



CPD @ EP

2023-24

Growing together



Easthampstead Park

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Key for acronyms

CPD/CPL	Continuing Professional Development/Continuing Professional Learning
S-RAP	School Raising Attainment Plan
PP	Pupil Premium
KS3 / KS4 / KS5	Key stage three / four / five
DDI	Developmental Drop In Observation
TLC	Teaching and Learning Community
LO	Learning Objectives
ECT	Early Career Teacher
SEND	Special Education Needs and/or Disabilities
KAEP6	Easthampstead Park Community School Sixth Form
PREP	Plan, Review, Evaluate, Progress
EEF	Education Endowment Foundation
WAGOLL / WABOLL	What a good one looks like / What a bad one looks like
CIAG	Careers Information, advice and guidance.
HoY / HoD	Head of Year / Head of Department
HLTA	Higher Learning Teaching Assistant

1. School Development Priorities 2023-24:

Priority 1. Deliver the planned curriculum to students using effective quality first teaching delivery to improve attainment outcomes in Ebacc subjects. Continue to build numbers accessing the Ebacc.

Priority 2. Ensure teachers and supporting staff have ambition for our students and through consistent application of school agreed processes systems, provide high quality learning and provision for all students acknowledging those with neurologically diverse conditions that impact their presentation in the classroom through the provision of reasonable adjustments.

Priority 3. Identify and catch up with struggling readers and those with number sense below their chronological ages as this will impact on their ability to engage with the curricular offer.

Priority 4. Monitor the impact of the planned curriculum led by middle leaders from Years 7 -13 ensuring it is supporting the progress of all students by being ambitious in its conception and providing a broad and balanced experience matched to student's needs and aspirations.

Priority 5. Review the schools behaviour curriculum, make adjustments as required and work with staff so that they are consistent in its application and standards are high for all. Develop a culture of character within the school enabling students to recognise and develop values and characteristics needed to be successful within British society.

Priority 6. Ensure the school provides programmes for staff at all levels to be successful in delivering the EP Way as intended.

Priority 7. Within a trend of improving attendance, monitor and implement actions for students who are deemed vulnerable or who have a pattern of broken attendance which would be considered as persistent absence.

Priority 8. Ensure students are supported to transition from Year 11 to Year 12 and beyond and have an 6th form experience that meets their learning and developmental needs.

2. Teaching the EP Way



Teaching the EP way



Quality First Teaching and Assessment for Learning

Quality First teaching and Assessment for Learning

The 'big rocks' which underpin our curriculum delivery are Quality First Teaching and Assessment For Learning.

Quality First Teaching (QTF)

is...

- Teaching, which is inclusive, ambitious and challenging for all (equity).
- Teaching which is carefully planned and sequenced to support students with acquiring new knowledge and developing knowledge fluency (spaced/interleaved practice).

Assessment for Learning (AFL)...

- Enables students to make the next steps in their learning.
- 'Lets them in on the secret' of how to be successful.
- Identifies misunderstanding and misconceptions, so these can be addressed.

The key whole school pedagogies we use as part of Quality First Teaching and Assessment for Learning are:

1. Stretch and challenge for ALL students through having ambitious curriculum goals and learning objectives.
2. Overtaching - revisiting and practicing knowledge so that it is securely shifted to students' long term memories)
3. Sharing the 'bigger picture' - why we are learning what we are learning, how new learning links to prior learning, the destination the students are working towards, what success will look like)
4. Providing worked examples - 'I do, we do, you do' (using a visualiser where appropriate)
5. SilentSolo - to enable students to work distraction-free when practicing independently
6. Disciplinary Literacy - teaching students to read, write and speak like scientists, historians, linguists etc.
7. 'Hands down questioning' to accurately check the understanding of all students—no opt out.
8. DIRT (Dedicated improvement and reflection time) - Providing time/setting tasks for students to respond to the verbal and/or written feedback they are given, ensuring the teacher's feedback leads to long term improvements in their knowledge/application of knowledge.

