

KINGS FURLONG INFANT & NURSERY SCHOOL

The Continual Pursuit of Excellence



Kings Furlong
Infant School & Nursery
Member of the South Farnham Educational Trust

CONTINUED PROFESSIONAL DEVELOPMENT POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2024

Kings Furlong Infant & Nursery School

POLICY FOR CPD

This policy was prepared by staff and governors and covers the following five areas:

1. Principles, values and entitlements
2. Leadership and management of CPD
3. Planning for effective CPD
4. Supporting a range of CPD activities
5. Evaluating Impact and Disseminating Good Practice

PRINCIPLES, VALUES AND ENTITLEMENTS

1. This school is a “learning community” where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. CPD is the means by which this school is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning.

2. The school believes in the philosophy that effective staff should take ownership and give a high priority to professional development. It further believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists with recruitment and retention of staff.

3. All those involved in the school community shall have an entitlement to equality of access to high quality induction and continuing support and development.

4. The central features of the CPD Policy comprises effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced. These are linked to other existing whole school processes to include school self-evaluation, school improvement planning and performance management.

5. The school will use a range of types of provision and providers adopting a “best value” approach in determining these.

6. The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise.
7. The school will support professional recognition including accreditation of all CPD undertaken.

2. LEADERSHIP AND MANAGEMENT OF CPD

1. The CPD Leader (Headteacher) shall be responsible for identifying the school's CPD needs and those of the school community. Such needs will be identified through existing mechanisms such as Performance Management, self-evaluation, national and local priorities, internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the School Development Plan.
2. The CPD Leader will be responsible annually for discussing with the Head and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.
3. CPD issues will be addressed at Governing Body meetings and shall be included as part of the Head's report.
4. Requests for accessing CPD should be addressed to the CPD Leader who will decide on the most effective means.
5. The CPD Leader shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to the appropriate staff. The information will be kept updated and made accessible and available to the school community.
6. The CPD Leader shall be responsible for ensuring that appropriate opportunities are provided for all members of the school community.
7. The CPD Leader will be responsible for monitoring that external providers are of sufficient quality and value for money.
8. The school will have systems and opportunities for teams and the whole school to discuss and feed to the CPD Leader details of priorities and methods including the use of the school training days.

3. CPD PROVISION

1. The opportunities available will fully reflect:-
 - Identified individual, school, national and local development priorities
 - Good practice in the development activity and in teaching and learning

- Raising standards of pupils' achievements
- Cultural diversity
- Systematic planning and follow agreed programmes except when dealing with emergent issues
- Relevant standards, where appropriate
- Current research and inspection evidence
- Effective use of resources, particularly ICT
- Value for money
- Effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision

2. The school will support a wide portfolio of CPD approaches identified according to "best value" principles and which reflect the learning effectiveness of all concerned. These include (although this list is by no means exhaustive or in any priority area):

- In-school training using the expertise available within the school and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation,
- existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)
- Coaching and mentoring and engaging in a learning conversation
- Job enrichment/enhancement (higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings etc)
- Producing documentation or resources such as curriculum development, teaching materials, assessment packages, ICT or video programmes
- Accessing an external consultant/adviser or relevant expert such as Advanced Skills Teacher or Lead Teacher
- Master classes, model and demonstration lessons
- Role play and simulations
- Collecting and collating pupil feedback, data and outcomes
- Attendance at lectures, courses and/or conferences
- School visits to observe or participate in good and successful practice
- Secondments, exchanges or placement with another teacher, school, higher educational establishment, industry, international exchange etc
- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications

- Research opportunities
 - Distance learning
 - Practical experience (national test or exam marking experience, contributions to training programmes, involvement in local and national networks)
 - External partnerships (with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation, involvement in formal or informal partnership)
3. All those engaged with CPD will be encouraged to:-
- Take responsibility for their own professional development
 - Reflect on their development using appropriate mechanisms
 - Seek professional recognition, including where appropriate accreditation for the work undertaken.

EVALUATING IMPACT AND DISSEMINATING GOOD PRACTICE

1. Following professional development, the individual will discuss with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit to a wider circulation or follow-up, the CPD Leader, or most appropriate person, will be responsible for organising that, e.g. circulating relevant resources, a session at a staff meeting or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.
2. The CPD Leader will be responsible for deciding whether any follow up action is needed to the provider e.g. feedback, issues of concern etc.
3. The CPD Leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.
4. Impact of CPD should be undertaken at a variety of levels:
 - Immediate/short term evaluation by participants
 - Longer term follow up for a sample of CPD undertaken usually at a period of no less than 6 months following the provision
 - Informal discussion with colleagues about improved practice
5. The impact of CPD can be monitored by looking at
 - Pupil and school attainment
 - Record keeping e.g. minutes of staff/team meetings for dissemination of information and good practice

- More effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches
- A climate of supporting success and effort
- Staff confidence, enrichment, motivation, self-esteem, collaboration, reflective ness
- Pupil enthusiasm, engagement and commitment
- Recruitment and retention
- Career progression

The CPD Policy shall be reviewed annually.