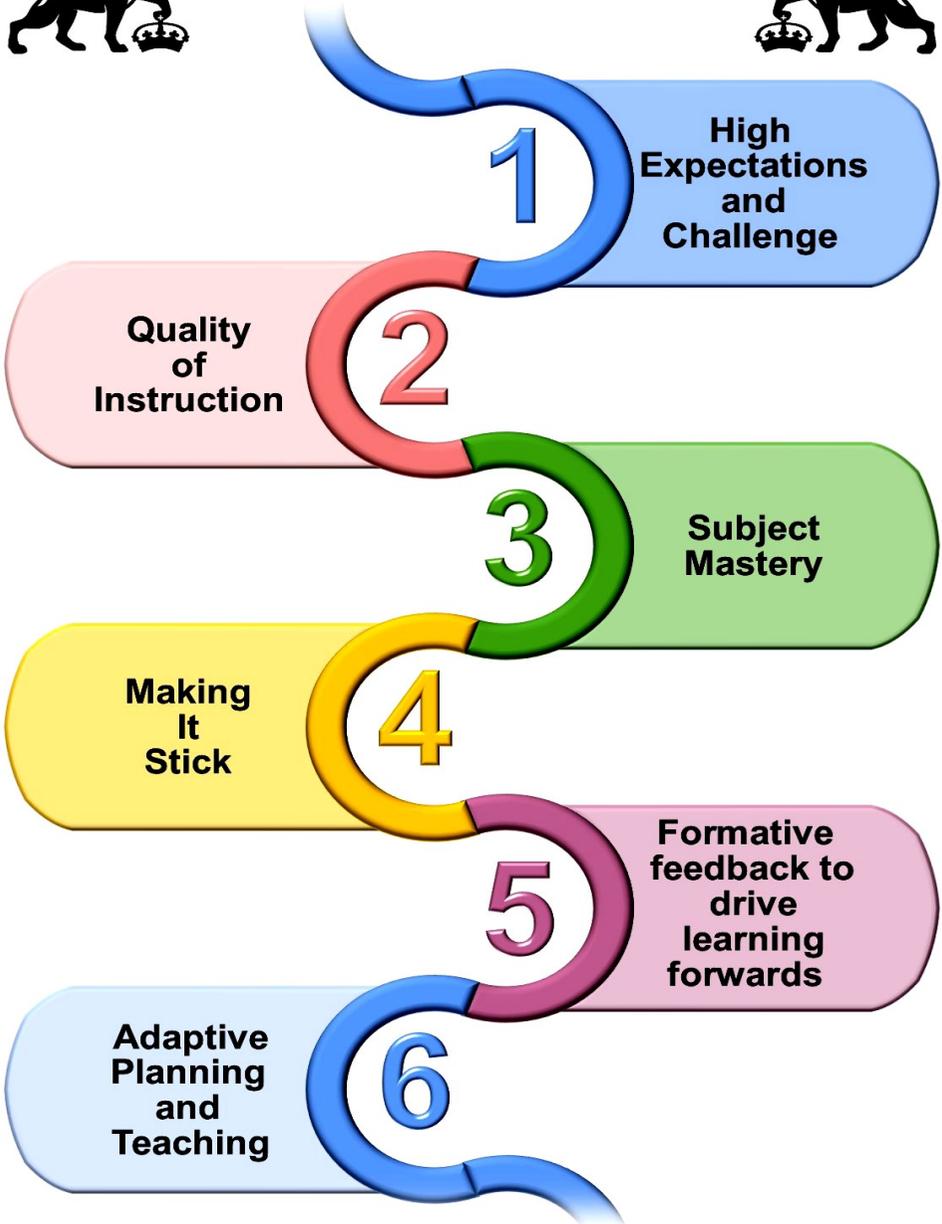
We will also continue to work on ensuring the planned and implemented curriculum fully meets the needs of all students, particularly those who are lower ability and/or SEND.

All teachers are expected to engage with research and read regularly, and are given CPD time to do so. Pre-reading will be set prior to most CPD sessions and all staff are expected to fully engage with this.