Quality First Teaching and Assessment for Learning lead to...

Students making progress in terms of knowing more, remembering more and being able to apply knowledge and skills to increasingly complex

Lessons@KAEP

Entry Routine	
<ul style="list-style-type: none"> Teacher greets students at the door and welcomes them into the classroom. The teacher checks uniform. Bags are under desks and coats on the back of chairs and tools for learning are out. Students quietly settle to learning quickly. A register is promptly taken. 	So that... <ul style="list-style-type: none"> Students enter the classroom in a calm and focused manner. Students are in correct uniform ready to start the lesson. Learning begins promptly
Memory recall starter	
<ul style="list-style-type: none"> Teacher gives students a short task, designed to either: <ol style="list-style-type: none"> Recap recently taught knowledge. Recap knowledge from previous topics. Make links between new learning and prior learning. 	So that... <ul style="list-style-type: none"> Students revisit material in a way which promotes long term memory. Students begin to make links between their prior learning, and the content to be taught during this lesson.
Explain	
<ul style="list-style-type: none"> Teacher explicitly shares aims and outcomes for the lesson. Teacher explains why we are learning what we are learning ('bigger picture') Teacher explains how new learning links to prior learning. Teacher provides clear instruction, supported by carefully created/selected resources. Subject specific terms (tier 3 language) are explicitly taught. 	So that... <ul style="list-style-type: none"> Students have complete clarity around what they are learning and what success looks like. Students make links between their prior learning and the content being taught this lesson, aiding the development of their knowledge schemas. Students quickly grasp key ideas.
Model	
<ul style="list-style-type: none"> The teacher models what success will look, possibly using a visualiser. Using questioning, the teacher involves the students in the process of creating a successful worked example. The teacher explicitly explains common misconceptions/pitfalls to avoid. There is a clear structure of 'I do, we do, you do.' 	So that... <ul style="list-style-type: none"> Students have a firm grasp of the steps they need to take in order to be successful. Students have a successful model to draw upon/refer to when practicing independently.
Practice	
<ul style="list-style-type: none"> Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes. Appropriate scaffolds/support are provided so all students can make good progress. SilentSolo is used where appropriate Tasks stretch all students just outside of their comfort zone. Teacher monitors the students' progress and provides further instruction/modelling if required. 	So that... <ul style="list-style-type: none"> Students can develop fluency and accuracy in key skills. Students can clearly articulate improvements they are making. Students can apply their learning in a variety of contexts. Students have to thinking hard about what they are learning.
Check	
<ul style="list-style-type: none"> Teacher uses carefully chosen formative assessment strategies to check the progress the students have made against the clearly defined outcomes. Teacher gives timely written and/or verbal feedback which is specific, accurate and clear, and helps the students to make next steps in their learning journeys. 	So that... <ul style="list-style-type: none"> Teacher knows which topics to re-teach that were not grasped first time. Student actions are refocused or redirected, enabling them to make further progress. Students can swiftly unlock further learning.
Exit Routine	
<ul style="list-style-type: none"> Students stand in silence behind desks Teacher checks uniform before dismissing students row by row. 	So that... <ul style="list-style-type: none"> Students leave the lesson in a calm and orderly manner.

KAEP Principles of Teaching

Our agreed whole school definition of excellent teaching - this is what we aspire to all consistently do!

