



Introduction

This policy was written with contributions from staff members and governors on the Governors staffing committee. The staffing committee of the Governing Body will be responsible for monitoring and evaluating the CPD policy and its implementation.

Vision and values

The Governing Body of Christ Church Primary School intends, through its CPD Policy, to promote the stated aims in its vision statement:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life through our Christian values of community, compassion, creativity, courage and simplicity.

We believe that an important element of our work is ensuring that **adults** within our school experience and aspire to *life in all its fullness*. One of the ways we strive to do this is through planning, implementing and monitoring an effective programme of professional development for all staff members, while, at the same time, considering staff work life balance and well-being issues.

Principles, values and entitlements

The school follows the Department of Education's philosophy that "effective teachers should take ownership and give a high priority to professional development". It believes that a coherent and progressive opportunity to develop

professionally and personally both improves standards and raises morale and motivation through personal and professional fulfilment and assists recruitment and retention.

All staff (teaching and support staff) and governors will have an entitlement to access to high-quality induction and continuing professional development. All members of the school community will have opportunities through the school's appraisal systems to discuss their professional development needs.

The central emphasis will be on improving standards and quality of teaching and learning, leading to improved outcomes for pupils.

CPD planning will be closely linked and integrated with the school's improvement plan and based on a range of information:

- the needs of the school as identified through its self-evaluation and internal monitoring;
- issues identified through other external monitoring e.g. Ofsted;
- national and local priorities;
- appraisal;
- feedback from staff and others including governors, parents and pupils.

The school will endeavour to source the external provision of CPD according to the best value principles of comparison, challenge, consultation and competition. Quality assurance mechanisms will ensure that the school accesses provision of a consistently high standard. Where this provision falls short, the school will provide relevant feedback to providers.

The school will disseminate good and successful CPD practice which supports and improves teaching and learning.

The school has a dedicated budget to support the investment in high-quality CPD. This includes money being set aside to cover the:

- cost of bringing in agencies to provide CPD opportunities and INSET for staff in school;
- cost of sending staff as participants on CPD provided by outside agencies (in person/virtual);
- cost of releasing staff (including covering classes) to participate in CPD activities.

Leadership and management of CPD

The school has a named member of staff who is the CPD leader. The CPD leader, together with the Senior Leadership Team, shall be responsible for identifying the school's CPD needs and those of individual staff members.

CPD issues are addressed at the Governors' staffing committee meetings and relevant issues are included as part of the Head teacher's report to governors and in separate reports to Governors Staffing Committee.

Supporting a range of CPD activities

The school supports a wide range of CPD approaches to maximise the impact on teaching and learning within the school. CPD approaches will include:

- in-school training using the expertise available within the school e.g. team-teaching, peer observations, constructive learning walks and feedback, subject leaders leading staff meetings, TA training sessions, sharing existing expertise. This form of CPD focuses on teachers working together in a trusting, democratic environment to improve their own practice in order to have an impact on pupil progress

- attendance at a course or conference
- school-based work through accessing an external consultant/adviser or relevant expert such as a local authority adviser, lead teacher, model or demonstration lessons
- school visit to observe or participate in good and successful practice e.g. visit to a school or subject area with similar circumstances
- opportunities to participate in accredited courses, e.g. NPQ courses

Recording and disseminating CPD

Following significant pieces of professional development (usually from external providers), the staff member may be required to complete an evaluation form (see appendix 1 attached). The staff member and CPD leader will then discuss and agree the best way to disseminate and share any learning with colleagues (e.g. staff training, teaching assistant training), if relevant/appropriate.

The CPD leader will be responsible for ensuring whether any follow up is needed to the training.

Staff members may be required to share their new knowledge, skills or key points from their training with other members of staff. This may be as part of a staff meeting, TA meeting, INSET day or by sharing written information with other staff members.

The CPD leader will keep a record of the training undertaken by colleagues and the impact that this has had. This information will be shared with governors as part of their monitoring of our CPD provision.

Review

This policy will be reviewed at least every three years, by the CPD leader, the head teacher and the Governors staffing committee to ensure it is a reflection of current best practice.

CPD leader
February 2022



Christ Church School Course Evaluation Form



After your CPD Course

- Please complete form
- Please give CPD leader a copy and keep a copy for your Professional Development Records

Thank you

Your Name:		Length of Course:	Twilight/ ½ day/ Full day/ 2 days
Course Title:		Course Date:	
Curriculum Area:			

Did the course meet your expectations? (Please circle appropriately)

Please briefly explain your response

Yes	Partially	No
Why:		

Identify the useful content in this course (bullet points/ comments)

Impact back at school:

Action Points: