

Professional Learning Plan

January 2019 - April 2020

Key questions for consideration:

Key Question	Actions Taken	Success Criteria	Evaluation
How will you ensure that all staff access the key messages and have access to individual / school priority PL activity?	<ul style="list-style-type: none"> • Whole staff informed of PL opportunities • T and TA meetings to discuss professional standards • Change to approach to staff meetings for T to ensure engagement with a school priority PL activity • PM meetings 	<p>All staff aware of school PL offer</p> <p>All staff aware of new prof standards</p> <p>Staff meetings impact PL and learning</p> <p>PM reviews indicate engagement with Prof stds and learning</p>	
How will you enable the PL Lead to disseminate learning from the regional programme? What form will this learning take e.g. e-learning?	<ul style="list-style-type: none"> • PL Lead identified • PL lead attending CCPE programme • PL lead working with cluster • PL lead leading staff meetings to support whole school PL 	<p>PLL attends CCPE and works with cluster</p> <p>PLL shares information with school</p> <p>Staff meetings informed by PLL</p>	
How will your PL Lead engage with the cluster developments?	<ul style="list-style-type: none"> • CCPE programme • AfL cluster programme • Mindfulness cluster programme • ALN cluster • Sharing of cluster plans 		
What engagement will learners, governors and parents have in this process?	<ul style="list-style-type: none"> • 		
How will you review the progress your school is making towards the success criteria within this plan?	<ul style="list-style-type: none"> • Part of SE • Half termly updates with PL lead • PM Reviews – T / TA 	<p>L2staff indicates PL offer has positively impacted on 50% of staff</p>	

<p>What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review</p>	<ul style="list-style-type: none"> • Cluster school • S2S engagement • LRB network • SEN panel • LRB panel • NDHN • CA meetings 	<p>Attendance at networks is impacting on individuals or groups or whole staff</p> <p>50% of Staff are working collaboratively within school to develop PL</p> <p>10% of staff are networking externally which is impacting on PL and practice</p>	
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No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend Renumeration Recruitment Restructure Release Resources Training / Development	Cost
1	LEADERSHIP DEVELOPMENT					
	<p>Developing a high-quality education profession.</p> <p>Inspirational leaders working collaboratively to raise standards.</p>	<ul style="list-style-type: none"> Engagement with professional standards for teaching and learning programme. Excellence in Teaching and Leaderships Framework (ETLF) for Headteachers and Deputy Heads HT and DHT disseminate information with SLT ETLF Framework for Teachers. Aspiring leaders work with SLT to develop planning and evaluation skills in line with PTLs towards SIP priorities Access leadership programme to support senior leadership development. 	<ul style="list-style-type: none"> Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. All SLT working consistently using PTLs in professional learning and self-evaluation. Self evaluation is rigorous and highlights strengths and areas of development for school Class teachers access Professional Learning to support development against the PTLs. Teachers use ETLF training to support professional development and work collaboratively with SLT and peers. Aspiring leaders are able to effectively plan and evaluate progress against success criteria for identified priorities Performance Management reflects development against new PTLs for all staff Senior Leaders within school all identify PL needs against PTLs. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	<p>1300</p> <p>1950</p> <p>1560</p>
2	SCHOOL COMMUNITY					
	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Governors will attend training events planned by EAS and / or participate in school level activity. 	<ul style="list-style-type: none"> Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	NA

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3	PROFESSIONAL LEARNING LEAD					
	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Allocate a PL lead role within the school. PL lead accesses programme for PL leads and CCPE PL lead leads staff meetings and individual discussions with staff around professional learning Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. 	<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role. All staff are aware of PL opportunities and offer within school All staff maintain record of PL PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. The PL disseminates the resources and information to all staff 	Professional learning to raise the quality of our teachers	Renumeration Recruitment Restructure	650
4	Developing a high-quality education profession.	<ul style="list-style-type: none"> Release for the lead Teaching Assistant (TA) trainer in the school to attend the train the trainer with cluster Professional Learning leads. Teaching Assistant National programme x 2 per school. 	<ul style="list-style-type: none"> The school has 2 trained staff to deliver a cluster TA programme at school level. The cluster TA development programme will be delivered to all TAs within the school/cluster. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	520
5	SCHOOLS AS LEARNING ORGANISATIONS					
	Developing a high-quality education profession.	<ul style="list-style-type: none"> Attend regional SLO workshops to support the understanding of the framework. 	<ul style="list-style-type: none"> All staff aware of the research and approach to Schools as Learning Organisations (SLO). All staff contribute to the SLO snapshot evaluation of the school. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	260

