2021   Review and actions

Continuing Professional Development

1. **Training for teaching staff**
2. **Training for teaching assistants**
3. **Training for support staff**

1.   Continuing Professional Development for teaching staff

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
• know and understand how to assess the relevant subject and curriculum areas.

Taken from: **Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers, July 2016**

Our aim for teachers' CPD
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.
We prioritise not only the operational aspects of teacher development but also, as Ofsted put it in their September 2015 handbook, "a motivated, respected and effective teaching staff" in "a culture that enables pupils and staff to excel".

1 and 2. Training for teaching staff and teaching assistants

While professional development can take many forms, the best available research shows that the most effective professional development practices share similar characteristics.

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

1. **And 2. Training and CPD for teaching staff and teaching assistants**

How we link to CPD standards to our programmes and CPD activities:

Standard recommended for CPD	Intended outcomes and CPD offered
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.	To increase the quality of teaching and learning within the school; To increase the engagement of pupils in all lessons; To improve the effectiveness of assessment and feedback; To improve the progress rate of our pupils; To ensure all pupils are safe, and develop their well-being.
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, including high-quality academic research, and robustly evaluated approaches and teaching resources;	We use Sutton Trust (EEF) website for latest research on effective interventions, which we then use for evening training sessions. We use recommended websites, which use evidence-based research to inform on the latest relevant research findings, such as NASEN/ AET/ MindEd/ IDP/ The Key. These websites provide staff with online CPD programmes to update their knowledge on SEN.

• 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.	We use recommended SBC and NE Somerset, CPD trainers for specific courses. We use courses recommended by other professionals for individualised courses. Teaching staff may study on a post graduate course, financially supported by the school.
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.	We have 'shared practice' session, which allow staff to share useful techniques, discuss what works, and what doesn't in our environment. We promote peer observations, to encourage teaching staff to share expertise and advice. We encourage teaching staff to take part in work scrutinises to assess the effectiveness of feedback, and observe differing methods of assessment and teaching. We encourage staff to carry out a pupil pursuit to look at the school day through the pupil, and gain valuable knowledge of the variety of teaching methods and learning styles. All teaching staff attend evening CPD training, which discuss updates and research in SEN and pedagogy. We offer mentors to new staff, to support their transition into their new roles.
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.	We offer compulsory training for one hour per week, throughout the school year. We offer follow-up sessions, through online links, to be completed by teaching staff should they wish to further their learning. There are the statutory five days devoted to INSET through the school year, which are tailored to the current needs of the school, based on the SEF and development plan. We ask staff to complete evaluations on courses, and complete audits to assess SEN knowledge and CPD needs.
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	CPD is based on the school's SEF and development plan. CPD is based on the information gained from the quality assurance processes in place. CPD is encouraged during the performance management cycle for teaching staff, and action plans are used to inform SLT of impending CPD needs.

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	Staff are encouraged to research relevant courses to further their subject knowledge. School ensures that all staff have relevant training based on the changing needs analysis. School ensure that new staff are trained in SEN.

Staff training for last year

We have staff trained to train in: Signalong/ Manual handling/ First Aid/ Cygnet/ AET

INSET or whole school courses

Course theme	Teachers	TAs
Thrive	✓	✓
Safeguarding	✓	✓
Phonics (basic)	✓	✓
ELKLAN	✓	✓
Intensive Interaction	✓	✓
Manual handling		✓
ASC (new staff)	✓	✓
AET all staff	✓	✓
THRIVE approach	✓	✓
Literacy	✓	✓
First aid	✓	✓
cPOMS	✓	✓
Signalong	✓	✓
Evidence for learning	✓	✓
Attention autism	✓	✓
Safer systems		✓

Other courses attended:

Duke of Edinburgh	NPQH	Outstanding teacher programme
Mini bus driver	ASDAN	Acquired brain injury
Child protection level 2/ 3		SWALSS leadership
Masters level leadership		Downs Syndrome strategies

OFSTED deep dive/ reading/ sixth form

Support staff training

Training for support staff

We have support staff carrying out many different roles. These include:

- Counsellor
- Speech and language therapists
- Specialist teaching assistants
- Administration
- Caretaking and site management
- Kitchen staff

The following courses have been completed by support staff last year:

Staff roles	Course/ training
All support staff	Safeguarding updates School ethos and principles School policies and procedures relevant to role
Counsellor	Intensive interaction
Speech and language therapists	MSc- SALT Stammering fluency Intensive interaction AET
Speech therapists	Intensive interactions AET Word aware PECS
Literacy lead	Various extra safeguarding Mental health Autism AET Intensive interactions ACEs
ELSA TAs	Intensive interaction AET
Admin staff	Various SG GDPR Equality Safer recruitment
Admin staff	Clerk to Governors
Site manager- HR and finance	Back to business Mental health first aider Data protection
Caretaking staff	

