



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

CPD and Appraisal Policy

Ely St Mary's C of E Junior School

Written/reviewed by:	Rebekah Gardner	Date: 1 st January 2023
Next review due by:	September 2026	
Related Documents:	In addition, please see: <ul style="list-style-type: none">- Teaching and Learning Policy- Safeguarding Policy- Performance Improvement Policy (DEMAT)- Induction Policy & Checklist- Trust Equality & Diversity Policy	
Approved/Ratified by		

1. Principles

At Ely St Mary's we believe that the opportunity to develop professionally and personally both improves standards and raises morale through professional fulfillment and that this in turn assists recruitment and retention also. Providing teachers with effective career-long development opportunities not only helps teachers to become "*the best they can be*" and increase the quality of teaching, but ultimately improve pupils' learning success and therefore their chances for a promising career.

We consider effective approaches CPD to be that which develops a teacher's ability to transfer and adapt what they've learned in training to their classroom practice: it is an iterative process of collaborative reflection, enabling teachers to progress from basic know-how to a more advanced understanding and being able to adapt their newly learned skills, knowledge or teaching strategies in a way that best meets the needs of their pupils.

We believe in an inclusive and communal culture towards continuous improvement: in practice, this works best when there is a shared commitment for teachers to support each other to develop so that pupils benefit from the highest quality teaching.

2. Purpose

At ESM we are first and foremost guided by the Teacher's Standards when considering the purpose of our CPD and ensure that all teachers:

- keep their knowledge and skills as teachers up-to-date and be self-critical

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- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching
- have a secure knowledge of the relevant subject(s) and curriculum areas
- reflect systematically on the effectiveness of lessons and approaches to teaching
- know and understand how to assess the relevant subject and curriculum areas

In addition, we ensure continuing professional development meets the needs of our staff. Such needs and examples of supporting CPD can be found in **Appendix 1**.

‘What do we consider to be the professional needs of staff?’

- *To protect and safeguard all staff and pupils.*
- *To provide pastoral support to enable all staff and children to flourish.*
- *To enable staff to teach effectively with impact so all children can reach their potential.*
- *To provide intervention and support to meet community needs, individual and collective.*
- *To offer opportunities for personal and career development’*

In doing so our school also ensures our staff keep knowledge and skills current so staff can deliver high-quality teaching and impact positively on pupil outcomes. It also enables Ely St Mary’s to develop staff careers, enabling them to move into new positions (in school and across the Trust) where staff can lead, manage, influence, coach and mentor others.

Supporting CPD, our appraisal cycles also:

- Remind staff of their achievements and how far they’ve progressed.
- Direct their careers and helping them keep an eye on their goals.
- Uncover gaps in their skills and capabilities.
- Open further development needs.

3. Aims

At Ely St Mary’s, we aim for CPD to directly impact the quality of teaching in school and therefore children’s learning.

Improving teaching

- develops and sustains skills which enables staff to do their jobs effectively
- updates knowledge
- develops best practice
- widens the repertoire of classroom skills
- enhances strong practice
- develops specialisations thus improving teaching quality.

Improving student learning

- children engaged in a dynamic learning programme with staff are more likely to achieve.
- staff who develop skills and confidence can provide effective learning experiences to meet the needs of all children.

4. Practice

a) Leadership, Management and Budget

- The Headteacher and Senior Leadership Team will be responsible for identifying the school’s CPD needs and those of the staff working within it.
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collection and appraisal.
- The governing board will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.
- The headteacher will report to governors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.

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- If there are competing demands on the school budget between CPD identified for a appraisee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

b) Planning

CPD planning will be linked and integrated with the Academy Development Plan and be based on a range of information and priorities, including:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the Academy Development Plan.
- The needs of the school as identified through OFSTED and SIAMs Inspections.
- School audits, including those with a focus on Health & Safety and Safeguarding.
- Curriculum evaluation
- Outcomes from staff appraisal meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- The school's pupil profile and individual children's needs e.g. prevalence of pupils with EAL, SEMH needs, SLCN needs.
- National and local priorities, including those supported by additional funding e.g. Pupil Premium & Sports Premium.
- The requirement for specific qualifications
- Individual requests for CPD – both those made within and outside of the appraisal process
- Feedback from staff and others including governors, children and parents informed by experience or monitoring activities.
- Accessibility of resources – e.g. membership of professional bodies; purchase of books/journals – Rosenshine / Walkthrus / Instructional Coaching

