



Continuous Professional Learning

Marling School CPL and T&L Priorities 2023-24 *Inspiring Excellence, Building Character, Succeeding Together*



"Teachers who embrace professional development cultivate a culture of lifelong learning, inspiring their students to do the same." - John Hattie

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

Quality Communication

- High Class Homework
- Dynamic Dialogue
- Slick Starts
- Use of Innovative Technologies
- Quality First Teaching
- Disciplinary Literacy

← Feedback

← Live Assessment

← Participation Ratios

Personalised Career Aspiration/ Stage appropriate CPL

- Subject and Pedagogy CPL
- Swap Shops
- Middle Leader Training
- Aspirant middle/ senior leader training and opportunities
- Additional Qualifications

2023 -24

Why undertake Continuous Professional Learning?

At Marling School we recognise the importance of CPL; it is there to develop our pedagogy, to support professional aspirations and career progression, as well as making sure students receive the highest standards of support and guidance. **We want to be seen as positive role models to pupils as lifelong learners.**

School Responsibilities

- To make sure that there is a wide portfolio of CPL opportunities for everyone to access
- To ensure these are personalised as far as possible in relation to supporting meeting teaching standards and career aspirations

Staff Responsibilities

The Teaching Standards state that teachers should keep their knowledge and skills as teachers up-to-date and be self-critical. Therefore, take time to consider where you are and where you want to go and then identify the appropriate CPL through discussions with colleagues, line managers and the Assistant Headteacher for Professional Development/ Teaching and Learning (hcb@marling.school), as well as using the information in this booklet.

To book onto CPL, please do the following:

- Inform the Assistant Head (Holly Bedford) who will respond to the request in relation to the individual, whole school and cost effectiveness. **Please look at the National College first to see if there is an equivalent on their platform.**
- If you get a go ahead from HCB, fill in the request for cover form (R drive) and send it to cover@marling.school and copy in hcb@marling.school. There may be times due to staffing that the request cannot be met.

After the CPL:

- Undertake the training and then ensure the maximum impact of the course so that all can benefit, such as sharing ideas with colleagues within your department, contributing to whole school training, writing up feedback to be shared in the Fortnightly Bulletin and of course implementation in the classroom.
- Use Performance Appraisal Meetings to share and record the CPL you undertake using School IP.

What Induction is provided for new members of staff?

- All staff new to Marling School receive a planned induction in school. Line Managers, Heads of Department, Heads of Year and Senior Leaders deliver these sessions, as well as staff who are recently new to the school, to share their experiences.
- New teachers are invited to spend at least one day in school during the term prior to their start date.
- There is then a programme in Term 1 matching listings in the school calendar, to be informed on school procedures and in preparation for key events. These include behaviour management, SEN, reporting, Parents' Evenings and Open Days. The programme is designed to ensure that new members of staff benefit from a positive and purposeful start to their career at Marling School.
- Every new member of staff receives a handbook and a 'buddy' to support them through their first year.
- Early Career Framework teachers follow a specific programme of support and training in line with DfE requirements. The programme follows the UCL programme delivered through Balcarras Teaching Hub. Two

periods are allocated per fortnight in Year 1 to work with mentors and 1 period per fortnight in Year 2. GCC is the appropriate body. The Induction tutor regularly meets with ECTs to provide lesson observation opportunities, both for reflection of their own practice and the development of pedagogy through the observation of staff within and beyond the department. In addition, subject meetings and opportunities to network are regularly delivered by Balcarras. The ECF Mentors and the Assistant Headteacher for Professional Development/ Teaching and Learning has responsibility for the delivery of this programme. **See Marling ECF handbook and key dates for the year.**

- Participants of Initial Teacher Training (ITT) follow a structured programme of professional training. The Training Manager has responsibility for the delivery of these programmes in school.

In-Service Training 2023 -24

Marling School holds in-service training days (INSET) and twilights during the academic year. The INSET programme content is informed by the School Improvement Plan and Department Improvement Plan as well as staff consultation. Details and dates are found on the calendar in the Staff Shared area. Sharing examples of effective pedagogy to validate as well as challenge existing beliefs and working collaboratively to exchange ideas underpins the programme.

