



PensMeadowSchool

Living, Growing, Learning

Induction and CPD Policy

SEPTEMBER 2024

NEXT REVIEW DATE: SEPTEMBER 2026

Mrs T. Timmins

Disclaimer

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Introduction

At Pens Meadow we believe that everything we do should reflect the pride we have in ourselves, our young people and what they achieve.

This policy should be followed in conjunction with the Marking and Feedback, Assessment, and Curriculum policies.

The DfE states that is important to ensure *teachers have the time and resources to undertake professional development and collaborate with their peers as well as the provision of feedback to help teachers to improve.*

INTENT

At Pens Meadow, we understand our shared responsibility for improving pupil's outcomes and we aim to create a learning culture by investing in the CPD of all staff. We ensure that this is individualised to support staff to develop their own identified areas alongside the priorities determined by our school improvement plan.

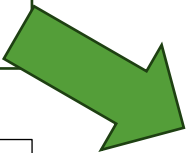
Through our understanding of quality induction and CPD, we value our school approach of Instructional Coaching alongside mentoring to ensure that all staff have CPD which is appropriate to their development stages including:

- Teachers
- Higher Level Teaching Assistants
- Teaching Assistants
- Special Needs Support Workers
- Administration
- Family support workers
- Catering and site staff.

Our nursing team on site follow their own CPD programme through their own management team.

Ultimately, we aim to ensure that all staff at Pens Meadow are given quality continuous professional development which positively impacts on the provision received by our students and therefore ensures that progress towards their outcomes both curriculum and EHCP is maximised.

Induction



Evaluation and Impact

- Use of Gusky's evaluation scale
- Identify new priorities.



CPD Action Planning

Linked to S.I.P.

- Scheduled dates
- Staff meeting schedule.
- Inset day priorities.



CPD Delivery

Linked to S.I.P.

- INSET
- Staff meeting
- Coaching
- Individual support
- Mentoring
- Resourcing



Monitoring and review

Linked to S.I.P.

- Observations
- Staff Voice
- Pupil Voice
- Book Looks
- Curriculum and provision monitoring policy.



Pupil Outcomes

INDUCTION

At Pens Meadow, we believe that quality induction is crucial for all staff working with our students and we have created a comprehensive induction package for all staff working across school, tailored to specific roles and responsibilities. This is reviewed continuously throughout the year to ensure that it is up to date and that any improvements can be made to ensure all staff have the relevant training in safeguarding, provision, and curriculum as soon as possible when starting a new role in school.

Induction is overseen by all members of Core SLT who have responsibility for different areas of induction. All staff are given an induction log which ensures that all training and induction is secure, staff are signposted to important documents and staff understand their roles and responsibilities once completing the induction training.

All teachers who are new to the school are paired with a mentor for the first half term of their employment. HLTAs, teaching assistants and SNSWs are supported by their class teacher.

CONTINUOUS PROFESSIONAL DEVELOPMENT

There are many different aspects of continuous development in school, and these have been carefully planned to maximise the impact on staff's knowledge, skills and understanding and therefore their impact on student outcomes.

Staff Meetings

Staff meetings are planned termly, in line with priorities identified on the school development plan. These are published for staff with dates, times and identified impact ensuring all staff are aware of the rationale for the training. Training is provided by staff identified by SLT as having expertise in the area of focus, SLT members and outside providers where appropriate.

Teachers, HLTAs and TAs attend all staff meetings and SNSWs attend the mandatory training for 6 hours after school over the year. Attendance at meetings is tracked weekly and reviewed at Core SLT meetings to ensure that any staff members who miss identified key staff meetings are given an opportunity to catch up.

Wherever possible PowerPoints used in staff meetings and meeting handouts are saved on TEAMS enabling staff members to access and revisit them after the training.

INSET days

There are 6 INSET days throughout the year which are broken down into identified priorities.