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	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> The Headteacher and the PL Lead will attend the regional workshops. Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies. 	<ul style="list-style-type: none"> The school generate a snapshot in spring term 19. Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020. 			450
9	PEDAGOGY / INDIVIDUAL PL					
	Developing a high-quality education profession.	<ul style="list-style-type: none"> Improving teaching and learning for identified teachers and teaching assistants through a programme of observations, discussions and collaboration Improving teaching and learning for individuals on specific focus areas through focus programme to support specific areas 	<ul style="list-style-type: none"> Improved quality of teaching and learning for individually identified teachers through lesson observations, L2L, book looks Individual staff have involved understanding, skills and knowledge to support pupils in focus areas identified 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	780 £600
11	CURRICULUM REFORM					
	Developing a high-quality education profession.	<ul style="list-style-type: none"> Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster. Attend the spring term 2019 programme and dissemination back at school. Plan steps to ensure understanding of new 	<ul style="list-style-type: none"> PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform. Every practitioner has the opportunity to reflect on the National Curriculum reform programme (days 1-4) to support their critical understand of the changes to the curriculum model. PL leads successfully implements the schools plan for curriculum reform. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	130 TBC 260

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		curriculum and how it will be implemented in school <ul style="list-style-type: none"> Staff development / training completed with all staff sharing the vision / goal for Rogerstone Investigate PGCERT for curriculum reform 	<ul style="list-style-type: none"> Staff become better prepared for the realisation of curriculum for Wales, with improved understanding of the curriculum and how it is implemented in school Staff Learners become better prepared for the realisation of curriculum for Wales. Governors become better prepared for the realisation of curriculum for Wales. Individual Staff complete PGCERT and share curriculum reform with staff. 			260 TBC
12	ENQUIRY / RESEARCH					
	Developing a high-quality education profession.	<ul style="list-style-type: none"> Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc. Adapt approach to staff meetings to develop more research approach 	<ul style="list-style-type: none"> All teachers are engaged purposefully with research and enquiry. Staff meeting focus is determined by SIP priorities Research and enquiry has a positive impact on pedagogy, provision and pupil progress. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	TBC
14	COLLABORATION					
	Developing a high-quality education profession.	<ul style="list-style-type: none"> School staff access specialist support from a range of schools linked with identified need(s). School support other schools with a range of identified needs 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. School supports other schools through visits and discussions based on areas of need identified Staff make use of networks and agencies to support PL 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	1300

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		<ul style="list-style-type: none"> Staff continue to work with a range other agencies and networks School staff use expertise within school to work collaboratively on agreed focus using plan Work with cluster on cluster plan and collaboratively on PL IRIS team work on PL objectives providing constructive feedback to peers 	<ul style="list-style-type: none"> School staff work together to improve skills, understanding and pedagogy impacting positively on pupil progress Cluster plan evaluation shows shared learning and exchange of skills and ideas IRIS teams report positive improvement on personal pedagogy skills 			
16	WELLBEING – ALN, ACE, MAT, LAC, PDG,					
	Excellence, Equity and Wellbeing	<p>WELLBEING</p> <ul style="list-style-type: none"> The Wellbeing Lead will attend regional workshops to support the ACE developments. The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy. Wellbeing task group meets half termly to share actions and focus <p>ALN</p> <ul style="list-style-type: none"> The ALN Lead will engage in all regional activity to support 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis. The progress of vulnerable learners is tracked effectively and individual learners make increased rates of progress from their starting points. Attendance will meet school target There will be very few exclusions <ul style="list-style-type: none"> The school will have engaged fully in all regional activity with the ALN Transformation plan. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	390

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		<ul style="list-style-type: none"> • Identify possible vulnerable pupils using training • Monitor / track identified pupils and identify effective support as needed <p>MAT</p> <ul style="list-style-type: none"> • The school will begin the work on the cluster Able developments. • MAT policy will be reviewed • MAT pupils will be identified in terms of More able and exceptionally able 	<ul style="list-style-type: none"> • Pupils and families supported through a range of options <ul style="list-style-type: none"> • The aspirations for MA learners across the cluster will increase • There will be a common understanding of the criteria and provision for MA learners. • Individual Pupil tracking indicate strong value added outcomes. • A link cluster representative will be identified. • Learners will be identified from the school MA register who will engage in school and cluster activities. • The school will assist in designing and implementing 'Master Classes' and More Able related events and activities within the cluster for identified More Able learners. • Collate learner voice feedback following attendance and participation in events and masterclasses. • 			

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18	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities. The school will plan to engage with the Family and Community Network strategy. 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. The principles of the Family and Community Network will be embedded in the ethos of the school. Increased engagement - 90% of parents attend parents' evening Very few exclusions 30% of families attend information evenings Focus families show an increase in attendance 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	390