

# CONTINUING PROFESSIONAL DEVELOPMENT 2022-2023



*“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve”*  
Dylan Wiliam

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## CPD Provision

**“Every teacher needs to improve, not because they are not good enough, but because they can be even better” Dylan William**

The CPD provision at Blessed Thomas Holford Catholic College matches the aims in the Mission Statement, the Whole School Development Plan and our curriculum intentions. The training and provision is evidence informed and supports teachers in developing teaching quality and is designed to support learning.

The implementation of strategies will vary by subject; the principles of quality first teaching will be the foundation of the programme delivered.

The CPD provision at Blessed Thomas Holford Catholic College sets out a clear developmental pathway for all teaching staff, starting with thorough Induction training of Early Career Teachers through to National Teaching qualifications preparing teachers for Senior Leadership. Said provision will concurrently match the aims in the Mission Statement and the Whole School Development Plan.

Both statutory Safeguarding Training, internal CPD and external CPD is logged by staff on the National College app.

## Teaching and Learning Developmental CPD

### Aligned

CPD will be aligned with our whole school priorities with a predominant focus on curriculum development and how this will be delivered within the classroom. Strategies will be evidence informed through literature, videos, and calendared teaching and learning meetings.

### Protected

The Teach Meet sessions are compulsory teaching and learning meetings where staff will discuss effective teaching and learning strategies to embed into lessons with a focus on curriculum implementation. Each session will allow departments to collaborate and plan key tasks to support learning and long-term memory.

Heads of Department Meetings and Department Meetings are evidence informed to drive curriculum intentions and support implementation. INSET days are calendared. INSET Days will provide time for whole staff and departments to work together on school priorities and teaching and learning; particularly development of the curriculum.

### Evidence Informed Pedagogy

Teaching and Learning CPD shorts and Teach Meets focus on evidence informed pedagogical principles to improve teaching quality.

The Teaching and Learning CPD Shorts include practical strategies to use in the classroom based on pedagogical research. CPD Shorts are accessible for all staff with key strategies that can be implemented in the classroom to support learning.

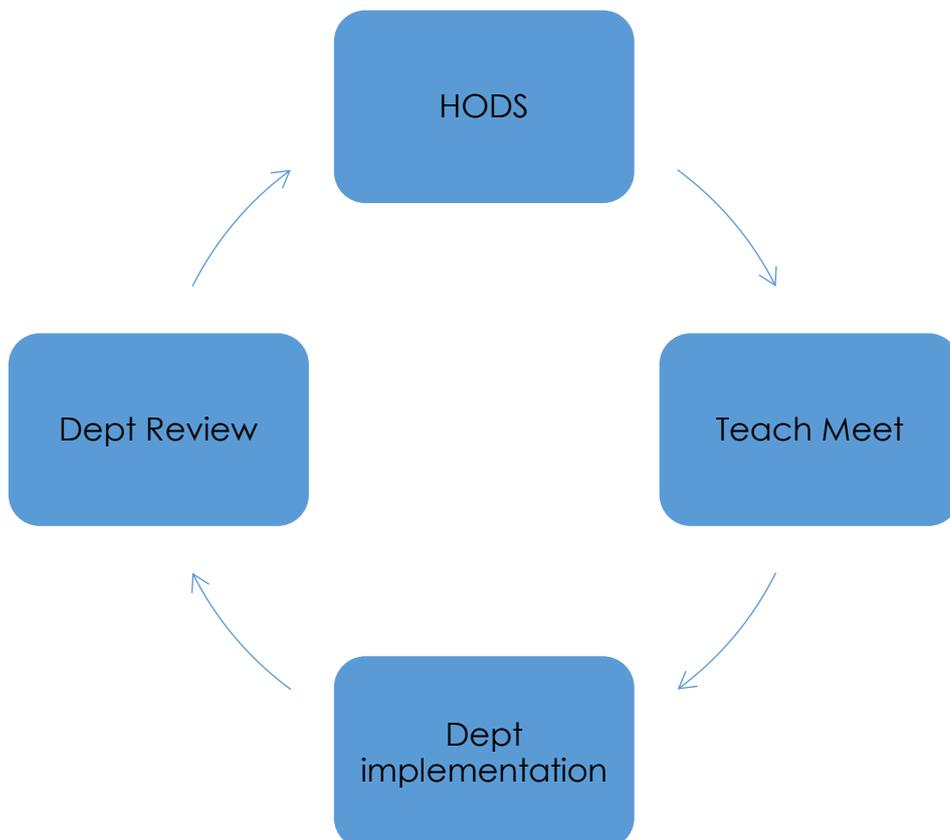
Staff are updated with any CPD provision on key areas of teaching and learning that will improve teaching quality often in line with Performance Management targets. Specific training sessions will be allocated to staff through The National College app for completion and by Heads of Department to support subject specialism. All CPD undertaken is to be logged on National College App

### Sharing Best Practice

Teaching and learning strategies are shared both departmentally at meetings and whole school via Weekly Briefings. Teaching and learning strategies are shared and evidence informed reading material is provided to support the implementation of strategies within the classroom. Departmental 'drop ins' enables staff to showcase key strategies to review and refine.

### CPD Curriculum Implementation

Our CPD provision will be driven by the question "how do you know they know?" A termly focus (see below) will drive the Head of Department training which will then determine the content of the Teach Meet. Following the Teach Meet, departments will select three strategies to implement across department areas that will be reviewed through departmental coaching. Strategies will be reviewed, improved and embedded and further reading provided and made available.



## HOW DO YOU KNOW THEY KNOW?

Curriculum design is an ever-evolving process. At Blessed Thomas Holford, our mission is that “achievement is for all” and we will continue to develop our curriculum to ensure pupils and students leave us knowledge rich and ready for the next stage of their education.

Our CPD provision will be centred around the question “How do you know they know?” Whole school CPD and departmental CPD will support pupils and students in ensuring they understand and learn curriculum content and that knowledge is retained in the long-term memory.

### FOCUS #1 ASSESSMENT AND FEEDBACK

John Hattie “The three questions we need to ask...where is the learner going? Where is the learner now? How does the learner get there?”

- Feedback
- Formative Assessment
- Questioning

### FOCUS #2 COGNITIVE CONDITIONS FOR LEARNING AND MEMORY (SEND/PP)

Daniel Willingham “People are naturally curious, but we are not naturally good thinkers; unless the cognitive conditions are right, we will avoid thinking”

- Cognitive Load Theory and conditions for learning
- Learning to learn
- Deployment of support staff

### FOCUS #3 READING

Dr Seuss “The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

- Everyone is a reader
- Reading across the curriculum
- Explicit vocabulary teaching

### FOCUS #4 THE CURRICULUM

Ralph Waldo Emerson “It's not the destination it's the journey”

- Learning intentions
- Review previous learning
- Teaching, sequencing and mastery