Principles of strong practice	So that...
1. High Expectations and Challenge	
<ul style="list-style-type: none"> A. Plan ambitious and challenging lessons B. Well established positive routines. C. Consistent application of the school character values and behaviour policy - 'meet and greet,' 'one voice', 'track the speaker' D. Promote active participation; challenge non-compliance or passivity E. Reinforce effort and provide recognition 	<ul style="list-style-type: none"> A. Students make progress in terms of knowing more, remembering more and applying knowledge fluently B. Learning time is maximised C. Students can think hard about their learning free from distraction D. All students are engaged in thinking hard about key learning E. Students understand the connection between effort and achievement
2. Quality of Instruction	
<ul style="list-style-type: none"> A. Clearly defined learning objectives (success criteria) B. The 'bigger picture' is clearly explained C. New knowledge is founded upon old knowledge D. Highly effective explanations E. The teacher involves the students in the process of creating a successful worked example ('I do, we do, you do'). F. Frequent, carefully targeted questioning G. Key vocabulary is explicitly taught H. Age Related Expectations/exam board assessment objectives are explicitly referred to. 	<ul style="list-style-type: none"> A. Students have complete clarity around what they are learning and what success looks like B. Learning is situated within a context and students understand why they are learning what they are learning. C. Students make links between new ideas and concepts they have already encountered. D. Students quickly grasp key ideas E. Students have a successful model to draw upon/refer to when practicing independently. F. Teacher has a sharp awareness of the extent to which students have understood and adapts subsequent instruction accordingly. G. Students can access and confidently use subject terminology H. Students understand what they need to know/be able to do, to be successful

Principles of strong practice	So that...
3. Subject Mastery	
<p>A. Comprehensive understanding of scholarship of the subject.</p> <p>B. Strong understanding of the curriculum, including the next phase and the previous phase</p> <p>C. Misconceptions are anticipated, and if they do arise, are effectively addressed.</p> <p>D. Teacher confidently models, perhaps using a visualiser, and clearly explains the key ingredients of the model response (WAGOLL*)</p> <p>E. Plan for, promote and model the highest standards of disciplinary literacy (reading, writing and oracy)</p>	<p>A. Teachers are able to confidently teach to the top</p> <p>B. Teachers understand the long term curriculum journey and support students by making links to prior learning and signposting future learning</p> <p>C. Students overcome common misconceptions</p> <p>D. All students understand what success looks like and how to achieve it.</p> <p>E. Students learn to read, write and speak like Scientists/Historians/Linguists etc with fluency and accuracy (Disciplinary Literacy)</p>
4. Making it Stick	
<p>A. Making connections between underlying concepts</p> <p>B. Regular low stakes testing</p> <p>C. Practice deliberately, using SilentSolo where appropriate</p> <p>D. Learning is interleaved</p> <p>E. Exploratory talk/think time</p>	<p>A. Students can make links across and between key subject skills</p> <p>B. Students can embed learning into their long term memory</p> <p>C. Students can develop fluency and accuracy in key skills</p> <p>D. Students revisit material in a way which promotes long term memory</p> <p>E. Students verbally explore and rehearse knowledge prior to responding/writing.</p>

Principles of strong practice	So that...
5. Formative feedback to drive learning forwards	
<ul style="list-style-type: none"> A. Timely feedback to maximise learning B. Formative assessment is embedded in every lesson. C. Teacher comments (verbal and written) are specific, accurate and clear D. Students reflect and act upon feedback (DIRT**) 	<ul style="list-style-type: none"> A. Students can swiftly unlock further learning B. Teachers know which topics to reteach which were not grasped the first time C. Student actions are refocused or redirected to achieve a goal D. Students improve/uplevel their work
6. Adaptive planning and teaching	
<ul style="list-style-type: none"> A. Adapt planning and resources (including the use of other adults) B. Pitch high every lesson C. Support and scaffold for the least able and SEND students D. Adapt teaching as needs emerge 	<ul style="list-style-type: none"> A. Provision is made for all students within the planning process. B. Students are challenged in their learning in every lesson C. All students are able to access the learning they are doing D. All students make exceptional progress and the lesson moves at an appropriate pace