c) Approaches

In School Training

At Ely St Mary's, we typically deliver CPD weekly after school. When delivering in-house training, we ensure it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any CPD must be able to find practical application in the normal work context to allow staff to reflect and apply new learning and information to their role. Common examples of key training at Ely St Mary's fundamental to our teaching and learning and curriculum policies include Rosenshine's Principles of Instruction, Walkthrus and Instructional Coaching (**Appendix 2**).
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of.
- **Collaborative and supported from within the school** – the most powerful learning occurs when opportunity is provided for debate, reflection and to experience new strategies within the context of mock lessons – session run as would be expected to see in the classroom.
- **Revisited & sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events and experiences. Once a principle/subject has been introduced and been put into practice, we ensure it is embedded and revisited and evaluated against its intended impact.
- **Supported by internal and external expertise** – this may be from a book or a journal; it may be in the form of an external course; visiting professionals or artists; joining webinars, online networks or participating in virtual training. Likewise, staff may be supported by the expertise available within the school e.g. shadowing behaviour management, sharing good practice and classroom observations, team teaching.

External Training

At Ely St Mary's, there are also opportunities for staff to access CPD via:

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- Attendance at a course or conference including online courses and virtual learning platforms
- School-based work through accessing an external consultant or relevant expert
- Professional networks with other schools within DEMAT. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice.
- Partnerships with local schools (Ely Schools Partnership); Church and facilities.

d) Appraisal

- Appraisal is seen as a vital tool for supporting professional development individually as well as moving the school to Outstanding. All staff within school will take part in a Performance Management Cycle.
- Each Performance Management Cycle will consist of 3 formal meetings. For teachers, this is usually: Autumn – reviewing of targets; Autumn – setting of targets; Spring 2 – mid review of progress.
- Each cycle enables colleagues to work on 3-5 objectives – some of which are determined by school priorities and some individual to the member of staff. Objectives usually include one relating to pupil progress.
- At the meetings between appraiser and appraisee, the quality, consistency and impact of staff performance is reviewed and recorded.
- There is a shared expectation that all staff attend appraisal meetings readily prepared with annotations and samples of evidence which demonstrate impact – we remind staff that this is not about the volume of documentation, more so the ability to demonstrate the difference their practice and CPD has had on their teaching and pupils' learning.
- Appraisal meetings will be recorded by the template found in **Appendix 3**.
- From time to time, additional support might be needed to ensure that we continue to provide and support high quality education at all times. Where this is the case, staff will be supported in line with the Trust's Performance Improvement Policy and processes.

e) Individual Requests

All staff training and development is seen as an investment and we are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the School/Academy, and operational and budgetary considerations. Where a member of staff wishes to pursue a qualification or personal professional development, appraisal will initially be used as the primary route to understand individual training needs and aspirations and to discuss the options available. Thereafter, staff will be directed to use the process and application detailed in **Appendix 4** to request additional time or funding for a specific course or training opportunity.

f) Directed Time / Over Time

CPD is allocated 38 hours in an academic year – 1 hour a week. In addition, a further 30 hours are allocated over 5 INSET days throughout the year - 6 hours each session. In total, staff are therefore supported and expected to engage in a minimum of 68 hours each year. This time is calculated within teachers' directed hours.

Where training and CPD exceeds staff directed time or contracted hours, it may be offered voluntarily; offered in exchange for time in lieu (TOIL); or with overtime paid. This should be agreed in advance of the CPD by the Headteacher and/or budget holder.

Staff who lead a subject area are additionally provided with half a day non-contact time per half term to enable them to fulfil their roles as subject leaders. This time is in addition to their PPA.

Specific training opportunities or meetings relating to individual children within their class should be completed as part of directed PPA time. Where a class has a class profile with above average numbers of pupils with SEND, they may request additional release time to support them in completing the required training, meetings and documentation to support those children. Such requests are considered by SLT with regard to the wider operational need of the school at the time (budget, levels of absence etc).

5. Monitoring and Evaluation

A termly review of CPD undertaken throughout the year to inform progress towards the academy development plan and SEF priorities and to inform the term or year ahead. It will consider:

- Pupil and school attainment and progress data
- Quality of teaching and learning
- Pupils' learning behaviours
- Staff subject knowledge and confidence levels
- Evidence- informed practice and research
- Recruitment, retention, deployment and career needs of staff.
- Evolving profile and needs of the school community.

Implementation and impact of CPD initiatives is monitored by, but not exclusively, senior and subject leaders and recorded in a central document which enables leadership to identify reoccurring themes, successes and next steps. These trends and threads inform the ongoing cycle of planning of the CPD program.

Monitoring is conducted using a variety of methods. This can be guided by a whole school focus on policy and practice or on an area for development for an individual teacher. Methods include:

- Lesson Drop Ins
- Observation – 20-40mins (where progress is unable to be seen within a shorter drop in)
- Pupil Voice
- Work samplings and book looks
- Instructional Coaching
- Data Analysis
- Staff, pupil, parent surveys.
- Staff/ governor meetings.