- **2nd October: A session on Participation Ratios led by HCB and APM**
- **26th October: Talk on AI and innovative technology from Joe Dale - 1 hour in hall. X3 1 hour workshops - choice of 1 but all resources shared.**
- **Statutory CPL, Bromcom training, Office 365 Training etc will take place throughout the year and details are on the school Calendar**

Key Features:

- Our offer is differentiated through a flexible programme of activities that staff elect to undertake, as well as deciding the level expertise they have in the area – for example an ECT will have a different knowledge and skill base to someone with greater experience.
- There are a minimum of 6 hours allocated to these and will focus upon our work within the classroom, particularly features of Quality Communication in the classroom: Slick Starters, Dynamic Dialogues, High-Class Homework and Innovative Technology, Quality First Teaching and Disciplinary Literacy. The flexibility of this offer will allow staff to carry out as much work as required to develop their practice.
- The activities selected can include action research guided by a bank of resources, delivering a training session or attending face to face sessions.
- In addition, there are statutory sessions that all need to attend. These include sessions on Special Educational Needs, GDPR, equality and diversity and safeguarding.
- Training will also be provided on the new Bromcom MIS and Office 365.
- Time for departments to work together to develop curriculum conversations is also allocated.

Part Time Staff are required to attend the percentage of INSET which equates to their contract. You will therefore want to consider with your HOD/ Oversight which sessions you will attend ASAP at the beginning of the year so that you can prioritise your CPL.

Personalised CPL

The National College

New to September 2023, CBAT has subscribed to the National College which is an online CPL platform available to all staff. Teaching staff can use their 6 hours of CPL time to select and complete courses (to watch at any time during free periods/ after school etc) or departments may decide to use their additional 4 hours department time to watch and discuss specific CPL together. Login details will be shared with staff in term 1.

Some examples of CPL to watch includes:

Pedagogy

- Unconscious Bias: Develop Resilience in the Classroom to Support Pupil Outcomes
- Applying Rosenshine's Principles of Instruction to Establish Effective Teaching Practice and Support Student Catch-Up
- Harnessing the Power of Effective Questioning in the Classroom to Improve Pupil Outcomes
- Improving Focus and Concentration in Lessons to Enhance Learning | Secondary

Supporting Students

- Supporting the Mental Health and Wellbeing of Autistic Pupils
- Certificate in Stress Awareness
- Secondary D&T: Adapting Provision for Pupils with SEND

Leadership

- The Characteristics and Approaches of Successful Senior Leaders | Secondary
- Moving from Middle to Senior Leadership | Secondary

Subject

- Secondary Science: Effective Subject Leadership
- Secondary Mathematics: A Deep Dive into Curriculum Intent
- Secondary Reading: Inspire a Love of Reading and Enhance Literacy Skills
- Secondary Art & Design: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- Understanding How to Teach for Mastery of History | Secondary

Behaviour

- Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- How to Manage and Address Low Level Disruption in Classrooms | Secondary

The Fortnightly Bulletin

As well as sharing key dates and wellbeing events, the Fortnightly Bulletin is also used to share examples of CPL to watch, read or listen to as well as examples of good practice that has been spotted over the fortnight. We would also like to encourage colleagues to share notes from any CPL they have completed so that more staff can benefit from the new learning.

Swap Shops

These sessions take place at least once a term and are at different times and locations to maximise the number of people who can attend. The sessions are also recorded and shared with all staff.