*WAGOLL = What a Good One Looks Like

*DIRT = Dedicated Improvement and Reflection Time

Walkthrus mapped to the KAEP Principles of Teaching

1. High Expectations and Challenge
<ul style="list-style-type: none"> • Positive relationships (P36) - Blending warmth, kindness and assertion • Establish your expectations (P38) - Setting and maintaining high expectations • Signal, Pause, Insist (P40) - Gaining focused attention on a signal • Positive framing (P42) - Creating a positive atmosphere through affirmative language • Rehearse Routines (P44) - Designing, rehearsing and reinforcing common class routines • Choices and consequences (P46) - Using choices and consequence systems for excellent behaviour
2. Quality of Instruction
<ul style="list-style-type: none"> • Worked examples and backward falling (P68) - Stepped modeling and practice with worked examples • Dual coding (P70) - Using images to support conceptual understanding • Deliberate vocabulary development (P72) - Routines for securing fluency and confidence with words • Big picture, small picture (P74) - Relating detailed knowledge to a wider framework • Abstract models with concrete examples (P76) - Making the concrete-abstract connection explicit • Live modeling (P78) - Showing how to complete tasks and solve problems • Scaffolding (P80) - Providing temporary supports for learning • Metacognitive talk (P82)- Making thought processes explicit • Set the Standards (P84) - What does excellence look like? • Head-on Misconceptions (P86) - Anticipating common errors and misconceptions
3. Subject Mastery
<ul style="list-style-type: none"> • Designing a knowledge-rich curriculum (P50) - Defining the elements of 'knowledge-rich' • Sequence concepts in small steps (P52) - Identifying steps needed for strong schema building • Coherent mapping (P54) - Mapping a spiral curriculum with authentic connections • Blend knowledge and experience (P56) - Weaving a range of knowledge inputs and experiences together • Pitch it up (P58) - Setting high expectations for curriculum content • Plan for reading (P60) - Embedding reading into the curriculum • Tiered questions and problems (P62) - Mapping steps in learning through questions • Deliver core; signpost hinterland (P64) - The core-hinterland concept in practice

4. Making it Stick
<ul style="list-style-type: none"> • Quizzing (P112) - Steps for running effective quizzing and routines • Elaborative interrogation (P114) - Exploring schema with Why and How questions • Using a knowledge organiser (P116) - Resources to support students' knowledge checking • Rehearsal and performance (P118) - The power of rehearsal in practicing for performance • Peer-support retrieval (P120) - Using students as resources for each other • Weekly and monthly review (P122) - Routine knowledge checking to reduce forgetting • Concrete examples (P124) - Linking concrete examples to abstract ideas • Guided Practice (P126) - Securing early success with supervised practice • Independent Practice (P128) - Letting students go to practise on their own • Building Fluency (P130) - Building from drills into more complex tasks
5. Formative feedback to drive learning forwards
<ul style="list-style-type: none"> • Cold Calling (P90) - Selecting students to answer; involving everyone in thinking • Think, pair, share (P92) - A routine for structured discussion • Show-me Boards (P94) - An effective all-student response technique • Check for understanding (P96) - A key question: Have you understood? • Say it again better (P98) - Generating improved verbal responses • Probing questions (P100) - Questioning as a set of probing exchanges • Process questions (P102) - How do we know what we know? • Feedback that moves forward (P104) - Elements of effective formative feedback • Feedback as actions (P106) - Five ways to make feedback productive • Whole class feedback (P108) - Giving feedback to a whole class at once)
6. Adaptive planning and teaching
<ul style="list-style-type: none"> • Homework as guided study (P136) - Structured tasks for independent home learning • Enquiry projects (P138) - Designing effective projects with enquiry questions • Open response tasks (P140) - Showcasing knowledge in any format • Oracy: Debating (P142) - Steps to setting up in-class debates • Oracy: Talk for Writing (P144) - Oral rehearsal as a precursor for writing • Oracy: Instructional Inputs (P146) - Involving students in teaching parts of lessons • Independent Learning: Pre-reading (P148) - Flipping learning by reading in advance

Bold typeface denotes a 'Core 10' Walkthru - the most essential WalkThrus as selected by an early poll by the first 100 member organisations

3. CPD Programme Structure

In 2023-2024, two INSET days will be taken as whole days (4th September and 9th February); three INSET days will be completed as twilights (1st September, 22nd July, 23rd July).

The focus on 4th Sept will be 'A Flying Start' - the year ahead. The INSET day on 9th Feb will focus on KGA MAT-wide CPD, sharing best practice with colleagues from other schools.