6. Equality and Equity

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs.

For both teachers and TA's, where there are limited places on a course, places are allocated based on an audit of staff training and qualification; consideration of the pupil needs they are supporting at the time; consideration of staff training needs raised within the appraisal process or noted during monitoring and evaluation activities. At Ely St Mary's we promote equity and recognise that we, as practitioners and learners, may all require something different to fulfil our roles effectively. Where additional opportunities arise, these will be advertised within the staffroom for staff to request and apply for.

At St Mary's our Local Governing Body are guided to the statutory and recommended training required to carry out their duties effectively.

If staff are disabled or become disabled, we encourage them to tell us about their condition so that we can support them as appropriate to access continuous professional development opportunities. This will be achieved in line with the Trust Equality & Diversity Policy and Practice whereby *"If you experience difficulties at work because of your disability, you should speak to your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs. If we consider a particular adjustment would not be reasonable, we will explain our reasons and seek, where possible to find an alternative solution."*

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Appendix 1

How Church school leadership ensures the Christian vision supports the professional needs of all staff:

St Mary's Christian Vision

To ensure that children of all faiths and none can be **the best that they can be**, in an environment where **everyone is valued, RESPECTed and challenged**. In our school, individuals are supported in their personal journey of **learning, growth and development**, within an ethos of nurture, encouragement and love.

Hebrews 10:24. Let us think about each other and help each other to show love and do good deeds.

What do we consider to be the professional needs of staff?

- To protect and safeguard all staff and pupils.
- To provide pastoral support to enable all staff and children to flourish.
- To enable staff to teach effectively with impact so all children can reach their potential.
- To provide intervention and support to meet community needs, individual and collective.
- To offer opportunities for personal and career development

To protect and safeguard all staff and pupils.	<ul style="list-style-type: none"> • Safeguarding • Prevent • Diversity & Equality (PSHE Service) • Smartlog – H&S, Fire Awareness, GDPR etc. • First Aid • Neglect • Domestic Violence • Designated Teacher for LAC • Prevent Lead • Online Safety • Reducing parental conflict • Young Carers Champion • Anger management • Resilience conversations • Induction session for reading volunteers • Group and one-to-one reading training • Safeguarding
To provide pastoral support to enable all staff and children to flourish.	<ul style="list-style-type: none"> • EAP • STEPS • Nurture Groups • St Mary's Church – developing staff theological literacy; training for new HT post. • Nurture ABC • Lego therapy • Mental Health Leadership Award (HT) • Playground Leadership • Mental Health First Aiders • Youth Mental Health First Aiders • Boxall Profiling • Café for All (Come & Enjoy Cafes)
To enable staff to teach effectively with impact so all children can reach their potential.	<ul style="list-style-type: none"> • RE syllabus training – Emmanuel • Collective worship training • Charanga • Primary Language Network • Assessment across the curriculum • Instructional Coaching • Rosenshine's Principles of Instruction • WALKTHRUS • Smartboards • PKC foundation curriculum

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	<ul style="list-style-type: none"> • White Rose Hub Maths Day • Talk for Writing – Greater Depth • FASE Reading • Writing Moderation • Diocesan Training – RE Networks, SIAMs.
To provide intervention and support to meet community needs, individual and collective.	<ul style="list-style-type: none"> • Literacy Difficulties • Sounds Write Phonics • Elklan • National Tutoring Programme • Boxall • Speech and Language training • Assistive technology • Language for Thinking
To offer opportunities for personal and career development	<ul style="list-style-type: none"> • Cambridgeshire Moderator • SENDCo Award • NPQML, SL, H • Achievement for All • NACE • Internal Promotions

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



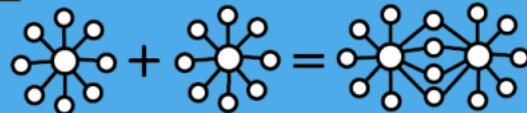
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

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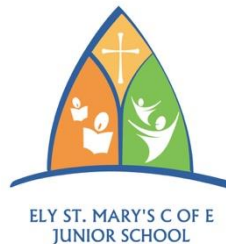
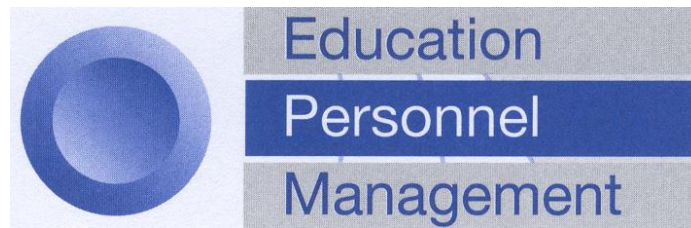
Appendix 3

Schedule for Teacher's Performance Management

- Autumn 1 (October) – end of cycle reviews and new targets set
- Autumn 2 (November) – lesson observations
- Spring 1 (January/February) – observations
- Spring 2 (March) – mid cycle review
- Summer 1 – observations
- Summer 2 – no formal meetings, ensure evidence collated and records updated ready for end of cycle meeting next autumn.

