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Reach For The Stars

CPD Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

-
- ★ **Striving:** Our aim is that we are a school that:
 - uses our **Growth Mind-set** (learning from mistakes and always willing to have a go)
 - never gives up and always find ways of improving
 - enjoys challenges and aims high
 - ★ **Teamwork:** Our aim is that we are a school that:
 - encourages and supports each other to be the best we can be
 - learns from each other
 - listens to and respects each other's ideas
 - ★ **All Included:** Our aim is that we are a school that:
 - has high expectations of everyone
 - encourages everyone to take an active part in learning and life of our school
 - nurtures and celebrates what makes each and every one of us unique
 - ★ **Responsibility:** Our aim is that we are a school that:
 - takes ownership of the choices we make
 - takes ownership/charge of our own learning
 - looks after each other and our school
 - ★ **Success:** Our aim is that we are a school that:
 - provides an education that encompasses academic, creative, social, emotional, physical and cultural development
 - celebrates our efforts and achievements

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Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

1 Introduction

Effective CPD takes place over a period of time. It is not a one off event!

1.1 Our school values all the people who work within it. Our aims statement talks of enabling our children to reach for the highest level of personal achievement. If we are to achieve these aims, then all staff within our school have a part to play. Osmani is a “learning community” where all are involved in a continuous process of improvement and enrichment.

CPD is the means by which the school is able to motivate and develop its community. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events attendance at courses, visits to other schools and distance learning etc.

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

- those identified within our School Development Plan;
- appraisal as part of our Performance Management system;
- DfE guidance for newly qualified teachers;
- The New National Curriculum

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- 2.2 Our school ensures that all staff and governors have equality of opportunity without discrimination in seeking the highest level of professional achievement.
- 2.3 All staff working in our school receive a planned induction (see *New Staff Induction Policy*). All staff are entitled to an annual appraisal through which professional development needs are identified to support negotiated targets for development. These are reviewed at the Mid-Year appraisal.
- 2.4 The school recognises its responsibility to offer developmental opportunities (school budget allowing) for staff with leadership and curriculum expertise in line with the school's business needs and priorities (**see Appendix A**).
- 2.5 Early Career Teachers (ECTs) are entitled to a specific programme of support and development. From September 2021, ECTs are entitled to a 90% teaching load, a mentor, an induction tutor and identified written targets based on regular observations. e.g. ECTs at Osmani are given Wednesday afternoons for professional development, in addition to their normal PPA time.
From September 2021, every school must follow a 2 year Full Induction Programme.

3 School Development plan

- 3.1 The professional development of staff is linked to our school development plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas.
- 3.2 The school will support a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. CPD opportunities can be internal or external to the school and can involve courses, in-school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities, shadowing etc.

4 Health and Safety

- 4.1 All staff to receive appropriate health and safety training e.g. First Aid, Fire Safety Training. Such training will take place on school training days, online training or staff meetings whichever is the most appropriate.
- 4.2 Clear health and safety procedures form part of school induction for all staff.

5 Evaluation and dissemination

- 5.1 All professional development activities are monitored for their impact on school performance. Outcome forms (**see Appendix B**) are completed on Lessons Learned (online tool) within one week of the training opportunity. Following professional or other development, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a

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wider circulation or follow up, the CPD Leader will be responsible for organising that, eg circulating relevant resources, a session at a staff meeting or feeding back at a SLT meeting.

Governors may require written feedback and/or a presentation upon completion of the development work. Governors give details of the professional development of staff in their annual report to parents.

- 5.2** The Professional Development Coordinator records all professional development undertaken in and out of the school. The Professional Development Coordinator prepares a termly update for the headteacher's report to governors. This informs the governors' annual report to parents.

6 CPD programme

- 6.1** The CPD programme offers staff a wide range of development opportunities.