School-wide CPD

There will be 3x whole school staff meetings, 3x whole school Raising Standards meetings, and 5x whole school CPD sessions across the academic year. During these sessions, we will learn together as a professional community, focusing on our whole school development priorities. All meetings will run from 3.30-4.30.

Subject-based CPD

Over the course of the academic year, 11 hours of CPD time will be spent working with other staff from your subject to develop the implementation of your subject curriculum, following the EP Way. The 11 hours of subject based CPD time will take the form of 5x 1hr department meetings and 4x 1.5hr twilight CPD sessions.

Your Curriculum Leader will share a plan for how this time will be spent to support you and to drive progress towards your 2023-24 D-RAP priorities.

DDIs and Walkthrus

A key way we support teacher development is through developmental drop ins. All teachers work closely with their Curriculum Leader and a teaching and learning coach, and are observed for 20 mins twice per

half term (once by the Curriculum Leader and once by their coach). These observations are known as DDIs - developmental drop ins.

After each DDI, the teacher will have a feedback conversation with the coach or Curriculum Leader. They will agree on a target linked to the KAEP Principles of Teaching (our agreed whole school charter of what constitutes great teaching) and also agree on a Walkthru which the teacher will work on.

Walkthrus provides bite-sized step-by-step training for teachers. Once the walkthru has been agreed, the teacher should view the video of the walkthru on the Walkthrus website and also view the accompanying Powerpoint slides. They should then work on enacting this Walkthru in their teaching. They should focus on doing this with fidelity, following the steps as precisely as possible.

The next time the teacher has a DDI, it will focus specifically on their target and the Walkthru they have been working on. During the feedback session, the observer will review the precision with which the teacher enacted the Walkthru. The observer and teacher will then agree whether the teacher should continue working on the same target and Walkthru to ensure it is embedded into their practice, or agree on a new target and a new Walkthru.

Following each feedback meeting, the target and Walkthru is recorded by the Curriculum Leader/coach on our whole school DDI spreadsheet.

Within 7 days, the teacher then needs to record a short written response to the target on the whole school DDI spreadsheet, explaining how they will enact their allocated walkthrough - ie what they are going to change. This will be the focus for their next observation by the Curriculum Leader/Coach.

The DDI spreadsheet and all associated materials can be found on Team Drive>DDIs 2023-24.

If you have any questions regarding the DDI process, please contact Sami Hill, Leader of Learning - Samantha.Hill@kgaeasthamsptead.uk.

<https://www.walkthrus.co.uk/welcome-full>

Username: walkthrus@epschool.org

Password: EPCSwalkthrus

KGA MAT-wide CPD 2023-24

We will continue collaborating closely with the other KGA schools, sharing best practice and learning from one another. We are so much stronger when we stand together!

Time has been allocated from the CPD time budget for all teachers to attend one of four MAT-wide CPD programmes. Each programme consists of 3x 40 min sessions, with pre-reading and post-session reflection activities accessed via Google Classroom. All teachers must attend one theme. The themes have been carefully chosen to reflect our development priorities across the KGA schools.

1. The principles of reading; every teacher a teacher of reading
2. Thinking and working harder
3. Creating an inclusive classroom; supporting all learners of all abilities to achieve their potential
4. Aspiring Leadership

Please discuss with your line manager which programme you feel most closely aligns with your development needs.

On top of the live CPD sessions, there will be a programme of pre-recorded CPD video shorts available on the Teaching and Learning

Trust Website. These will focus on areas of personal CPD that are frequently requested, and can be accessed at any time as and when needed. These will be live from October half term.

There will continue to be MAT-wide Subject Leader Network Meetings. 3 meetings will take place across the year, on calendared dates. All Subject Leaders are expected to attend. These meetings are great

opportunities to collaborate, share great practice, and to be each other's critical friend.

All staff will participate in a face-to-face MAT-wide INSET day on Friday 9th February.