September	Compliance documents and Safeguarding update
January	Staff supervision
May	Behaviour for Life and Learning Safer People Moving and Handling Update
Throughout the year as appropriate	Curriculum – focus determined by the SIP priorities

MODERATION, PUPIL PROGRESS AND PROVISION MEETINGS

Moderation

For semi-formal and sensory pupils, moderation takes place across school and phases (see assessment policy), for holistic pupils this also takes place within the Dudley Special School Moderation group. Moderation gives staff and opportunity to share books and engage in discussion which will support the own understanding of the development band statements for maths and English and experience different ways of teaching them to individual pupils with different SEND.

We have also linked with Hales Valley Trust to form a group to moderate pupils working at Pre-key stage levels in core subjects once a term.

Pupil Progress Meetings

Pupil progress meetings take place half termly (see assessment policy). These give staff an opportunity to reflect on the provision, curriculum and interventions in place for their class and whether there are aspects of their practice that could be altered or improved to support their pupils further. These discussions take place with the Assistant Headteacher for core subjects.

Provision Meetings

Provision meetings take place termly and give staff an opportunity to reflect on the provision provided for individual pupils and their progress towards their IEP and EHCP outcomes. These discussions take place with the Deputy Head teacher and support staff professional development.

Staff Development

At Pens Meadow we believe that giving our staff the support and resources to develop their potential is crucial and we encourage staff, where appropriate, to undertake courses and training to develop their own expertise through courses by external providers. Examples of this include:

- SNSWs completing a level 3 TA qualification.
- TAs completing a HLTA qualification.
- TAs and HLTAs completing qualifications in Forest School, food hygiene, Makaton, Moving and Handling
- Teachers completing NPQs - NPQSL, NPQLTD, NPQTD

We also develop our staff team through in house training for BFLI advocates.

ONGOING CPD

TAs and SNSWs

From September 2024, all TAs and SNSWs will be given bespoke training on a rolling programme across school. This will consist of targeted on-line training from the SEND National Training Directory, Little Wandle phonics and Kinetic Letters training videos and in school training. Staff will be signposted to the most relevant training for them to develop their practice.

Teachers and HLTAs

Teachers and HLTAs are offered training and coaching to support their roles. Identified members of staff are supported by Instructional Coaching which takes place to support leaders of learning in an area that has been identified by themselves or collaboratively as needing development. This area is informed through discussion at performance management reviews. Coaching takes place by staff members with an identified strength in the focus area. More information can be found in the Instructional Coaching Policy,

For teachers identified as needing support beyond the level of training given through school continuous development an informal programme of support is put in place. This is supported through our appraisal policy.

Lesson Observations

Research has shown that lesson observations are most effective when feedback is focused on a small area and staff are given targeted steps for improvement. Our lesson observation structure supports staff with this by giving:

- The context of the session
- Three identified targets to achieve with identified teaching/ provision areas.
- Strengths and areas of development for the lesson
- A record of the discussion and reflection with the staff member

And where necessary:

- Highlighted areas of concern linked to teaching standards.
- Next steps
- A date for review

Lesson observations have two areas of focus.

1. An area of development personalised to the staff member – teachers and HLTAs
2. Observation linked to the terms professional development focus - teachers

This enables staff to have a clear pathway of development which impacts on the whole school development plan and also on their own development pathway.

These two areas of development will be agreed through staff performance management reviews for teachers and discussion with HLTAs.

Personalised Development Observations

Autumn 1

20 min lesson observation teachers and HLTAs

Reflective discussion with staff member to identify personal target for the year.

- Identified by learning lead as a personal learning interest e.g. trying out some research or a new strategy.
- Identified in discussion with observer to strengthen an area of teaching.
- Given to learning lead as identified priority for SIP or from observation.

Follow up.

Developmental drop ins

Peer observations

Coaching sessions

Collaborative learning sessions

Collaborative planning sessions

Spring 1

15 min lesson observation teachers and HLTAs

Reflective discussion with staff member focusing on progress in identified personal target for the year.

- Develop target further or set a new one.
- Recommend more support through Instructional Coaching

Follow up

Developmental drop ins

Peer observations

Coaching sessions

Collaborative learning sessions

Collaborative planning sessions

Summer 1

15 min lesson observation with teachers and HLTAs
Reflective discussion with staff member to review personalised target for the year.

School Development Priorities Lesson Observations

Staff CPD

INSET days
Staff training
Peer support
Research

Autumn 2

15 min lesson observation teachers

Reflective discussion to discuss progress towards identified SIP priority.

