

## ***Professional Learning Plan: St Richard Gwyn Catholic High School***

***September 2019 – August 2020***

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?  
All staff have training linked to their Performance Management targets which are in line with the school's improvement plan. As part of the Performance Management process, teaching staff also link their targets to the PTLs. The school is also in the process of developing individualised training and development plans for every teaching member of staff which will also be linked with Performance Management, PTLs, school priorities and professional development opportunities from internal and external courses; meetings and presentations. Key messages for all staff training and development opportunities are posted on the Staff Development noticeboard in the communal staff room; posted on the school's Personal Learning Passport (PLP) newsfeed and consortia information is viewed by the PL Lead and emailed directly to staff when relevant.
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?  
All staff who attend regional programmes are given an opportunity to present new information or deliver staff training during Twilight training sessions; INSET or during staff meetings where appropriate and relevant. Information and resources are also shared on the PLP.
3. How will your PL Lead engage with the collaboration or cluster work?  
PL Lead will regularly look through the consortia bulletins for cluster work or collaboration opportunities and speak with relevant staff. For example, the ALN co-ordinator is involved with training for the ALN Act and the MAT lead is working with consortia and NACE on their cluster work with primary schools. Where possible, staff will be sent on consortia training or cluster group meetings.
4. What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review  
As a school, the assistant head teacher in charge of teaching and learning has developed a programme of peer observations; learning walks for all and strategic research groups to engage all staff in in purposeful, collaborative learning. The peer observation cycle is carried out once every term where staff are paired with another colleague and given a theme for their observations such as the Teaching and Learning focus for the academic year or research linked to their strategic research group. As part of the process, staff are asked to have professional dialogue on their observations from the lesson and discuss suggestions and actions moving forward. In addition, staff are paired with colleagues for their 'Learning Walk for All' experience where they are able to observe any teacher or class during their designated period. All staff have an open door policy which allows for informal observations to take place. Positive observations from these walks are then shared on the PLP with resource and activity suggestions linked to teaching and learning. Finally, staff are placed into a strategic research group for the year where they are able to take part in action research and literature reviews and discuss findings with staff from a range of subject areas. Findings for every research group are then displayed and presented at a whole staff twilight. In order to carry out these activities, we have provided all classroom teachers with an additional non-teaching period.

5. What engagement will learners, governors and parents have in this process?

Learners: Learners will be contributing to the action research undertaken by strategic research groups and will be providing feedback on new initiatives and techniques being trialled in lessons. Learners asked for feedback on their learning in lessons which informs staff training for twilights and INSET. For example, learners were asked recently to complete a survey on their use of success criteria in lessons and what aids them best to progress. The feedback received was then used to develop the training session for staff on pre-given and co-constructed success criteria.

Governors: PL Lead will present plan and new staff development initiatives to Governors. Governors will also be invited to deliver on internal development sessions for staff.

Parents: Professional Learning Plan will be placed on the school's website to allow parents to see the training which is provided for staff.

6. How will you review the progress your school is making towards the success criteria within this plan?

The PL Lead will review the progress each term to ensure the success criteria is in place and discuss any shortcomings in leadership meetings. The PL Lead will also evaluate the impact of training and development sessions for future reference. All training and development needs are in line with the schools' improvement planning structure and will therefore be reviewed formally by the senior leadership team in the yearly evaluation process.

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of spend	Cost £
1	<p>Developing a high quality education profession</p> <p>Inspirational leaders working collaboratively to raise standards</p>	<ol style="list-style-type: none"> <li>Engagement with professional standards for teaching and learning programme and performance management. Engagement in training provided by external agencies such as CSC; WJEC; WG; NACE.</li> <li>Engagement with Schools as Learning Organisations professional learning through blended learning and curriculum change</li> <li>Preparing for the new ALN Act</li> <li>Leaders of professional learning train to become coach/mentors to develop a whole school coaching culture. Employment of T+L Tutor to spearhead the programme.</li> <li>Leaders providing training through an in-house 'aspiring senior, middle and pastoral' leaders course.</li> <li>Engaging in 'learning walks for all' to observe excellent practice and gather information on new teaching techniques and initiatives to trial in own practice.</li> <li>Providing opportunities for all staff to observe excellence – using departments and teachers within St Richard Gwyn as well as developing partnerships with high performing schools for staff to visit.</li> <li>Refine teaching techniques to extend more able students.</li> </ol>	<ol style="list-style-type: none"> <li>Class teachers access Professional Learning to support development against the PTLS and in line with their PM targets. PL Lead provides information to staff about suitable courses and ensure subject leaders attend specific training related to course changes and examinations. PL Lead also provides information on consortia training to all relevant staff to increase engagement.</li> <li>Schools as Learning Organisations discussions used to self-evaluate and inform school improvement. Associate Leader to establish strategic model for the introduction of formal, literature based, action research into the classroom. Update of SRG7 to make 'blended learning' approaches more explicit. Support staff for the introduction of the four enabling objectives, learning outcomes and curriculum change.</li> <li>ALN Co-ordinator (ALNCO) to attend CSC and other agency training on new ALN Act. ALNCO to provide whole staff training and disseminate information. ALNCO to develop the role of assistant ALNCO.</li> <li>Evidence based T+L Tutor to attend CSC training on coaching and mentoring and use this as a platform to create a coaching model for all teaching staff. Once established, T+L Tutor to develop a team of coaches to work with a range of staff in preparation for formal lesson</li> </ol>	<ol style="list-style-type: none"> <li>Professional Learning Grant (PLG), School ISB</li> <li>PLG</li> <li>CSC Funding</li> <li>PLG</li> <li>PLG</li> <li>School ISB</li> <li>School ISB, PLG</li> <li>School ISB</li> </ol>	<ol style="list-style-type: none"> <li>Course costs for WJEC and external agencies such as NACE and release costs for staff.</li> <li>Money to appoint Associate to the leadership team to oversee teaching and learning and strategic research groups as part of the school's development towards being a Learning Organisation.</li> <li>Release costs for staff training.</li> <li>Money to appoint T+L Tutor. Release costs for training and time off timetable to develop coaching model and work collaboratively with staff.</li> <li>Money to appoint Associate to the leadership team to take charge of staff professional development programmes.</li> </ol>	<p>£12879 £3000 £3600</p> <p>£3400</p> <p>Quoted above £8166</p> <p>£3400</p>