Safeguarding

We All staff will be required to complete acceptance of safeguarding practice and policy as part of their conditions of employment. This includes acknowledging understanding of the roles and responsibilities of education staff in relation to filtering and monitoring through digitally signing acceptable use agreements. Staff should be aware of key policies Online safety policies and be aware of copyright regulations and GDPR as these impact on their daily work in school. In addition to reading the appropriate sections of The Department for Education (DfE) published an updated version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (KCSIE) in 2023 (DfE, 2023a).

We use a blended approach to deliver safeguarding training for staff and Governors, using a combination of face to face training and e-learning modules. The e-learning component is completed via Educare.

Educare modules 2023-24:

Fri 20th October

1. Child Protection Refresher 2023 (not yet available will be in September)
2. KCSiE 2023 questionnaire to demonstrate understanding (not yet available but will be in September, can only be completed after doing the refresher)
3. Acceptable use agreement issued as a Google form to staff to collect agreement
4. Extremism and Radicalisation (Prevent)

Fri 15th December

5. Digital Resilience
6. Trauma-informed practice in school

Thurs 28th March

7. Case Study 10: Consent 14-16
8. Tackling Obesity

Staff may be required to complete additional safeguarding training, responding to issues affecting our pupils. Risk assessments and manual handling training can be accessed through the smartlog system. Some staff may need to complete further units dependent on their leadership role for example fire wardens

Curriculum Leadership

All Curriculum Leaders will take part in Leadership meetings once per half term. The programme will particularly focus on developing curriculum implementation and quality assuring the curriculum experience our schools are receiving.

National Professional Qualifications

Existing and aspiring middle and senior leaders may be considered to undertake one of the NPQs: NPQ Leading Teaching, NPQ Leading Behaviour and Culture, NPQ Leading Teacher Development, NPQ Senior Leadership. For NPQ delivery, we partner with Forest Learning Alliance. If you would like to be considered for an NPQ qualification, please contact Matt Hall.

Other CPD

Further bespoke training will be provided for specific groups of staff including ECTs (Early Career Teachers) and mentors. All staff who are new to the school will additionally receive a comprehensive new staff induction programme.

External CPD

If you have found an external course, for example offered by a subject association or an exam board, which you feel would support your professional development, please discuss this with your line manager in the first instance. With their agreement, then apply to undertake this training via Bluesky.

If you feel you have a particular professional learning interest or training need which is not covered by the programme above, please see either Matt Hall or Sami Hill to discuss this and we will endeavour to put an arrangement in place to meet your needs.

Applying to attend CPD beyond King's Academy Easthampstead Park School:

To request to attend a course or meeting external to school, please apply on Bluesky via the process below. We will always prioritise sending staff on exam board specific courses, and training associated

with subject knowledge enhancement (for example through The Prince's Trust). Please note once your application has been made through Bluesky, your request will need to be approved firstly by your line manager and then by MDH before it is booked.

1. Login to BlueSky
2. Click on Home
3. Click on CPL
4. Click on Create CPL Activity (black box in the top right of the screen)
5. Complete the form and relevant information
6. Select 'This CPL is a course' box and complete the extra information
7. Click on 'next step' and link the CPL activity to any relevant objectives (school, group or individual)
8. Click 'Save'. The Activity will now be signed off by your Line Manager. It will NOT be approved or booked until this has happened.

4. CPD map: Your guide to picking the professional learning best suited to your needs.

The CPD map on the opposite page is designed to help you think about your training needs and opportunities that might help you make that jump to the next stage on the career ladder.

At KAEP we are able to facilitate all of the CPD detailed on this map through a range of approaches including attending training sessions, coaching, and shadowing colleagues. If you are unsure of how to access CPD on any of the topics detailed, please ask Matt Hall or Sami Hill.

Bear in mind that the suggestions on the following page should be seen as suggestions only. There is absolutely nothing to stop a teacher in their second year of teaching, with an interest in how to conduct a lesson observation, attending relevant training. Similarly, CPD focusing on differentiation could well be exactly what an experienced teacher needs to refresh and revitalise their practice! Like the students we teach, we are all different, often excelling in certain aspects of our learning whilst needing more support with others. As a result, treat the CPD map as a guide, not a rulebook!