- Strengths identified and areas for development discussed.
- Areas for improvement discussed linked to teaching standards, support and review dates identified.

Staff CPD

INSET days
Staff training
Peer support
Research

Spring 2

15 min lesson observation teachers

Reflective discussion to discuss progress towards identified SIP priority.

- Strengths identified and areas for development discussed.
- Areas for improvement discussed linked to teaching standards, support and review dates identified.

Staff CPD

INSET days
Staff training
Peer support
Research

Summer 2

15 min lesson observation teachers

Reflective discussion to discuss progress towards identified SIP priority.

PLANNING CPD

When planning CPD it is important to consider staff expertise in the focus area. Staff may have advanced knowledge in a specific area however expertise is narrow and task specific so staff may be experts in a certain area but need to develop in others. Staff who are more novice in areas need a different approach to professional development to experts and it is important to recognise this in planning training.

Research shows that more knowledgeable learners learn better with minimal guidance as they can use relevant schemas and routine problem-solving procedures to build on their understanding. More novice learners need a more direct, complete instructional approach to prevent cognitive overload supported with worked examples, chunking, scaffolding and gradual fading of prompts and support.

When planning CPD at Pens Meadow the following aspects are taken into account.

- Are examples of good practice or success provided to support staff?
- Is the rationale explained to staff to ensure buy in from all staff?
- Are new practices modelled clearly to prevent lethal mutations?
- Are staff given opportunities for deliberate practice?
- Are staff given time an opportunity to embed their new learning before focusing on more new knowledge to prevent cognitive overload?
- Is the CPD pitched appropriately for all staff in the training?
- Are staff given feedback related specifically to their new learning to develop this further after the training?
- Has the CPD planned to ensure that evaluation is possible for levels 4 and 5 of Gusky's evaluation levels? (see below)

Evaluating CPD

At Pens Meadow we believe that our evaluations need to be systematic with a clear intent and purpose and be relevant, specific and valid to enable us to make thoughtful, responsible decisions. This means that our professional development is evaluated at three stages:

Planning Evaluation

This happens before the programme begins and gives a precise understanding of established procedures and the rationale for success. It takes into account;

- Specific goals
- Planning to achieve identified goals.
- Time
- Resources
- Needs and expertise of the participants.
- Context
- Baseline information

Summative Evaluation

Evaluation at the end of the planned professional development provides an overall judgement of success. At this point positive and negative consequences of the training can be identified and used to plan the next phase of training. This evaluation will not impact on the success of the training identified in the planning evaluation phase.

Formative Evaluation

This happens during the programme begins gives ongoing information related to planning and expected progress.

This focuses on the conditions for success and can be used to make adjustments, modifications or revisions through identification of any difficulties to overcome.

Gusky's Levels of evaluation

Level 1	Participant's reaction	<p>This is the simplest evaluation and easiest to gather.</p> <p>Did the participants like it? Was it meaningful/ helpful? Were participant's human needs met e.g. breaks, coffee, room temperature?</p> <p>Generally completed through questionnaires</p>
Level 2	Participants learning	<p>What did the participants learn? New knowledge and skills acquired.</p> <p>Usually collected through paper and pencil exercises, demonstrations, reflections or portfolios.</p>
Level 3	Organisational support and change	<p>This is organisation focused rather than personal.</p> <p>Do the systems and processes in place support change at levels one and two? This is important for change to happen.</p>
Level 4	Participants use of knowledge and skills	<p>Did what they have learnt make a difference to participants practice? How can we tell if they have learnt it and it is being used well?</p> <p>Completed through questionnaires, interviews, reflections, journals and direct observations usually at several time intervals.</p>
Level 5	Student's learning outcomes	<p>This needs monitoring overtime – data and records of impact.</p> <p>It is important to look at unintended impact too e.g. did the quality of teaching in a different subject become affected by the impact of the new focus?</p>

MONITORING

As all CPD should impact on student outcomes the impact of training will be monitored through book scrutinies, learning walks and pupil progress and provision meetings. Further information about this can be found in our Monitoring Policy.