

**OUR LADY'S ABINGDON (OLA)****STAFF CONTINUING PROFESSIONAL DEVELOPMENT AND INSET POLICY**

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

Information Sharing Category	School Domain
Version	1
Date Published	January 2022
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

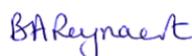
Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:

Reviewed: January 2022

Next Review: January 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

1. Introduction

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

This policy draws upon the [Government guidance on professional development for teachers](#) (2016). Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires OLA to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.

What does Professional Development mean?

A number of phrases can be used to describe professional development. Common terms and acronyms include professional learning, continuing professional development (CPD), continuing professional development and learning (CPDL), joint practice development, and in-service training (INSET). This policy uses the term '*professional development*' throughout.

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation. Effective professional development relies upon OLA teachers, the head and leadership team, being clear about their respective roles and working together effectively. Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics. Effective teacher professional development is a partnership between:

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Continuing Professional Development and INSET Policy: Reviewed January 2022

- The Head and other members of the OLA leadership team
- Teachers; and
- Providers of professional development expertise, training or consultancy.

In order for this partnership to be successful, the following **Professional Development Standards** apply:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time. And all this is underpinned by, and requires that:
5. Professional development must be prioritised by school leadership

2. Teachers Standards

As the Teachers' Standards set out, OLA teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching
- have a secure knowledge of the relevant subject(s) and curriculum areas
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- know and understand how to assess the relevant subject and curriculum areas.

Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom

3. Organisation of professional development

OLA recognises that effective professional development is a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement. Our aim is to support and assist the professional development of staff by facilitating the identification and meeting of training needs for the benefit of staff and pupils. Professional development needs are identified in relation to:

- OLA Development Plan
- OLA Curriculum
- Supporting pupils' access to the academic curriculum
- Pastoral support, mental health and wellbeing of pupils
- Performance Development process

A Professional Development/INSET budget is identified each year as part of the OLA's development planning. It must cover:

- whole school professional development on the three INSET days identified during the year
- professional training needs of smaller groups e.g. LT
- training for individuals by attendance at out-of-school courses
- all extra costs involved e.g. VAT, expenses, and travel.

The Professional Development Coordinator (and INSET budget coordinator) is the Deputy Head (in consultation with the COO). The Deputy Head manages the in-house professional development programme (including new staff induction), monitors spending throughout the year, keeps a record of the training provided and attempts to allocate resources as fairly and equitably as possible. Priority is given to attendance at courses and meetings concerned with:

- training which will have a direct impact on the progress of children in the school.
- Subject-specific training – KS1/2, GCSE or A-level courses;
- Training to support career progression

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Training to support the introduction of new courses into OLA’s curriculum;
- obtaining specific certificates e.g. First Aid, the possession of which is a requirement for some staff.

Requests for INSET are made through OLA’s online HR Pro system (or paper copy request as shown in appendix). After attendance at an external professional development course, OLA staff are expected to cascade useful information to colleagues at a staff, department or curriculum meeting if appropriate. Feedback related to what was learned from the course must be submitted onto the staff members record on HR Pro, within one week of attending the course.

Pivotal Learning - In-House Professional Development Programme

OLA also recognises that much valuable professional development takes place within OLA by the sharing of expertise among staff. Through our *Pivotal Learning Professional Development programme*, we offer opportunities for in-house training and respond sympathetically to requests from staff for extra time to benefit from this resource. Staff are particularly encouraged to observe each other’s lessons on a regular basis and are asked to provide cover for colleagues on these occasions if necessary.

Each academic year, there is a Pivotal Learning theme which varies according to the OLA priorities and the Development Plan. Current themes include: **Challenge4All** and **Building Resilience**



4. Professional Development standards and how they apply at OLA

a) Part 1 – Professional development should have a clear focus on improving and evaluating pupil outcomes

OLA understands that professional development is most effective when activities have a clear purpose and link to pupil outcomes. In particular, effective professional development has explicit relevance to participants. This means the activities are designed around:

- individual teachers’ existing experience, knowledge and needs;
- the context and day-to-day experiences of teachers and their schools; and
- the desired outcomes for pupils;
- ensures individual activities link logically to the intended pupil outcomes; and
- involves ongoing evaluation of how changes in practice are having an impact on pupil outcomes.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Make the objectives clear and show the links between activities and the intended outcomes.	1. Make sure they are clear about the intended outcomes of activities.	1. Are clear about the expected impact of their offer on teachers and pupils.
2. Ensure activities take account of teacher starting points, intended progression , and the impact on pupil outcomes.	2. Continually apply formative assessment to monitor progression and impact	2. Request information about their participants' prior knowledge, experience and goals and use this in the design of their activities to secure progression .
3. Ensure activities are designed and evaluated in terms of their impact on teachers, pupils and their school.	3. Choose complementary activities aligned to a clear overall objective for their practice, pupils and school.	3. Provide tools that help participants change their own practice and evaluate its impact .