Proposed schedule for Teaching Assistants Performance Management will be:

- September/October – New targets set via team meetings (30mins), with the opportunity for 1:1 drop ins if required.
- February/March – mid cycle review individual drop ins (10-15mins).
- June/July – Review targets including actions and impact via individual 1:1 meetings (20mins) and share deployment for the next academic year.



Policy and Application for Time Off for Training or Study

Ely St Mary's C of E Junior School

- 1 We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the School/Academy, and operational and budgetary considerations.
- 2 To be eligible to make a formal request under this policy you must:
 - a) be an employee*;
 - b) have worked for us continuously for 26 weeks at the date your request is made;
 - c) have made no previous formal requests under this policy in the last 12 months

**Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this policy, depending on age and qualifications.*
- 3 To make a formal request under this policy you should submit the form at Appendix A to [insert job title].
- 4 If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.
- 5 Meeting

If necessary the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.

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- 6 We do not have to pay you while you are taking time off for study or training requested under this policy. However, if some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this policy (including associated costs such as travel expenses). However, in some cases we may agree to meet some or all of those costs.
- 7 Where we reject all or part of your request, we will write to you with the following information:
- a) which part of your request is rejected;
 - b) which of the grounds for rejection set out below applies and why; and
 - c) the appeal procedure.
- 8 We may reject your request for any of the following reasons:
- a) that the proposed study or training would not in our view improve your effectiveness at work and the performance of the School/Academy;
 - b) the burden of additional costs;
 - c) detrimental effect on ability to meet the demands of the school/Academy community;
 - d) inability to reorganise work among existing staff;
 - e) inability to recruit additional staff;
 - f) detrimental impact on quality;
 - g) detrimental impact on performance;
 - h) insufficiency of work during the periods that you propose to work;
 - i) planned structural changes
- 9 You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:
- a) be in writing and dated;
 - b) set out the grounds on which you are appealing; and
 - c) be sent to [*insert job title eg headteacher/clerk to governors*] within 5 days of receipt of the written notice of our decision.
- The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.
- 10 You must tell us in writing immediately if:
- a) you do not start the approved course for any reason (for example if it is cancelled);
 - b) you do not complete the approved course; or
 - c) you undertake (or wish to undertake) a different course of study or training;
 - d) there are changes to the approved course, including changes to the timing or content of the course.
- 11 This policy does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

APPENDIX 4a

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part A

Name

Job Title

Course Title

Course Provider

Course dates (approximate if necessary)

The subject matter of the study or training

Where and when it takes place

What qualification (if any) it would lead to

How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the School/Academy

Date(s) of any previous applications

Please complete Part B overleaf

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APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part B

Name _____

Job Title _____

Please tick as applicable:

A ☐ I request that the Course fees are paid by the Governing Body of the School/Academy.

The total Course fees are £ _____. Please attach a copy of the Course provider's information on fees

B ☐ In the event that the school/academy will not agree to pay the Course fees then I will be fully responsible for payment.

C ☐ I will be fully responsible for payment.

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the School/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the Course as set out below:

- (a) if you cease employment before you attend the Course but the School/Academy has already incurred liability for the Costs, [100%] of the Costs that the School/Academy cannot recover from the learning provider shall be repaid;
- (b) if you cease employment between one and six months of commencing the Course, [80%] of the Costs shall be repaid;
- (c) if you cease employment between six and 12 months after commencing the Course, [50%] of the Costs shall be repaid;
or
- (d) if you cease employment between 12 and 18 months after commencing the Course, [25%] of the Costs shall be repaid.

Thereafter, no repayment shall be required. You agree to the School/Academy deducting the Costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

I, _____ (Name) understand and accept that I may in extreme circumstances be required to absent myself from the Course and attend School/Academy, if directed by the Headteacher (or delegate).

I, _____ (Name) confirm that there will be no other additional expenses that will be incurred by School/Academy as a result of me undertaking this Course e.g. travel, books, examination fees, etc

I, _____ (Name) understand and accept that:

- o Any books or resources belonging to the School/Academy bought by the School/Academy remain the property of the School/Academy and must be returned on completion of the Course or earlier if required.
- o The Headteacher/Principal may request an attendance report from the Course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.
- o Consent for me to undertake the Course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: _____

Date: _____

Print Name: _____

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part C to be completed by management

Please tick as appropriate

A ☐ The application is granted in full

B ☐ The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

Signed Manager: _____

Date: _____

Print Name: _____

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