- review of job description;
- induction;
- appraisal;
- staff training days and weekly INSET;
- admin meeting
- phase meeting
- MMS team meetings
- SMT and SLT meetings
- bespoke training sessions e.g. Marking, AfL, Match
- joint staff and governor training sessions;
- ECT training with UCL Extend and THEP
- review of children's work – Whole school Book Scrutiny;
- peer observations (**see Appendix C**)
- peer learning
- post observation meeting
- use of Classwatch as a reflection tool;
- personal reading and research
- planning meetings
- disseminating CPD to staff
- meetings with external professionals
- ECT bespoke training
- membership of working groups;
- conferences and seminars;
- line management
- HLTA Course
- mentor training
- health and safety Training
- mentor/tutor meetings
- PPA with partner teacher
- safeguarding training
- webinars & online courses
- external/internal coaching and mentoring;
- membership of local and regional networks;

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- membership of professional associations;
- work shadowing and secondments;
- LSA training/meetings
- internal/external moderation – e.g. APP.
- school visits to observe or participate in good and successful practice
- other forms of professional recognition and qualifications such as Higher Level Teaching Assistants
- external online training (during lockdown circumstances - e.g. Covid - 19) e.g. Open University free modules,
- 'Straight to Teaching' opportunities for support staff
- school's, 'Training Package for new staff,' (**see Appendix D**)
- Curriculum support for all class teacher - including ECTs (**see Appendix E**)
- Timetabled curriculum support for all new class teachers (**See Appendix F**)
- Peer observation of POD (**See Appendix G**)

7 Appraisal as part of Performance Management

- 7.1 We apply the national appraisal model in the form of a performance management system to all staff in our school. Staff are encouraged to reflect on their objectives and through open and constructive dialogues identify areas of strengths and further support required. The aim is to help us improve through discussion, mutual agreement and reviewing priorities within the context of the school development and improvement plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.
- 7.2 Senior staff attend training on Performance Management and robust systems are in place to ensure accountability is balanced with support and developmental mechanisms.

This CPD Policy will be monitored and reviewed by the CPD Leader in consultation with the Headteacher, SLT and the Governing body.

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Appendix A - Development Opportunities for Leadership

This document will act as a starting point and details some of the opportunities available to all staff

** Training and development will reflect individual needs and school development priorities*

Leadership Role	Teaching and Learning	Leadership and Management development opportunities	School based leadership and management development programme
Headteacher	ROLE RELATED CPD-INTERNAL AND EXTERNAL	<ul style="list-style-type: none"> Experienced HT Mentor Attend Headteachers Conferences NPQH Programme NCSL leadership Heads Consultative EHP OFSTED Inspection Training SLICT 1:1 Coaching 	<ul style="list-style-type: none"> Regular access to education a coach Appraisal meeting with the Governors.
Deputy Head & Assistant Headteachers	<p>ALL STAFF ATTEND WEEKLY INSETS</p> <p>ALL CTs ATTEND MODERATION MEETINGS</p> <p>ALL CTs and LSAs</p>	<ul style="list-style-type: none"> Acting Head Manage a budget Lead improvements in learning and teaching SLT link to a phase. Attend DH/AHT Consultative Mtgs Network with other senior colleagues Attend relevant leadership & management courses at PDC, including School Self-evaluation Join LEA working party 	<ul style="list-style-type: none"> Regular access to education coach Effective team leadership Emotional Intelligence at work Conflict Management Personal Coaching through NPQH Appraisal meeting with HT including Mid-Year Reviews.

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	ATTEND PPMs ALL CTs and LSAs ATTEND WHOLE SCHOOL BOOK SCRUTINIES	<ul style="list-style-type: none"> • Deliver training at LEA • NPQSL/NPQH training • Future Leaders • LA succession planning Training • External and internal coaching and mentoring 	
Middle Manager		<ul style="list-style-type: none"> • Acting Assistant Head • Opportunities to make presentations to whole school - INSET • Shadow a senior colleague • Manage a budget • Take an active and increasing role in a team focusing on a school development priority • Network with middle managers in other schools • Attend Co-ordinator meetings at LEA • Attend relevant leadership & management courses at PDC • Take part in NCSL courses e.g. Leading from the middle • Mentor an ECT/PGCE or GTP student • NPQML/NPQSL • Coaching 	<ul style="list-style-type: none"> • Peer review & coaching • Regular access to education coach • Effective team leadership • Emotional Intelligence at work • Conflict Management • Using NCSL resources. • Appraisal meeting with HoP/ including Mid-Year Reviews.
Recently Qualified Teacher (RQT) and Aspiring Middle Managers		<ul style="list-style-type: none"> • Observe at Governing Body meetings • Attend relevant external courses 	<ul style="list-style-type: none"> • Peer review & coaching • Effective team leadership • Appraisal meeting with HoP including

