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|  | Professional Learning Plan 2018/19Thornwell Primary…where success follows happiness |  |

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| **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****Renumeration****Recruitment****Restructure****Release****Resources****Training / Development** | **Cost** |
| 1 | Developing a high-quality education profession.Inspirational leaders working collaboratively to raise standards. | * Led by JH and SB - Cluster thematic Peer Reviews led and undertaken by middle leaders. Autumn Term maths and Spring term science
 | * Middle leaders QA self-evaluations
* Identification of cluster wide areas of strength
* Development of common approaches to support and improve pupil attainment across transition into secondary.
 | Core Budget | Release | **900** |
| 2 | Developing a high-quality education profession.Inspirational leaders working collaboratively to raise standards. | * Engagement with professional standards for teaching and learning programme.
* Excellence in Teaching and Leaderships Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers.

16 | .* SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS).
* Lead development of using PTLS in professional learning and self-evaluation.

Class teachers access Professional Learning to support development against the PTLS. | Professional learning to raise the quality of our teachers | Release | **240** |
| 2 | Developing a high-quality education profession.Inspirational leaders working collaboratively to raise standards. | * KM to access leadership programme to support middle leadership core development.

6 | * Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school
* Middle Leaders within school/cluster all identify PL needs against PTLS.
 | Professional learning to raise the quality of our teachers | ReleaseResourcesTraining / Development | **360** |
| 3 | Developing a high-quality education profession. | SB Allocated the PL lead role within the school.11 | * The PL lead has time to carry out and disseminate their leadership role.
 | Professional learning to raise the quality of our teachers | RenumerationRecruitmentRestructure | **720** |
| 4 | Developing a high-quality education profession.Inspirational leaders working collaboratively to raise standards. | Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. 22 | * 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 | ReleaseResourcesTraining / Development | **600** |
| 5 | Developing a high-quality education profession. | * NP and CR - 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.
* 2 days dissemination for schoolwide TAs

25 | * The school has 2 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. | Professional learning to raise the quality of our teachers | ReleaseResourcesTraining / DevelopmentRenumeration for 2 INSET days for all TAs | **160 release****1020** |
| 6 | Developing a high-quality education profession.Inspirational leaders working collaboratively to raise standards. | * Attend regional SLO workshops to support the understanding of the framework.
* 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.

15 | * 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 | ReleaseResourcesTraining / Development | **240** |
| 7 | Developing a high-quality education profession. | * HW and LR Improving teaching and learning: Access NQT developing teaching and learning programme

33 | Improved quality of teaching and learning for individually identified teachers.  | Professional learning to raise the quality of our teachers | ReleaseResourcesTraining / Development | **480** |
| 8 | Developing a high-quality education profession. | * SB - 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.

27 | * 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 | ReleaseResourcesTraining / Development | **480** |
| 9 | Developing a high-quality education profession. | SB and SP - 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. 9 | * 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 | ReleaseResourcesTraining / Development | **360** |
| 10 | Developing a high-quality education profession. | * LR, HW, SP, AE. - School staff access specialist support from a Learning Network Schools for Welsh

33 | * Staff appropriately trained to teach welsh as a second language and develop bilingualism
 | Professional learning to raise the quality of our teachers | ReleaseResourcesTraining / Development | **480** |
| 11 | Inspirational leaders working collaboratively to raise standards. | Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.27 | * 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 | ReleaseResourcesTraining / Development | **240** |
| 12 | Excellence, Equity and Wellbeing  | * 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.

32 | * 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 leaners make increased rates of progress from their starting points.
 | Professional learning to raise the quality of our teachers | ReleaseResourcesTraining / Development | **260** |
| 13 | Excellence, Equity and Wellbeing | * The school will identify the most appropriate member of staff to attend the regional PDG workshops.

29 | * PDG allocation is based upon evidence of impact.
* The progress of vulnerable learners is tracked effectively, and individual leaners 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 | ReleaseResourcesTraining / Development | **120** |
| 14 | Excellence, Equity and Wellbeing | The school will begin the work on the cluster More Able developments. 33 | * 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 | ReleaseResourcesTraining / Development | **120** |
| 15 | Excellence, Equity and WellbeingDeveloping a high-quality education profession. | * SP - 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. 26 | * 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 | ReleaseResourcesTraining / Development | **360** |
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