

Ysgol-Y-Graig Community Primary School



Policy

Professional learning and development policy

Date	Review Date	Headteacher	Chair of Governors
March 2021	March 2024	D. Anstee	A. James

Version 2021/1

Policy on Professional learning and development

Ysgol Y Graig Primary School

1 Introduction

Our school values all the people who work within it. Our aim and intention is to enable our children to reach their highest level of personal achievement. If we are to achieve this aim, all staff have an integral part to play. A programme of continuing professional learning recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional learning of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

It is the responsibility of all staff to undertake self-led professional learning that supports practice development through research, action-research and engagement in professional discussions with colleagues within school and in other settings. Through reflective evaluations, it is the responsibility of staff to chart their progress towards addressing the Professional Teaching Standards.

All staff and governors in our school are entitled to professional learning and development opportunities. These opportunities are linked to local and national priorities, such as:

- priorities identified in our School Improvement Plan (SIP);
- appraisal as part of the National Performance Management programme (see Section 6);
- WAG guidance for newly qualified teachers;
- Leadership development
- Schools as Learning Organisations (SLOs)
- Curricular/structural change

Our school ensures that all staff and governors have equality of opportunity, without discrimination, in seeking the highest level of personal and professional achievement.

All staff will receive a planned induction programme as outlined in our Staff Handbook. Induction for parent helpers, students on work experience, supply staff and teachers from external agencies is supported by the Staff Handbook.

All teaching staff are entitled to an annual appraisal so that professional development needs can be identified, and negotiated targets can be supported. Similarly, support staff are entitled to an annual performance review. For those Higher Level Teaching Assistants carrying out 'specified work', there will be a 'system of supervision' in place.

The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

Newly qualified teachers (NQTs) are entitled to a specific programme of support and development, during the first year they are assessed against National Professional Teaching Standards. They are entitled to a 90 per cent teaching load, an induction tutor, and an individualised induction programme. This programme will reflect strengths and development priorities identified throughout the induction year. The NQT and the tutor will use the induction profile to set professional development objectives for the induction period. Reports following assessment meetings each term will be based on observations of teaching, and of progress towards addressing the Professional Teaching Standards. These reports will be uploaded to the NQTs pebble pad and shared with the appropriate body (Central South Consortium) via the external mentor.

New governors will be eligible and expected to complete induction training for New Governors and a range of other courses, provided by the LA. We will also support our governors with training of our own, linked to our SIP.

3 Racial equality

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that our school not only promotes racial equality but also recognises cultural diversity. Induction for new staff addresses racial equality. Members of the governing body too have identified their training needs in relation to racial equality.

4 School Improvement Plan (SIP)

The professional learning and development of staff is linked to our school's improvement priorities. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will take account of the related professional learning and development needs.

5 Evaluation and dissemination

All professional learning and development activities are monitored for their impact on school performance. Professional learning logs are completed and returned to the HT within one week of the training opportunity. Governors may require written feedback and/or a presentation by the staff member concerned, and will give details of the professional development of staff in their annual report to parents and carers.

It is the responsibility of all staff to record their own professional learning. This will then be collated by Mr Anstee, as the professional learning and development lead (PL&D). The PL&D lead records all professional development undertaken in and out of the school. He prepares a termly update for the headteacher's report to governors, which informs the governors' annual report to parents and carers.

6 Professional Learning programme

The Professional Learning and Development programme offers staff a wide range of development opportunities:

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint training sessions for staff and governors;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;
- conferences and seminars;
- Co-coaching opportunities;
- membership of local and regional networks/PLC's/Pilot Projects
- membership of professional associations;
- placements and secondments;

7 Performance management

Since September 2000, performance management has been an entitlement for all teachers, including the headteacher. The aim is to help teachers improve, by agreeing and reviewing priorities within the context of the SIP. The outcomes of performance reviews help to set priorities

for future planning and professional development. They also inform decisions about discretionary pay awards.

8 Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

Signed-

Date - Spring 2021

Review Date - Spring 2022



Professional Learning Reflection

Name:

Title of experience:

This document is intended to help you reflect upon your professional learning experiences in relation to a range of professional learning activities including, but not limited to partnership working, courses, observations of other practitioners.

When was this experience?

What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on

How will the professional learning experience impact your practice and the practice of those around you?

What is your way forward following this professional learning experience?

Further training / visits / time required and why?



Professional Learning

Please complete the below table, detailing professional learning or partnerships undertaken since September 2020

Name :

Date	Training/Course/Partnership