			<p>observations as well as day to day teaching activities.</p> <ol style="list-style-type: none"> <li>5. Associate leader to develop sessions which provide workshops and information for aspiring leaders and engage them in evaluating their current roles and responsibilities in line with their career progression opportunities. Associate leader to work with staff to ensure their training is linked to school priorities and performance management.</li> <li>6. Staff to reflect on their own practice after their learning walk and implement any strategies or techniques they have observed. Assistant head teacher to evaluate the impact of 'Learning Walks for All' on professional learning.</li> <li>7. Assistant head teacher to use recent staff survey on professional learning to establish a programme for staff to observe excellence. Assistant head teacher to use the school's categorisation system to identify excellent departments to be part of the programme. In addition, liaison with CSC and Challenge Advisor for information and links to high performing schools.</li> <li>8. MAT co-ordinator to use information and guidance from NACE/CSC events to provide staff training through Twilights and INSET sessions.</li> </ol>		<ol style="list-style-type: none"> <li>6. Money towards staffing to allow all classroom teachers an additional hour to engage in a range of in-house professional development activities. £30000</li> <li>7. Release costs for staff to visit a high performing school or work with excellent departments. £1000</li> <li>8. Money for NACE training conferences and membership which provides resources and training. Release costs for MAT co-ordinator to attend courses and Seren network meetings. £1044 £675</li> </ol>	
2	Developing a high quality education profession	<ol style="list-style-type: none"> <li>1. Access leadership programmes to support all school leaders including Headship</li> <li>2. Engaging in enquiry led research within St Richard Gwyn's strategic research groups model</li> <li>3. Engaging in peer observations linked to professional study and research</li> </ol>	<ol style="list-style-type: none"> <li>1. Head teacher invests in personal development linked to relevant career pathways such as NPQH; Portal ILM L5 Leadership and Management; L4 Advice and Guidance qualification.</li> <li>2. Associate leader to organise and provide training for strategic research group leaders in order for them to carry</li> </ol>	<ol style="list-style-type: none"> <li>1. School ISB</li> <li>2. PLG School ISB</li> <li>3. School ISB</li> <li>4. School ISB</li> </ol>	<ol style="list-style-type: none"> <li>1. Release costs for staff to attend courses. Course costs. NPQH £1950 £540</li> <li>2. Release costs for 6 members of staff to attend internal training on</li> </ol>	

		<p>4. Development of an in-house 'shadowing and mentoring' programme to enable leaders of all levels to work collaboratively with colleagues in a senior position.</p>	<p>out action research and develop literature reviews into their delivery with other teaching and non-teaching staff members. Strategic research group leaders to disseminate training to all staff and aid them in their classroom based research projects.</p> <p>3. Assistant head teacher to organise peer observations to ensure a clear link between strategic research groups and classroom practice. Assistant head teacher to assess the impact of peer observations at the end of each cycle.</p> <p>4. Assistant head teacher to work with staff who express a wish to shadow a senior/middle leader through the staff review survey. Development of a programme to be followed consistently by line managers, host leaders and participants. Assistant head to organise leaders and participants and ensure partnership is linked to career progression needs.</p>		<p>academic research and literature reviews.</p> <p>3. Money towards staffing to allow all classroom teachers an additional hour to engage in a range of in-house professional development activities.</p> <p>4. Release costs for staffing to engage in the initial process of the programme (full day)</p>	<p>£30000 Already identified</p> <p>£1500</p>
					<b>Total Cost</b>	£71,154
					<b>Total Allocation</b>	£27,687
					<b>Variance</b>	£43,467