



Continuing Professional Development Policy

Reviewed: May 2025

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

Aims and Objectives:

This policy is intended to ensure that:

- There is an emphasis on lifelong learning and individual responsibility for learning at Little Ilford School for all staff in all roles, and for teaching staff is in line with Teacher Standard 8 (Fulfil wider professional responsibilities) point 4 which states “ [teachers] take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues”
- Our CPD is focused on outcomes for students, as evidenced-by internal and external quality assurance measures
- For teaching staff, the emphasis and focus of CPD for this year and next year (Academic years 2024-25 and 2025-26) is the development of checking for understanding and adaptation through the SSAT Embedding Formative Assessment Programme
- For support staff, the emphasis and focus of CPD is bespoke to individual roles and responsibilities in line with job descriptions
- There is a continual drive for excellence across the whole school community, evidenced through internal and external quality assurance measures.
- We provide the best possible learning experience for the students we teach, including pastoral provision.
- All teaching staff have excellent pedagogical knowledge, understand best how students learn, develop and are kept safe and can design learning so that it meets the needs of all students.
- All teaching staff have excellent subject knowledge at all levels, keep their knowledge up-to-date and are self-critical.
- All support staff understand how students are kept safe and keep skills and knowledge for their individual roles up to date and are self-critical
- The CPD which we provide is a model of innovation and creativity which is then reflected in the lessons we teach.
- Genuine professional trust is developed across the school so that there is a culture of trust, respect and scholarship.

- We systematically provide staff with the necessary learning and support to ensure that they meet all aspects of their job descriptions, including the Teachers' Standards Teaching Assistant Standards,, and, where appropriate, Threshold Standards and Leadership Standards, through our CPD offer and through our Performance Development system.
- We create a culture where all staff strive for the highest quality of teaching and learning.

Principles and Procedures: what do we expect to see as a result of this policy?

What do we expect to see at a whole school level?

- CPD is used both to systematically share good practice and research from within the organisation and across departments; it is used to highlight current research and best practice from outside the school and to share best practice with other schools.
- That there is a sustained programme of CPD which has a direct impact on classroom practice and on the progress of students, as measured and evidenced by internal and external quality assurance measures
- That the planning of CPD in the school is driven by the needs of students and that this will be assessed as part of a consultative process, involving the Teaching and Learning team working with staff, students and governors.
- That CPD is an integral part of the meeting schedule at all levels. This means that SLT, Middle leader meetings, CTMs and JPTs will include professional development, focused on the needs of students.
- That there is a clear commitment to improvement and reflection from all staff which would be seen in INSET day and CPD sessions, CTMs and JPTs but also in other mechanisms such as Learning Walks, work scrutinies, RAP meetings and Data Inquiry Meetings
- That CPD is prioritised by the school leadership, through planning (MER), and by middle leaders through the MER, as well as through its status as compulsory and as part of directed time. The value placed on CPD will be evidenced in terms of the school budget.
- That the CPD offer complements a clear, ambitious curriculum and vision for student success.
- That there is a balance between school, subject and individual teachers' priorities.
- That all staff understand the procedures to follow in order to further their learning or development.
- That there is a shared understanding of what excellent pedagogy and practice looks like in the form of the LIS toolkit and as evidenced through CPD and INSET sessions.

What do we expect to see in the CPD sessions?

- That the CPD offer is-relevant, offering choice and variety, and there is evidence that it meets the needs of the whole school (MER) staff (performance development, training needs and opportunities for accreditation) and the students as evidenced through internal and external quality assurance measures
- That our CPD is sustained over time and provides opportunities for action research, academic reading, feedback and coaching, planning, implementation and reflection so that improvements are systematically embedded. That the planning and delivery of our sessions will be of a consistently high standard, as shown through quality assurance and staff voice.
- That our CPD includes collaboration and expert challenge.
- That our CPD is impact-led, based on intended student outcomes, and is rigorously evaluated.
- That our CPD is underpinned by robust evidence and expertise; that there is a balance of theory and practice.
- That external expertise, innovative practice and current pedagogical thinking at a national and global level are utilised as part of the sessions such as that of Dylan Wiliam and Siobhan Leahy

What impact do we expect to see on students?

