



# ST. MARTIN'S SCHOOL

## PROFESSIONAL LEARNING PLAN 2019-2020



No.	National Mission	National Mission	Planned Activity	Planned Activity	Success Criteria	Type Spend 5r's	Cost	Type Spend 5r's	Cost
A	High quality education profession	Leaders working collaboratively to raise standards	16) Engagement with professional standards for teaching and learning programme.	17) Excellence in Teaching and Leadership Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers.	<ul style="list-style-type: none"><li>•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.</li><li>•SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS).</li><li>•Lead development of using PTLS in professional learning and self-evaluation.</li><li>•Class teachers access Professional Learning to support development against the PTLS.</li></ul>	Release	£ 3,250	Training / Development	£ 3,250
B	High quality education profession	Leaders working collaboratively to raise standards	1) Access leadership programme to support Headship development, Aspiring Headteacher	18) Governors will attend training events planned by EAS and / or participate in school level activity.	<ul style="list-style-type: none"><li>•Headteacher invests in personal development linked to relevant career pathway.</li><li>•Headteacher development against the new Professional Teaching and Leadership Standards (PTLS)</li><li>•Performance Management reflects development against new PTLS.</li><li>•Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP.</li></ul>	Release	£ 2,000	Training / Development	£ 1,650

No.	National Mission	National Mission	Planned Activity	Planned Activity	Success Criteria	Type Spend 5r's	Cost	Type Spend 5r's	Cost
E	High quality education profession		11) Allocate a PL lead role within the school.		•The PL lead has time to carry out and disseminate their leadership role.	Release	£ 3,535		
F	High quality education profession	Leaders working collaboratively to raise standards	22) Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.		•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.	Release	£ 350	Resources	£ 116
H	High quality education profession	Leaders working collaboratively to raise standards	12) Attend regional SLO workshops to support the understanding of the framework.	27) The Headteacher and the PL Lead will attend the regional workshops.	•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.	Release	£ 350	Resources	£ 1,250

No.	National Mission	National Mission	Planned Activity	Planned Activity	Success Criteria	Type Spend 5r's	Cost	Type Spend 5r's	Cost
K	High quality education profession	8) Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster.	13) Attend the spring term 2019 programme and dissemination back at school.	13) Attend the spring term 2019 programme and dissemination back at school.	<ul style="list-style-type: none"> <li>•PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform.</li> <li>•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.</li> <li>•PL leads successfully implements the schools/cluster individual action plan for curriculum reform.</li> <li>•Staff become better prepared for the realisation of curriculum for Wales.</li> <li>•Learners become better prepared for the realisation of curriculum for Wales.</li> <li>•Governors become better prepared for the realisation of curriculum for Wales.</li> </ul>	Release	£ 660	Resources	£ 1,300
L	High quality education profession		9) Accessing regional Research and Enquiry Sessions Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc.		<ul style="list-style-type: none"> <li>•Practitioners are engaged purposefully with research and enquiry.</li> <li>•Professional enquiry impact positively on provision and pupil progress.</li> </ul>	Release	£ 825		

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O	Leaders working collaboratively to raise standards		14) Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.		<ul style="list-style-type: none"> <li>•Review of progress of the curriculum and review model.</li> <li>•All leaders contribute to shaping requirements of draft curriculum feedback in summer term.</li> </ul>	Release	£ 1,000		
P	Excellence, Equity and Wellbeing	32) The Wellbeing Lead will attend regional workshops to support the ACE developments.	31) The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy.		<ul style="list-style-type: none"> <li>•School improvement results in leadership, teaching, learning in participant / school in area of identified need.</li> <li>•The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis.</li> <li>•The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points.</li> <li>•Attendance / Exclusions *****</li> </ul>	Release	£ 1,000	Resources	£ 1,500
Q	Excellence, Equity and Wellbeing		29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.		<ul style="list-style-type: none"> <li>•PDG allocation is based upon evidence of impact.</li> <li>•The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points.</li> <li>•The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.</li> </ul>	Release	£ 500		

No.	National Mission	National Mission	Planned Activity	Planned Activity	Success Criteria	Type Spend 5r's	Cost	Type Spend 5r's	Cost
R	Excellence, Equity and Wellbeing	20) Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.		30) The school will plan to engage with the Family and Community Network strategy.	<ul style="list-style-type: none"> <li>•School improvement results in leadership, teaching, learning in participant / school in area of identified need.</li> <li>•The principles of the Family and Community Network will be embedded in the ethos of the school.</li> <li>•Increased engagement ****</li> <li>•Improvements in attendance, reduction in exclusions *****</li> </ul>	Release	£ 1,000		
S	Excellence, Equity and Wellbeing	28) The school will begin the work on the cluster More Able developments.			<ul style="list-style-type: none"> <li>•The aspirations for MA learners across the cluster will increase.</li> <li>•There will be a common understanding of the criteria and provision for MA learners.</li> <li>•Individual Pupil tracking indicate strong value added outcomes.</li> <li>•A link cluster representative will be identified.</li> <li>•Learners will be identified from the school MA register who will engage in school and cluster activities.</li> <li>•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.</li> <li>•Collate learner voice feedback following attendance and participation in events and masterclasses.</li> <li>•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).</li> </ul>	Release	£ 1,000	Resources	£ 1,200

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T	Excellence, Equity and Wellbeing	26) The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.	10) All staff will have access to PL to support the introduction of the new Bill.		<ul style="list-style-type: none"> <li>•The school will have engaged fully in all regional activity with the ALN Transformation plan.</li> <li>•The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP.</li> <li>•The governing body are fully informed about the changes.</li> <li>•Parents are fully informed about the changes.</li> </ul>	Release	£ 2,000	Resources	£ 2,000