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		<ul style="list-style-type: none"> • Active and increasing role in working party • Join a school development team • Mentor trainee teacher • TLL work shadowing • Attendance at the PDC/other LA training. • Attend relevant meetings. • Acting phase manager role. 	Mid-Year Reviews.
Early Career Teacher (ECT)		<ul style="list-style-type: none"> • ECT Induction programme (2 year programme -UCLExtend) – self-study and mentor sessions each Wednesday • Mentor support staff • Undertake school visits • Attend subject specific courses. • Shadow other teachers within the school. • Observe other teachers modelling key areas based on their CEDP and observation targets. • Identification of personal targets for development based on their CEDP. • 6 observations - x2 formal & x4 Informal (Progress Review) during ECT year. 	<ul style="list-style-type: none"> • Peer review & coaching • Regular meetings with school mentor • Coaching sessions • Identification of professional targets • Observations of other teachers. • Appraisal meeting with HoP including Mid-Year Reviews.
Support staff		<ul style="list-style-type: none"> • Attendance at LA courses. • SEND identification of specific training needs matched to pupil needs. 	<ul style="list-style-type: none"> • Observation of other teaching assistants. • Internal and external courses

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		<ul style="list-style-type: none"> • Observations by SLT and feedback regarding development. • Nursery Nurses, Leading TA's and HLTA – access to external coaching. • Interventions • Yr6 Booster Groups • Attendance at Weekly Phase Meetings. 	<ul style="list-style-type: none"> • Appraisal meeting with HoP/PM including Mid-Year Reviews.
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Appendix B - Lessons Learned Online CPD Outcomes

Lessons Learned

Signed in as: Amina Rahman at Osmani Primary School [Log Out](#)

Teaching & Learning Professional Learning School Development Performance Management Administration Profile Help

My CPD Reporting

All Booked/Requested CPD Events Peer to Peer Support Requests **CPD Impact** CPD Renewals

CPD Impact

[Copy](#) [CSV](#) [Excel](#) [Print](#)

Search:

Event Details	Date	Training Category	Impact of Attendance	Expected Outcomes	Outcomes of Session	Effectiveness Rating	Expected Outcomes Achieved?	Status

No data available in table

Average of CPD on this page: NaN | Average of CPD across all pages: NaN

Showing 0 to 0 of 0 entries

[Previous](#) [Next](#)

Appendix C - Peer Observation Form

Peer Observation

Name of Observer:

Person Observed:

Date:

Procedure

- Observe your partner.
- Make a note under the headings below.
- Meet up after you have observed - feedback.
- Share your thoughts and ideas about how you would like to implement ideas/strategies into your teaching/practice.
- Pass your observation note to CPD Coordinator (Nicky - via email).

Focus of observation e.g. Match of work, Shared and Guided Writing:

Learning from observation:

What I will implement in my practice:

Other Notes:



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Appendix D - Training Package for new staff

Name:

Start Date:

NEW TEACHING STAFF INCLUDING INHOUSE STAFF ON THE TEACHING ROUTE

Name					
	Prevent Training online https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html	KCSIE Part 1 Assessment https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link Follow these instructions: 1. Click on the link 2. Register (if you are not a Key member) 3. Complete the KCSIE Part 1 Assessment (10-15mins long) 4. Print the certificate and hand into the office	Safeguarding and child protection essentials Training https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link Follow these instructions: 1. Click on the link 2. Register (if you are not a Key member) 3. Complete the tasks 4. Print the certificate if you are issued one and hand into the office	Meet SEN/Behaviour/CPOMS Lead CPOMS(Safeguarding) Asma (DHT)	
Tick					