3. Teaching the EP Way



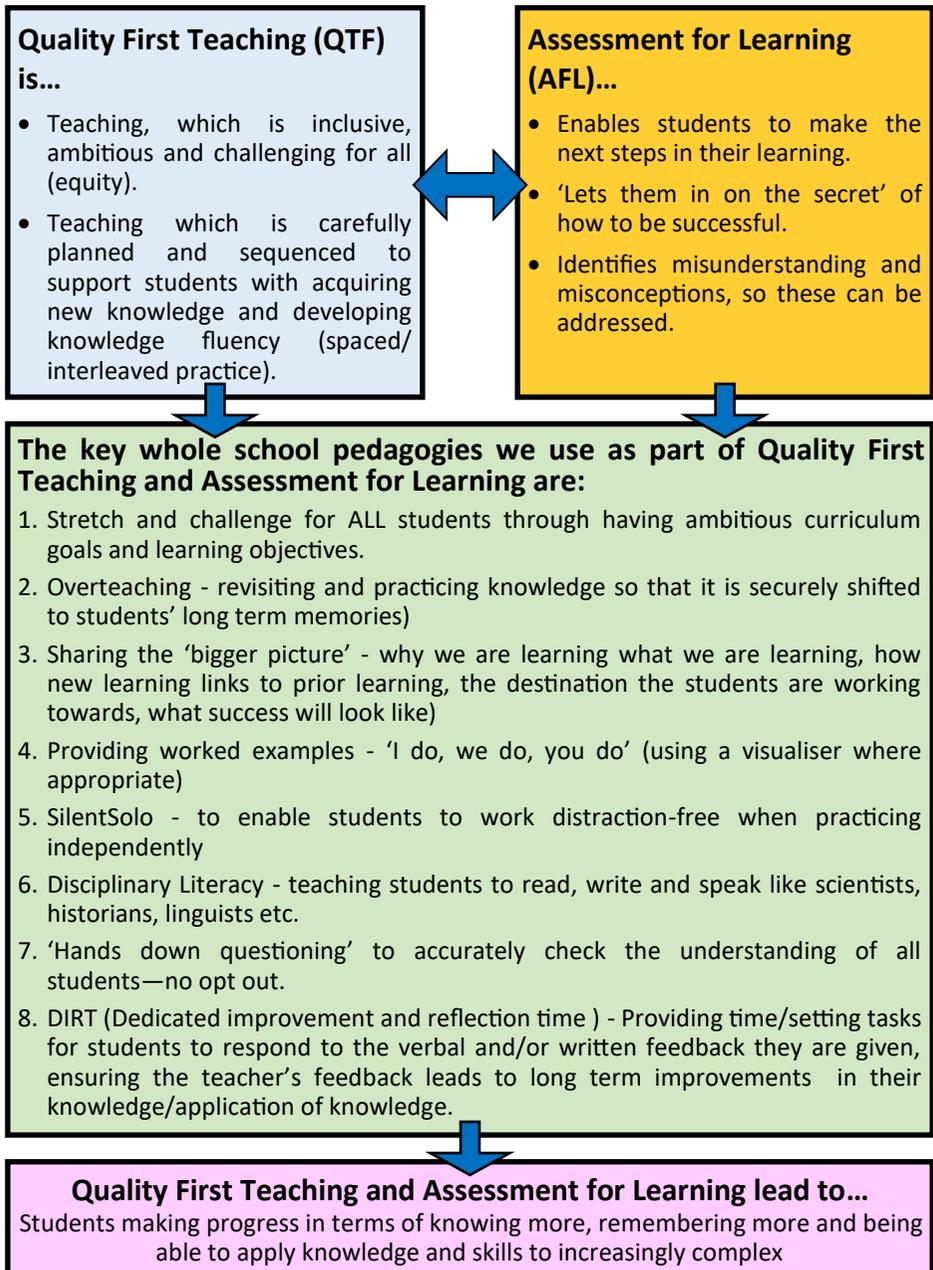
Teaching the EP way



Quality First Teaching and Assessment for Learning

Quality First teaching and Assessment for Learning

The 'big rocks' which underpin our curriculum delivery are Quality First Teaching and Assessment For Learning.



