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Lanesend Primary School

Continuing Professional Development Policy School Staff Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: March 2019 (Every 3 Years)

Reviewed By: Headteacher and Teaching and Learning Group

Lanesend Primary

Continuing Professional Development Policy

Definition

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice. There are many opportunities for CPD in schools. These include:

- Discussing professional development issues in staff and team meetings
- Coaching and mentoring
- Peer working
- E-networking and e-learning
- Involvement in networks, development groups or projects (local, regional or national) which provide opportunities for professional development
- Partnership development with other schools
- Attending internal conferences, courses and professional development events
- Attending external conferences and courses
- Professional dialogue as part of the performance management process
- Discussions with colleagues to reflect on classroom practice
- Research and investigation
- Skills-based training

Principles

These are the principles which are the foundation of Lanesend Primary's approach to CPD. CPD which is effective in improving practice and raising standards of pupil achievement has the following characteristics:

- It is planned on the basis of a clear vision of the effective or improved practice being sought, shared by those undertaking the development and those who are leading or supporting it
- It is based on the best available evidence about teaching and learning
- It takes account of previous knowledge and experience, for example by building on the Newly Qualified Teacher (NQT) portfolio and the Career Entry Development Profile (CEDP)

- It enables the participants to develop skills, knowledge and understanding that will be practical, relevant and applicable to their experience (for example, in subject content, in teaching strategies, or in uses of technology)
- Each activity is part of a coherent long-term plan that will give participants opportunities to apply what they have learned, and evaluate the effect on their practice
- It promotes continuous enquiry and problem solving
- It is supported by coaching or mentoring from experienced colleagues, either from within or from outside the school
- Its impact on teaching and learning is evaluated, and this evaluation guides subsequent professional development activities. All staff can benefit from reflecting on how they undertake their work and extending their skills, knowledge and understanding. All staff play an important role in the functioning of the school, and are entitled to CPD. CPD is important because it helps staff to carry out their work more effectively. This benefits:
 - The school, because it secures high standards of teaching and learning, and enhances the general functioning of the school
 - The member of staff, because their job satisfaction and career opportunities will be increased. It is also important because the school wants its children to love learning and regard it as a valuable, enjoyable lifelong activity. The school is a community of learners. All decisions about the provision of CPD will take into account:
 - The needs of the school
 - The professional needs, interests and aspirations of the member of staff and Governors
 - The school's resources for the professional development of its staff and Governors.
 - Wherever possible, CPD will include the whole school as this ensures greater impact and value for money.

Procedures

- CPD will be part of an annual cycle which links together:
 - CPD and ongoing development
 - Performance management for teachers

- School self-evaluation
- The school improvement plan
- Standards (for teachers)

Performance management planning and review meetings will take place from September to November. The objectives set in these meetings will focus on priorities, and reflect any relevant team, year or whole-school objectives. School self-evaluation will feed into the annual school improvement plan. School self-evaluation will take account of national, regional and local priorities.

Impact Evaluation

CPD Evaluation will take place both at the level of the individual in each performance management planning and review meeting, and at the level of the whole school in formulating whole school development.

Evaluation needs to consider the impact on the participant, the functioning of the school, and crucially, the effect on teaching and learning. It may include quantitative and qualitative data, and may take place over a period of time.

A record of CPD will be kept by the Office staff for all members of staff and governors.