- That ~~focus~~ students are able to develop the skills and knowledge they require, as a result of teachers systematically reflecting on their practice, supported by the CPD sessions and work on Personal Action Plans (PAP).
- That students develop a love of learning as a result of the excellent teaching they receive.
- That students make increasingly better progress as a result of their teachers improving and applying the knowledge gained from CPD.

Monitoring and Evaluation: How will the effectiveness of the policy be monitored?

- CPD leaders will: establish clear expectations at the start of courses and provide staff with the tools to evaluate the effectiveness of strategies over time.
- The Teaching and Learning team will monitor the efficacy of the policy through their quality assurance of The members of SLT with responsibility for Teaching and Learning, Assessment and CPD will monitor the impact of CPD through internal and external quality assurance measures
- CTLs / PALS / support staff team leaders will: use the MER to evaluate the effectiveness of subject and pedagogical knowledge across the team; put in place measures to address inconsistencies.
- SLT will: hold CPDL leaders, CTLs / PALS / support staff team leaders to account for monitoring the effectiveness of their areas. They will use staff voice to monitor the efficacy of the CPD systems.

How will we know when we have been successful?

- Learning Walks, work scrutinies and data inquiry meetings will evidence high levels of subject and pedagogical knowledge amongst staff and a shared understanding of how to enable students to make rapid progress.
- Examination outcomes will reflect improvements in pedagogy and practice, within and outside the classroom, leading to better levels of progress and attainment.
- Staff surveys and evaluations will evidence that staff are clear about the expected impact of CPD on student learning and have been challenged to adapt their own practice accordingly. Evaluations will also show increasingly high levels of satisfaction with and motivation as a result of the structure, content and relevance of CPD sessions, leading to increased effectiveness and enhanced staff well-being.
- All stakeholders can explain the difference which CPD has made to the progress of students, from baseline to measurable impact.
- When our CPD sessions are reviewed by participants and self-evaluated by facilitators, we have evidence that we are meeting our own success criteria and have made changes where there are areas for development and shows that we are meeting the Standards for Teachers' Professional Development, as outlined by the DfE.
- The MER will show that middle leaders are able to evaluate the effectiveness of subject and pedagogical knowledge and that this is leading to higher standards.
- Department and whole school meeting minutes will show that leaders prioritise professional learning and evaluate how to make improvements for maximum impact on staff and student learning.
- Staff recruitment will improve as a result of the local and national reputation of our CPD programme.

The school also offers for a limited number of our staff to partner with Ambition Institute and University College London to complete the reformed NPQs. If you are interested in these courses you must ensure that you liaise with your LM.

The national professional qualifications (NPQs) are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. These are the ones Little Ilford offers:

Specialist NPQs:

- NPQ - Leading Teaching (have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase) - [NPQLT.pdf](#)
- NPQ - Leading Teacher Development (have, or are aspiring to have, responsibilities for leading the development of other teachers in their school)- [NPQLTD.pdf](#)
- NPQ - Leading Behaviour and Culture (have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school)- [NPQLBC.pdf](#) (You do not have to be a qualified teacher to enrol on this course)
- NPQ - Leading Literacy (have, or are aspiring to have, responsibilities for leading the whole school literacy strategy)

Leadership NPQs

- NPQ for Senior Leadership (are, or are aspiring to be, a senior leader with cross-school responsibilities) - [NPQSL.pdf](#)
- NPQ for Headship (including new Head Teacher module) (are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school) - [NPQH.pdf](#)

The school also offers CPD through external organisations including:

- [The PTI](#)
- [PiXL](#)
- [The National College](#)

Appendices:

Appendix 1: [CPD at LIS 2024-25](#)

Appendix 2: [Standards Teachers' Professional Development \(DfE\)](#)

Acronyms:

CPD: Continuing Professional Development

CTM: Curriculum Team Meetings

JPTs: Joint Planning Team Meetings

MER: Monitoring Evaluation and Review schedule

LM: Line manager

INSET: In Service Training Days

Twilights: Disaggregated In Service Training Days taught after school