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	Google teacher resources: https://edu.google.com/intl/ALLuk/teacher-center/?modal_active=none	Google Fundamentals Training: https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course		(Optional) Google Advanced Training: https://skillshop.exceedlms.com/student/path/61210-advanced-training	(Optional) Google Certified Trainer : https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course
Tick					
	Feedback and Marking	Phonics Training	Guided Reading	PM Benchmark	Observe Guided Reading
Tick					
	Observe Big Write	Observe Big Maths	Meet Art/Dt/Music TLL	Meet PE/PSHE TTL	Meet Science/RE TLL
Tick					
	Meet Curriculum/Citizen Lead	Meet SEN/Behaviour/CPOMS Lead	Meet Assessment Lead	Meet ECT Lead (ONLY if you are an ECT)	Observe POD class
Tick					
	Guided Reading Planning support	Literacy Planning Support	Numeracy Planning Support	Handover Meeting	Meet Literacy Lead
Tick					
	Meet Numeracy Lead				
Tick					

CTs AND LSAs IN EY LEAD TO ORGANISE EY SPECIFIC TRAINING IF NEW STAFF JOIN AFTER SEPTEMBER TRAINING (LET AMENA KNOW WHAT THEY WILL TAKE PLACE)

Name					
	Prevent Training online https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html	KCSIE Part 1 Assessment https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link Follow these instructions: 1. Click on the link 2. Register (if you are not a Key member) 3. Complete the KCSIE Part 1 Assessment (10-15mins long) 4. Print the certificate and hand into the office	Safeguarding and child protection essentials Training https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link Follow these instructions: 1. Click on the link 2. Register (if you are not a Key member) 3. Complete the tasks 4. Print the certificate if you are issued one and hand into the office	Meet SEN/Behaviour/CPOMS Lead SEN/CPOMS (Safeguarding) Asma (DHT)	
Tick					
	Google teacher resources: https://edu.google.com/intl/ALL_u	Google Fundamentals Training: https://skillshop		(Optional) Google Advanced Training:	(Optional) Google Certified Trainer :

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	k/teacher-center/?modal_active=none	exceedlms.com/student/path/61212-certified-trainer-course		https://skillsho.p.exceedlms.com/student/path/61210-advanced-training	https://skillsho.p.exceedlms.com/student/path/61212-certified-trainer-course
Tick					
	<p>ETHcat/ SStew</p> <p>https://docs.google.com/presentation/d/1RJGSEh0jcMxT1wMbNqKzSo8hfCgS7dV7Gq1-3vqdf-4/edit#slide=id.p1</p> <p>(20 min)</p> <p>https://docs.google.com/presentation/d/1Q6WdlmllmLwNNIRL_rHClo1JYpd5ooz71SgDuipAAgo/edit#slide=id.ged4fd22c0d_0_0</p> <p>(20 min)</p>	<p>Tapestry-Assessment: Observations of children</p> <p>1. Welcome to Tapestry: https://www.youtube.com/watch?v=k3VUGbbcdTw (15 min)</p> <p>2. Observation/ Assessment cycle: https://docs.google.com/presentation/d/1JZ4eDxWbiosHVhK8FfUeBicBfYzfDGoyB3Jq810VCoE/edit#slide=id.g4f16d7473f0_5 (30 min)</p> <p>3. Adding observation: Video & live demo https://www.youtube.com/watch?v=oBeKHCAOxRI&list=PLthyVDX1AWQLfVCBiANKxsCXBQTTgZKEq&index=19 (15 min)</p>	<p>EY Policies/ -</p> <p>1. EYFS Policy: https://docs.google.com/document/d/160FBkBTQEdy0AiAczcSoxVg_P512xCcDz9-UnPNwJ8/edit (15 min)</p> <p>2. EY Transition and settling in policy: https://docs.google.com/document/d/17ykcGCOxpl_swW0phlCWUdmaXA2ooePQMDTca07UfKc/edit (15 min)</p>	<p>NELI (if running the intervention)</p>	<p>Planning-Curriculum overview, day to day planning, timetable-</p> <p>1. New Development matters: https://www.youtube.com/watch?v=rshr-l66jQA&list=PLthyVDX1AWQLfVCBiANKxsCXBQTTgZKEq&index=8 (20 min)</p> <p>https://www.youtube.com/watch?v=G16KsrSOvVE (1hr 25 min)</p> <p>Development matters PDF: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</p> <p>2. Curriculum Overview: N- https://drive.google.com/drive/folders/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</p>