Table 1: Professional development should have a clear focus on improving and evaluating pupil outcomes

OLA utilises the expertise of the SENDCo, the Leadership Team and other staff to deliver high quality evidence-based in-house training, to support pupils with SEND. This training has responded to the needs of the staff to ensure 'quality first' teaching. Areas covered have been:

- Rosenshine's principles
- Strategies to support ASD
- Building academic buoyancy (resilience)

b) Part 2 – Professional development should be underpinned by robust evidence and expertise

OLA understands that professional development is most effective when informed by robust evidence, which can be from a range of sources. In particular, effective professional development:

- develops practice and theory together;
- links pedagogical knowledge with subject/specialist knowledge;
- draws on the evidence base (high-quality academic research, and robustly evaluated approaches and teaching resources);
- is supported by those with expertise and knowledge to help participants improve their understanding of evidence; and,
- draws out and challenges teachers' beliefs and expectations about teaching and how children learn.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Continuing Professional Development and INSET Policy: Reviewed January 2022

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Draw on expert input to ensure that activities are clear about how and why practices work in different contexts.	1. Seek to understand how and why practices work <u>and</u> how to implement them successfully in different contexts.	1. Are explicit about the evidence underpinning practices and how and why practices are intended to work.
2. Provide opportunities for participant feedback , linking teacher practice to pupil experiences and outcomes.	2. Actively seek formative feedback on practice and support the evaluation of impact on their practice, pupil outcomes and wider school improvement.	2. Provide opportunities to draw out and constructively challenge participants' existing beliefs .
3. Ensure teachers can adapt generic pedagogic practices for different subjects and contexts.	3. Expect to improve pedagogical knowledge AND subject knowledge , or specialist knowledge (e.g. for special educational needs).	3. Actively seek robust and independent evaluations of their programmes to demonstrate impact on intended outcomes.

Table 2: Professional development should be underpinned by robust evidence and expertise

c) Part 3 – Professional development should include collaboration and expert challenge

OLA understands that professional development that aims to change teachers' practice is most effective when it includes collaborative activities with a focus on the intended pupil outcomes. In particular, effective professional development:

- builds-in peer support for problem solving;
- includes focussed discussion about practice and supporting groups of pupils with similar needs;
- challenges existing practice, by raising expectations and bringing in new perspectives; and,
- includes support from someone in a coaching and/or mentoring role to provide modelling and challenge.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Structure sustained collaboration to enable participants to draw on evidence and expertise and to refine and adapt practice .	1. Seek expert support and challenge .	1. Work with the school so that there are multiple opportunities for teachers to practise.
2. Ensure that professional development activities include external challenge to thinking.	2. Seek activities that allow adaptation of approaches for the classroom through practice.	2. Support structured collaboration and discussion about the impact on pupils.
3. Encourage participants to analyse evidence from classroom implementation.	3. Implement practices with peers and focus discussion on the impact on pupils.	3. Use their external perspective to challenge current orthodoxies, raise expectations and introduce evidence-informed practices.

Table 3: Professional development should include collaboration and expert challenge

d) Part 4 – Professional development programmes should be sustained over time

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Continuing Professional Development and INSET Policy: Reviewed January 2022

OLA understands that professional development is most effective when activities form part of a sustained programme, typically for more than two terms. In particular, effective professional development:

- is iterative, with activities creating a rhythm of ongoing support and follow-up activities;
- may include complementary one-off activities as part of a wider coherent package; and,
- includes opportunities for experimentation, reflection, feedback and evaluation.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Design programmes with a regular rhythm of opportunities, to form a coherent programme	1. Seek programmes that typically last at least two terms and which provide a sustained rhythm of ongoing support.	1. Are explicit about the commitment required by teachers and school leaders to make sustained changes in practice.
2. Ensure that activities of shorter duration (e.g. one day) are either focussed on a narrow goal or form part of coherent sequences to achieve broader goals.	2. Translate ideas into relevant practice and knowledge for specific classes and pupils, making time for ongoing practice and review.	2. Support participants and their schools to sustain and embed change and link shorter activities with sustained programmes .
3. Ensure that other work pressures do not detract from the achievement of professional development objectives.		3. Ensure that the supporting components (e.g. venues, rooms, refreshments) do not detract from the achievement of professional development objectives.