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	So that...
1. High Expectations and Challenge	
<ul style="list-style-type: none"> A. Plan ambitious and challenging lessons B. Well established positive routines. C. Consistent application of the school character values and behaviour policy - 'meet and greet,' 'one voice', 'track the speaker' D. Promote active participation; challenge non-compliance or passivity E. Reinforce effort and provide recognition 	<ul style="list-style-type: none"> A. Students make progress in terms of knowing more, remembering more and applying knowledge fluently B. Learning time is maximised C. Students can think hard about their learning free from distraction D. All students are engaged in thinking hard about key learning E. Students understand the connection between effort and achievement
2. Quality of Instruction	
<ul style="list-style-type: none"> A. Clearly defined learning objectives (success criteria) B. The 'bigger picture' is clearly explained C. New knowledge is founded upon old knowledge D. Highly effective explanations E. The teacher involves the students in the process of creating a successful worked example ('I do, we do, you do'). F. Frequent, carefully targeted questioning G. Key vocabulary is explicitly taught H. Age Related Expectations/exam board assessment objectives are explicitly referred to. 	<ul style="list-style-type: none"> A. Students have complete clarity around what they are learning and what success looks like B. Learning is situated within a context and students understand why they are learning what they are learning. C. Students make links between new ideas and concepts they have already encountered. D. Students quickly grasp key ideas E. Students have a successful model to draw upon/refer to when practicing independently. F. Teacher has a sharp awareness of the extent to which students have understood and adapts subsequent instruction accordingly. G. Students can access and confidently use subject terminology H. Students understand what they need to know/be able to do, to be successful

Principles of strong practice	So that...
3. Subject Mastery	
<p>A. Comprehensive understanding of scholarship of the subject.</p> <p>B. Strong understanding of the curriculum, including the next phase and the previous phase</p> <p>C. Misconceptions are anticipated, and if they do arise, are effectively addressed.</p> <p>D. Teacher confidently models, perhaps using a visualiser, and clearly explains the key ingredients of the model response (WAGOLL*)</p> <p>E. Plan for, promote and model the highest standards of disciplinary literacy (reading, writing and oracy)</p>	<p>A. Teachers are able to confidently teach to the top</p> <p>B. Teachers understand the long term curriculum journey and support students by making links to prior learning and signposting future learning</p> <p>C. Students overcome common misconceptions</p> <p>D. All students understand what success looks like and how to achieve it.</p> <p>E. Students learn to read, write and speak like Scientists/Historians/Linguists etc with fluency and accuracy (Disciplinary Literacy)</p>
4. Making it Stick	
<p>A. Making connections between underlying concepts</p> <p>B. Regular low stakes testing</p> <p>C. Practice deliberately, using SilentSolo where appropriate</p> <p>D. Learning is interleaved</p> <p>E. Exploratory talk/think time</p>	<p>A. Students can make links across and between key subject skills</p> <p>B. Students can embed learning into their long term memory</p> <p>C. Students can develop fluency and accuracy in key skills</p> <p>D. Students revisit material in a way which promotes long term memory</p> <p>E. Students verbally explore and rehearse knowledge prior to responding/writing.</p>

Principles of strong practice	So that...
5. Formative feedback to drive learning forwards	
<ul style="list-style-type: none"> A. Timely feedback to maximise learning B. Formative assessment is embedded in every lesson. C. Teacher comments (verbal and written) are specific, accurate and clear D. Students reflect and act upon feedback (DIRT**) 	<ul style="list-style-type: none"> A. Students can swiftly unlock further learning B. Teachers know which topics to reteach which were not grasped the first time C. Student actions are refocused or redirected to achieve a goal D. Students improve/uplevel their work
6. Adaptive planning and teaching	
<ul style="list-style-type: none"> A. Adapt planning and resources (including the use of other adults) B. Pitch high every lesson C. Support and scaffold for the least able and SEND students D. Adapt teaching as needs emerge 	<ul style="list-style-type: none"> A. Provision is made for all students within the planning process. B. Students are challenged in their learning in every lesson C. All students are able to access the learning they are doing D. All students make exceptional progress and the lesson moves at an appropriate pace

*WAGOLL = What a Good One Looks Like

*DIRT = Dedicated Improvement and Reflection Time

Walkthrus mapped to the EPCS Principles of Teaching

1. High Expectations and Challenge

- **Positive relationships (P36) - Blending warmth, kindness and assertion**
- **Establish your expectations (P38) - Setting and maintaining high expectations**
- Signal, Pause, Insist (P40) - Gaining focused attention on a signal
- Positive framing (P42) - Creating a positive atmosphere through affirmative language
- Rehearse Routines (P44) - Designing, rehearsing and reinforcing common class routines
- Choices and consequences (P46) - Using choices and consequence systems for excellent behaviour
- Collaborative learning: General Principles (P134)