Previous sessions have included use of AI, Assessment ideas which help workload, Tips for ECTs etc. If you would like to run a Swap Shop, please speak to Holly Bedford, Assistant Headteacher for Professional Development/ Teaching and Learning: hcb@marling.school

CETA: The Cotswold Edge Teaching Alliance/ CBAT: The Cotswold Beacon Academy Trust

As well as attending courses, CETA and CBAT offers **the opportunity for you to be involved in delivering training for colleagues and setting up projects with primary colleagues** to gain greater understanding of the transition from Key Stage 2 to 3. This is valuable CPL to add to your portfolio. Some examples of our current work and opportunities are outlined below:

- Mentoring roles to support our Initial Teacher Trainees in their year's training to achieve a PGCE. Working with our training manager; this involves devising timetables, conducting observations and target setting, as well as regularly meeting to provide support and guidance.
- Working with primaries, within the CBAT trust and beyond through training colleagues in subject specialism and working with students at KS2, as well as sharing best practice and subject knowledge to provide continuity in the transition process.
- Running training sessions for Early Career Teachers in partnership with Balcarras and Odyssey Teaching Hubs.
- Participating in CETA Aspirant Middle Leaders and Aspirant Senior Leaders courses led by SLTs to prepare for the application process, including writing letters of application, shadowing in other schools and mock interviews.
- Mental Health training to increase understanding of key issues to support the school community.

If you wish to know more, please contact Nikki Embling or the Assistant Headteacher for Professional Development/ Teaching and Learning: hcb@marling.school.

National Professional Qualifications (NPQs)

The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels. This includes those who want to develop expertise in high-quality teaching practices, such as behaviour management, and those looking to develop leadership skills.

Key Points:

- Study can last between 12 and 18 months, depending on your chosen NPQ.
- You will take part in a mixture of face-to-face sessions, webinars, and self-directed study

- Answer a short, assessed case study question (the summative assessment)
- You will be following a programme devised by UCL and delivered by Balcarras Teaching Hub and Odyssey Teaching Hub based in Cheltenham

The 4 NPQs in specialist areas of teaching have been designed with both classroom teachers and leaders in mind. They are:

- Leading teacher development – learn how to become a teacher educator and successfully support teachers in your school to expand their skills
- Leading teaching – learn how to lead the teaching and learning of a subject, year group or phase
- Leading behaviour and culture – learn how to create a culture of good behaviour and high expectations in which staff and pupils can thrive
- Leading literacy – learn how to effectively teach and promote literacy across the whole school, year group, key stage or phase

The leadership NPQs are:

- Senior leadership – develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school
- Headship – develop the knowledge that underpins expert school leadership and apply it to become an outstanding headteacher
- Executive leadership – develop the expertise you need to become an outstanding executive leader, leading change and improvement across your group of schools or multi-academy trust

If you are interested in these courses, please contact hcb@marling.school for further details and application process.

Masters

Marling School supports staff to undertake Masters qualifications or the equivalent. These may be supported through the CPL budget or the Apprenticeship Levy subject to available funding. Emma Gray is your point of contact in regards to the process as is the Assistant Headteacher for Professional Development/ Teaching and Learning: hcb@marling.school.

Developmental Drop ins:

Our aim is to promote discussion about how pupils learn, challenge beliefs and improve pupil outcomes as well as facilitating formative feedback on the quality of teaching.

- These will be approximately 20 minutes long.
- There will be **one** by Heads of Department, and **three** by colleagues within departments and colleagues.
- The teacher identifies the ongoing focus of the drop in and the start of the cycle and the observer and teacher will meet to discuss the lesson at a convenient time.

Examples of CPL that staff have undertaken 2022 – 23

- NPQs for Leading teacher development, Leading teaching, Leading behaviour and culture and Senior Leadership
- Masters qualification supported by the Apprenticeship Levy
- Examination Board Training and moderation
- Delivering lectures at subject conferences

- Working with primaries to develop subject knowledge
- Delivering and attending Mental Health First Aid courses
- Shadowing of teachers in other schools and within school to prepare for new roles
- Mentors for ECF and ITT
- Leading and attending flexible CPL sessions
- Observing colleagues as part of the Classroom Visits Process

Career Roadmap for Teachers at Marling School

At Marling we want to support your career progression and are proud of how many staff have been internally appointed to posts within the school. Therefore, to support your possible career progression, the following support/ CPL may support you in moving to the next career stage if you would like to do so.