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					ders/1gNKZIsRahr-HgeDiuWruTsCSSR0ttsd R- https://drive.google.com/drive/folders/15OQ3nxEUhifN7XgTf2ag1Y5pwISQLlat 2. Timetables as the year progresses: https://drive.google.com/drive/folders/1KfZ6iCGSTPRZCROfEZ82oZTVYOyVws60 (20min)
Tick					
	New framework/School curriculum	Handover meeting	Outdoor provision	Paediatric First Aid Training	Food Hygiene
Tick					
	Storytelling workshop (Helicopter story)	(CT) Observations of experienced CT; Routines and timetable, AFL strategies, behaviour for learning, deployment of additional adults.	(LSA) Observing an experienced LSA lead with CT team teaching. Routines and timetable, AFL strategies, behaviour for learning, team teaching.	Team teach with experienced CT or NN. Observed by CT- feedback	Phonics training
Tick					
	Feedback and marking	General LSA duties (with HLTA-Kaissa)			
Tick					

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ALL LSAs

Name					
	<p>Prevent Training online</p> <p>https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html</p>	<p>KCSIE Part 1 Assessment</p> <p>https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link</p> <p>Follow these instructions:</p> <p>1. Click on the link</p> <p>2. Register (if you are not a Key member)</p> <p>3. Complete the KCSIE Part 1 Assessment (10-15mins long)</p> <p>4. Print the certificate and hand into the office</p>	<p>Safeguarding and child protection essentials Training</p> <p>https://my.thekeysupport.com/signup-for-elearning/8f03a755-03ec-4aa2-801d-2ff698252f9d?src=stc_link</p> <p>Follow these instructions:</p> <p>1. Click on the link</p> <p>2. Register (if you are not a Key member)</p> <p>3. Complete the tasks</p> <p>4. Print the certificate if you are issued one and hand into the office</p>	<p>Meet</p> <p>TA policy roles and expectations</p> <p>SEN/Behaviour/CPOMS Lead</p> <p>CPOMS(Safeguarding)</p> <p>Asma (DHT)</p>	
Tick					
	Google teacher resources:	Google Fundamentals		(Optional) Google	(Optional)

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	https://edu.google.com/intl/ALL_uk/teacher-center/?modal_active=none	Training: https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course		Advanced Training: https://skillshop.exceedlms.com/student/path/61210-advanced-training	Google Certified Trainer : https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course
Tick					
	Feedback and Marking After business meeting 4-4:30 with Helen	Phonics Training	Guided Reading	PM Benchmark	Observe Guided Reading (Their own CT)
Tick					
	(LSA) Observing an experienced LSA lead with CT team teaching. Routines and timetable, AFL strategies, behaviour for learning, team teaching.	First Aid Training	General LSA duties (HLTA-Kaissa)		
Tick					

If for any reason you do not receive certain training, please inform Amena and your HOP.

Signature to confirm training is complete: _____

Date: _____

Please hand in to Runa (SBM) - a copy will be kept in your folders.

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APPENDIX E - Curriculum support for all new Class teachers (Including ECTs)

Observe:

Big Write
Big Maths
Guided Reading
POD
Peer Observations

Planning Support:

Half Termly Topic planning support with curriculum consultant
Literacy Unit planning support with Literacy Lead
Maths unit planning support with Numeracy Lead
Guided Reading planning support with Literacy Lead

APPENDIX F - Timetabled curriculum support for all new class teachers

Observations:

Support	Staff Name	Staff Name	Staff Name	Staff Name	Staff Name
Observe Big Write					
Observe Big Maths					
Observe Guided Reading					

Planning Support:

Support	Staff Name	Staff Name	Staff Name	Staff Name	Staff Name	Staff Name	Staff Name
Half Termly Topic	Date time Location:						
Literacy Unit	Date time Location:						
Maths unit	Date time Location:						
Guided Reading	Date time Location:						

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Appendix G - Observing POD

As part of CPD, all class teachers will peer observe a POD class.

Please ensure you return to class a few minutes earlier so that the cover teacher can be released to cover the next class.

Class teacher	Observing	Date	Time	Cover
	POD 1			
	POD 2			
	POD 3			