2. Quality of Instruction

- Worked examples and backward falling (P68) - Stepped modeling and practice with worked examples
- Dual coding (P70) - Using images to support conceptual understanding
- Deliberate vocabulary development (P72) - Routines for securing fluency and confidence with words
- Big picture, small picture (P74) - Relating detailed knowledge to a wider framework
- Abstract models with concrete examples (P76) - Making the concrete-abstract connection explicit
- **Live modeling (P78) - Showing how to complete tasks and solve problems**
- **Scaffolding (P80) - Providing temporary supports for learning**
- Metacognitive talk (P82)- Making thought processes explicit
- Set the Standards (P84) - What does excellence look like?
- Head-on Misconceptions (P86) - Anticipating common errors and misconceptions

3. Subject Mastery

- Designing a knowledge-rich curriculum (P50) - Defining the elements of 'knowledge-rich'
- **Sequence concepts in small steps (P52) - Identifying steps needed for strong schema building**
- Coherent mapping (P54) - Mapping a spiral curriculum with authentic connections
- Blend knowledge and experience (P56) - Weaving a range of knowledge inputs and experiences together
- Pitch it up (P58) - Setting high expectations for curriculum content
- Plan for reading (P60) - Embedding reading into the curriculum
- Tiered questions and problems (P62) - Mapping steps in learning through questions
- Deliver core; signpost hinterland (P64) - The core-hinterland concept in practice

4. Making it Stick

- **Quizzing (P112) - Steps for running effective quizzing and routines**
- Elaborative interrogation (P114) - Exploring schema with Why and How questions
- Using a knowledge organiser (P116) - Resources to support students' knowledge checking
- Rehearsal and performance (P118) - The power of rehearsal in practicing for performance
- Peer-support retrieval (P120) - Using students as resources for each other
- **Weekly and monthly review (P122) - Routine knowledge checking to reduce forgetting**
- Concrete examples (P124) - Linking concrete examples to abstract ideas
- **Guided Practice (P126) - Securing early success with supervised practice**
- Independent Practice (P128) - Letting students go to practise on their own
- Building Fluency (P130) - Building from drills into more complex tasks

5. Formative feedback to drive learning forwards

- **Cold Calling (P90) - Selecting students to answer; involving everyone in thinking**
- Think, pair, share (P92) - A routine for structured discussion
- Show-me Boards (P94) - An effective all-student response technique
- **Check for understanding (P96) - A key question: Have you understood?**
- Say it again better (P98) - Generating improved verbal responses
- Probing questions (P100) - Questioning as a set of probing exchanges
- Process questions (P102) - How do we know what we know?
- Feedback that moves forward (P104) - Elements of effective formative feedback
- Feedback as actions (P106) - Five ways to make feedback productive
- Whole class feedback (P108) - Giving feedback to a whole class at once)

6. Adaptive planning and teaching

- Homework as guided study (P136) - Structured tasks for independent home learning
- Enquiry projects (P138) - Designing effective projects with enquiry questions
- Open response tasks (P140) - Showcasing knowledge in any format
- Oracy: Debating (P142) - Steps to setting up in-class debates
- Oracy: Talk for Writing (P144) - Oral rehearsal as a precursor for writing
- Oracy: Instructional Inputs (P146) - Involving students in teaching parts of lessons
- Independent Learning: Pre-reading (P148) - Flipping learning by reading in advance

Bold typeface denotes a 'Core 10' Walkthru - the most essential WalkThrus as selected by an early poll by the first 100 member organisations

Lessons@EPCS

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

4. CPD Programme Structure

In 2022-2023, two INSET days will be taken as whole days (1st September and 10th February); three INSET days will be completed as twilights (Feb 20th, July 20th, July 21st).

The focus on 1st Sept will be 'A Flying Start' - the year ahead. The INSET day on 10th Feb will focus on KGA MAT-wide CPD, sharing best practice with colleagues from other schools.

Subject based CPD

Over the course of the academic year, 14 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 14 hours of subject based CPD time will take the form of 5x 1hr department meetings and 6x 1.5hr twilight CPD sessions.