IT Manager	GDPR Data protection Extra safeguarding Fire safety Moving and handling

Continuing Professional Development of staff at Crowdys Hill school

<u>2021 onwards</u>

Areas to consider	Targeted CPD to address these changes	Predicted impact on pupil outcomes; teaching and learning; behaviour of pupils
Primary- need to ensure all staff proficient in use of PECs and Signalong **Linked to SDP**	PECS training Signalong training Phonics training SALT training and use of strategies	Pupils on track to achieve end of year outcomes, academically and socially. Teachers and teaching assistants will use phonics, SALT strategies, Signalong and PECS effectively. Evidenced through QA processes.
All phases- develop staff proficiency in Signalong **Linked to SDP**	Signalong training	Used to emphasise strategies and comprehension in the classroom. Pupils to develop their understanding of Signalong commonly used signs.
All areas- new staff recruitment for September	Specific training in: induction; safeguarding; manual handling; safer systems; intimate care; first aid; medical care; and basic SEN	All staff will be trained and aware of the needs of our pupils. Pupils will be able to access expert support in lessons. Pupils will be able to access all areas of the curriculum due to experienced or trained staff. Evidenced through QA processes.
TLR2 phase leads new to leadership role.	Continued support from leadership team, to ensure deadlines are met; Training for leadership roles.	Successful leadership of their areas. Evidenced through staff retention; pupil attendance; pupil achievement; stakeholders' feedback. Evidenced through: reports to on teaching and learning/ data analysis/ attendance analysis.
Phonics audit of staff abilities, has highlighted the need for more phonics training across key stages 3-5. **Linked to SDP.**	Phonics training to continue for all staff. Primary lead to audit and organises reading strategies and phonics training needs.	Pupils will show an increase, above expected from last year, in reading ages. Pupils will show increased confidence in reading skills.

Areas to consider	Targeted CPD to address these changes	Predicted impact on pupil outcomes; teaching and learning; behaviour of pupils
		Pupils will increase, in line with (or above) the school's predicted progress rates, in English.
Increased numbers of SEMH and disadvantaged (ACES) pupils **Linked to SDP.**	SEMH training for all staff, for ELSA leads. Counsellor training. Staff training in barriers to learning, ACES. Behaviour training for specified staff, in the form Maybo de-escalation techniques. Thrive training for all staff.	Disadvantaged pupils will achieve academically as predicted; there will be no significant gap between pupil premium and non-pp; or FSM. Qualitatively- positive outcomes for pupil resilience. Increased evidence of pupils' well-being growth.
Development of the topic curriculum. **Linked to SDP.**	Visits from school improvement partner to moderate and develop topics curriculum.	Ensure a broad and balanced curriculum, based on the EHCP outcomes for individuals. Develop targeted subject outcomes for individuals linked to EHCPs and school curriculum aims. Monitor coverage of humanities.
Further development of teaching and learning to show progress over time in pupils' work. Consolidation of assessment for learning to be established in teaching. **Linked to SDP.**	Continued moderation training sessions for teaching staff. Continued offer of training in coaching. Training in questioning techniques. Continued after school training for staff. External reviewers to assess progress.	Increased percentage of outstanding lessons observed in key stage 3-5. Improved findings of focused standards evidenced through QA processes. Continued outstanding practices seen in primary. QA for work scrutinise to show good or above progress for pupils, over time, from starting points.
Development of communication strategies to move school towards maintaining a communication specialist school. **Linked to SDP.**	Training for speech and language lead. Training from SALT lead in ELKAN; Signalong; specific strategies to use in the classroom.	Increased confidence from staff in use of strategies. Increase in pupil outcomes linked to social and communication outcomes in EHCPs. Increased confidence in pupils' communication.
Ensure teachers have subject specialist knowledge where they are teaching a new subject. **Linked to SDP.**	Training opportunities for specialism. Sharing good practice. Linking to mentors.	Pupil outcomes increase, and are set at challenging targets. Staff confidence is high, in their pedagogical skills, leading to improved academic outcomes.

Support staff can continue to carry out their roles, with up to date knowledge and growing experience.	Role specific training courses. Ensure updates are passed to relevant staff. Time allowed for research or training.	Support staff can carry out their roles with confidence and knowledge. The school remains a safe site.
Succession planning for teaching staff;	Ensure ECT programme and support is in place. Continue to offer TLR3 roles to encourage progression for teaching staff. Take up NPQ offers.	Increase in staff confidence and pedagogical skills.
Teaching assistants;	Develop a teaching assistant progression route. Build up and disseminate responsibilities to allow sharing of knowledge and developing roles. Take up apprenticeships.	Improved staff morale, leading to positive attitudes and motivation to continue learning.
And support staff		Continue to have smooth running of the school, keeping the site safe, maintaining administrative output; and gaining value for money in terms of procurement.