School Direct Trainee:

- University-based tuition
- Professional Tutor sessions
- Observation of teachers in subject specialism
- Observation of teachers outside of subject specialism.
- Pupil pursuit.
- Subject and pastoral mentoring



ECT:

- Child protection training
- Professional Tutor sessions
- Role of the form tutor
- Differentiation
- Behaviour management
- Working with TAs



Years 2-4:

- Taking on A-level teaching
- Leading the development of cross curricular literacy and numeracy in your subject
- Joining and contributing to professional networks on Twitter etc
- Leading trips
- Using Google Classroom to enhance teaching and learning.
- Action Research.



Experienced teachers:

- Conducting lesson observations
- Leading CPD for other staff
- Action research
- Cross-curricular initiatives
- ECT mentoring
- School Direct mentoring
- Appraisal training



Middle Leaders and Aspiring Middle Leaders

- Managing difficult conversations
- Using data for intervention
- Quality assurance
- Action research
- Leading CPD for other staff.
- The recruitment process
- Budget management
- Supporting underperforming staff
- The appraisal process
- Leading cross-curricular initiatives.



Aspiring senior leader:

- Managing difficult conversations
- SEF writing
- Building high performing teams
- Leading on the whole school stage
- Leading change
- Developing and realising vision
- Challenging under performing staff.

5. Appraisal target setting, 2023-2024

Target 1: Teaching and Learning

Performance Criteria:

- To fully engage with the DDI process to develop teaching expertise by engaging with and acting upon feedback.
- To engage with the Walk Thrus instructional coaching model and Professional Learning opportunities both in school and via the KGA Core Offer, by attending or facilitating at least one full cycle (3 sessions) and engaging with the Google Classroom activities (pre-reading, reflections...)
- Year, Phase, Subject and Faculty Leaders will use the DDI process to develop teaching in their years, subjects and faculties and support staff to implement their actionable steps, including providing CPD where appropriate.

Target 2: Consistency of High Expectations - Ambition and challenge for all

Performance Criteria:

- To Consistently follow the agreed whole school processes for teaching and learning - plan and deliver lessons which conform to the EP Way.
- Consistently deliver the school's behaviour curriculum, reinforcing high expectations. This includes consistently using our whole school language and following our whole school processes.
- Provide high quality learning and provision for all students acknowledging those with neurologically diverse conditions that impact their presentation in the classroom.
- To have high expectations of all students, and deliver a curriculum which enables all learners to achieve FFT20 targets.

- To engage with parents carers by using the school systems - Classcharts and making contact home when a child's behaviour and or progress falls below expectations

Target 3: Additional responsibilities/Contributing to the wider life of the school

- To For TLR holders/UPS teachers, this target should focus on how you will drive progress in your area of additional responsibility.
- For non-TLR holders, this target should focus on how you will contribute to the broader development of students. For example, this might include developing a scheme of work, running a trip, running a club, delivering an assembly, leading on the planning and organisation of a departmental activity for a criss-cross day.

Colleagues

Colleagues on UPS3 will be required to demonstrate how they will contribute to the leadership of the day-to-day running and/or development of the school. This could include:

- Leading CPD sessions, either for the whole school, for a subject team or for staff across the MAT.
- Leading a breaktime duty team.
- Leading a detention duty team.
- Developing and establishing a whole school initiative such as Duke of Edinburgh.
- Supporting colleagues with consistently following the school's behaviour curriculum.
- Mentoring or coaching staff such as ECTs.
- Leading the development of school-wide skills such as reading, numeracy, speaking and listening.

6. Planning my Professional Development for 2023-2024

First draft appraisal target for 2023-2024, to take to my appraisal planning meeting
1.
2.
3.

Thoughts on the CPD I wish to undertake this year, to discuss with my line manager and coach (could be academic reading, could be a course, could be a focus for coaching)

1.

2.

3.