Your Curriculum Leader will create 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 **2022-23** D-RAP priorities.

Coaching and Developmental Drop Ins and Walkthrus

Our One of the ways we support teachers is through developmental drop ins. 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 - a developmental drop ins.

After each DDI, the teacher will have a feedback conversation with the observer. The observer and teacher will agree on a target linked to the EPCS Principles of Teaching (our agreed whole school charter of

what constitutes great teaching) and also agree on a Walkthru which the teacher will work on.

Walkthrus provides bite-sized step-by-step training for teachers. Once the walkthru has been agreed, the teacher should view the video of the walkthru on the Walkthrus website and also view the accompanying Powerpoint slides. They should then work on enacting this Walkthru in their teaching. They should focus on doing this with fidelity, following the steps as precisely as possible.

The next time the teacher has a DDI, it will be with a specific focus on their target and the Walkthru they have been working on. During the feedback session, the observer will review the precision with which the teacher enacted the Walkthru. The observer and teacher will then agree whether the teacher should continue working on the same target and Walkthru to ensure it is embedded into their practice, or agree on a new target and a new Walkthru.

Following each feedback meeting, the target and Walkthru the teacher will work on is recorded by the Curriculum Leader/coach on our whole school DDI spreadsheet, located on Team Drive>DDIs 2022-23.

Within 7 days, the teacher then needs to record a short written response to the target on the whole school DDI spreadsheet, explaining how they will enact their allocated walkthrough - ie what they are going to change. 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 2022-23.

If you have any questions regarding the DDI process, please contact Sami Hill, Leader of Learning - Samantha.Hill@epschool.org.

<https://www.walkthrus.co.uk/welcome-full>

Username: walkthrus@epschool.org

Password: EPCSwalkthrus

KGA MAT-wide CPD 2022-23

We continue to develop our relationship with the other schools in the KGA MAT. From a teacher's perspective, this will focus on sharing best practice and collaborative CPD. Whilst the KGA calendar will be issued in September, all sessions will take place on Wednesdays after school.

Staff will have the opportunity to participate in the following:

- Half termly MAT-wide Subject Leader Meetings
- A series of 4x 40 min virtual CPD sessions on each of the following themes a.) Thinking hard - working hard, b.) Inclusive Quality First Teaching, c.) Feedback. All teachers will sign up to attend 4 sessions on one of these themes and time has been allocated from the CPD time budget to support this.
- Half termly leaders network meetings focused on themes including Raising Standards, Curriculum, Teaching and Learning, SEND, Attendance
- Middle and Senior Leadership development training
- A shared MAT-wide CPD day on Fri 10th Feb.

Pan-subject, school wide CPD

There There will be 5x 1 hr twilight sessions across the year focused on embedding Walkthrus and developing teaching and learning (one per half term in terms 1, 2, 3, 4 and 6.)

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.

In 2022-23, all staff will complete Safeguarding training focused on:

The Prevent Duty

Domestic Abuse case study 1 - coercive control

Domestic Abuse case study 2 - child on child harassment

Safeguarding children with special education needs and disabilities

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 once per half term. 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.

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), 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, 2022-2023

Target 1: Walkthrus

Appraisal target 1 for all teachers will focus on engaging fully with Walkthrus and the DDI process.

Target 1 for all teaching staff will read:

- To take a full and active part in the Walkthrus process, engaging with pedagogy at individual and department level.

Target 2: KGA MAT-wide CPD

Target 2 for all teachers will focus on developing on playing a full and active part in the KGA MAT-wide CPD.

For teachers, this will involve:

- Engaging fully and actively with a programme of 4x 40 min CPD sessions on Thinking Hard.
- Engaging fully and actively with a programme of 4x 40 min CPD sessions on Inclusive Quality First Teaching.
- Engaging fully and actively with a programme of 4x 40 min CPD sessions on Feedback.
- For Heads of Department, this will involve:
- Engaging fully and actively with the KGA Subject Leader Network meetings.

Target 3: Departmental subject-based CPD

Target Target 3 for all teachers will focus on either leading or engaging fully with departmental subject based CPD (delivering the planned curriculum as effectively as possible.)

For pastoral leaders, this third target should focus on being upskilled in developments around safeguarding.

7. Planning my Professional Development for 2022-2023

First draft appraisal target for 2021-2022, 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