Table 4: Professional development programmes should be sustained over time

e) Part 5 – Professional development must be prioritised by school leadership

OLA understands that professional development is most effective when it is led well as part of a wider culture of evidence-informed reflection and discussion of teaching practice. In particular, effective leadership of professional development:

- is clear about how it improves pupil outcomes;
- complements a clear, ambitious curriculum and vision for pupil success;
- involves leaders modelling & championing effective professional development as an expectation for all;
- ensures that sufficient time and resource is available;
- balances school, subject and individual teachers’ priorities; and,
- develops genuine professional trust

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Continuing Professional Development and INSET Policy: Reviewed January 2022

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Make evidence-informed development a major leadership priority.	1. Take responsibility for their own professional development.	1. Help schools and participants to develop effective school leadership systems and processes.
2. Build a culture of trust professional engagement and challenge with evidence and knowledge.	2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of trust , respect and scholarship.	2. Challenge school leaders and participants to be clear about their requirements, and offer tools and resources to support this.
3. Ensure that school, subject, phase and individual development plans are coherent and supported.	3. Fully commit to effective professional development practices and challenge poor or ineffective ones.	3. Are explicit about the role of teachers and school leaders before and after the programme.

Table 5: Professional development must be prioritised by school leadership

5. Teacher development by career phase

The Government set out how teacher development can be delivered according to career phase in [Delivering World Class Teacher Development \(June 2021\)](#).

a) Initial Teacher Training

Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching. All new entrants to the profession will benefit from initial teacher training (ITT) courses that incorporate the content of the new ITT Core Content Framework (CCF), published in September 2020, [Initial Teacher Training \(ITT\) Criteria](#) (Dec 2021) [Initial Teacher Training](#) (Sep 2020)

b) Early Career Framework

Teachers deserve high-quality support throughout their careers, particularly in those first years after ITT when the learning curve is steepest. From September 2021, the [Early Career Framework \(ECF\) reforms](#) will entitle all early career teachers to a funded, two-year package of structured training and support linked to the best available research evidence. Appropriate Bodies will have a role in checking that early career teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed. Coupled with the ITT Core Content Framework, the ECF will establish an entitlement to a three-year structured and evidence-informed package of support for all new teachers at the start of their careers.

c) Specialisation

Beyond the first few years of teaching, our priority is to help all teachers and school leaders to continuously develop their expertise throughout their careers so every child in every classroom in every school gets the best start in life. We have replaced the existing Middle Leadership National Professional Qualification (NPQ) with three [new specialist NPQs](#) to best address the broad range of responsibilities of current and aspiring middle leaders. These qualifications are:

1. Leading teacher development NPQ: developing teachers who are responsible for the training and development of others, including early career teachers;
2. Leading teaching NPQ: developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase; and
3. Leading behaviour and culture NPQ: developing teachers who have responsibilities for leading behaviour and culture.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

d) Leadership

We have also refreshed the three existing NPQs in Senior Leadership, Headship and Executive Leadership. These refreshed qualifications acknowledge the complexity of school leadership and address that many senior leaders deliver through leadership teams in addition to having specific whole school responsibilities of their own. Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course. Our Specialist and Leadership NPQs will provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts. They complete the golden thread, running from ITT through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.

Annex A – New teacher development system



6. Professional Development Programme

A professional development programme is likely to involve many activities designed to sustain and embed practice, including, but not limited to: individual and collaborative teacher activity; well-designed formative assessment and evaluation; whole-school leadership; and expert input.

7. Early Career Teacher (ECT) professional development

Detailed guidance on ECT induction and professional development can be found in OLA's *Early Career Teacher Induction Policy*, which is based upon the [Government Guidance \(2021\)](#).

Appendix 2



OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Continuing Professional Development and INSET Policy: Reviewed January 2022