



Professional Learning Plan St Martin's School

January 2019 - March 2019

Key questions for consideration:

1. How will you ensure that all staff access the key messages and have access to individual / school priority PL activity?
2. How will you enable the PL Lead to disseminate learning from the regional programme? What form will this learning take e.g. e-learning?
3. How will your PL Lead engage with the cluster developments?
4. What engagement will learners, governors and parents have in this process?
5. How will you review the progress your school is making towards the success criteria within this plan?
6. What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review

No.	National Mission Link	Planned Activity (These are only suggestions and will need to be customised to ensure they meet the needs of each school setting)	Success Criteria (These are only starting points and will need to be customised to each school setting so that they are measurable)	Funding Source	Type of Spend Remuneration Recruitment Restructure Release Resources Training / Development	Cost
1	Developing a high-quality education profession. Inspirational leaders working collaboratively	<ul style="list-style-type: none"> ● Pilot triads across the school with each member of staff utilising a key aspect of the new teaching framework to refine and develop practice reflecting on the ETLF 	<ul style="list-style-type: none"> ● All staff will utilise the new standards and further develop coaching and professional reflection ● SLT and Middle Leaders to support the development of the Professional Teaching and Leadership Standards (PTLS). ● CM to Lead development of using PTLS in professional learning and self-evaluation. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£6500

	y to raise standards.	<ul style="list-style-type: none"> • Google classroom online reflection tools to be utilised by all staff in order to create a developmental culture • Utilise the extended leadership programme to pilot teaching and learning projects across the school. These to include: • Improving the diagnostic approach to pre public exams • Improving reflection and coaching and mentoring for all staff • Strengthening the CPD provision for ITT students 	<ul style="list-style-type: none"> • Class teachers access Professional Learning to support development against the PTLS. 			
2	<p>Developing a high-quality education profession.</p> <p>Inspirational leaders working collaboratively to raise standards.</p>	<ul style="list-style-type: none"> • Access a range leadership programmes to support Headship development: Aspiring Headteacher, NPQH, PIXL Exceptional leadership programme • Governors will attend training events planned by EAS and / or participate in school level activity. 	<ul style="list-style-type: none"> • Headteacher invests in personal development linked to relevant career pathway. • Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) • Performance Management reflects development against new PTLS. • Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. • 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	<p>£2000</p> <p>£1650</p>

5	Developing a high-quality education profession.	<ul style="list-style-type: none"> Allocate a PL lead role within the school. 	<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role. 	Professional learning to raise the quality of our teachers	Renumeration Recruitment Restructure	£3,535
6	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. 	<ul style="list-style-type: none"> All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. The PL disseminates the resources and information to all staff and completes the arranged gap tasks. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£350
7	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 1 trained staff to deliver a national TA programme at school level. The National 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	£300
8	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Attend regional SLO workshops to support the understanding of the framework. 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"> 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. 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. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£350

11	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. 	<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/cluster individual action plan for curriculum reform. Staff become better prepared for the realisation of curriculum for Wales. Learners become better prepared for the realisation of curriculum for Wales. Governors become better prepared for the realisation of curriculum for Wales. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£660
12	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. 	<ul style="list-style-type: none"> Practitioners are engaged purposefully with research and enquiry. Professional enquiry impact positively on provision and pupil progress. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£165
14	Developing a high-quality education profession.	<ul style="list-style-type: none"> School staff access specialist support from a range of Learning 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£1000

		Network Schools linked with identified need(s). (Literacy/Numeracy)				
15	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event. 	<ul style="list-style-type: none"> Review of progress of the curriculum and review model. All leaders contribute to shaping requirements of draft curriculum feedback in summer term. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£330
16	Excellence, Equity and Wellbeing	<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. 	<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. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£1200
17	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The school will identify the most appropriate member of staff to attend the regional PDG workshops. 	<ul style="list-style-type: none"> PDG allocation is based upon evidence of impact. The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points. The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£500

19	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The school will begin the work on the cluster More Able developments. 	<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. Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hub). 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£898
20	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice. All staff will have access to PL to support the introduction of the new Bill. 	<ul style="list-style-type: none"> The school will have engaged fully in all regional activity with the ALN Transformation plan. The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. The governing body are fully informed about the changes. Parents are fully informed about the changes. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£1300