

# Teacher Development at Woldgate School

The DfE Standards for Effective Professional Development state that:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

At Woldgate School we continuously develop teacher and teaching by adhering to these principles

## **Professional development**

There is a wealth of educational research that suggests that the most effective way schools can support pupils is through creating a culture whereby teachers adapt and refine their practice. Each Monday evening, we have a dedicated time for professional development. These sessions are a combination of whole school, faculty and department sessions.

The school CPD programme has three strands:

- Whole school CPD (whole school strategies relating to the Teaching Charter)
- Departmental CPD – delivered by subject staff in departments and planned out termly. The CPD is based on subject improvement plans drawn up by curriculum leaders. These sessions are planned and led by curriculum leaders and classroom teachers.
- Individual CPD – The Great Teaching Toolkit is used to provide tailored CPD to teachers based on personal choice alongside feedback from lesson observations.

Pedagogical CPD sessions focus on the areas identified in the Teaching Charter. The same areas of pedagogy are focussed on for at least one academic year to ensure that change is 'lasting and profound.'

**Professional Communities** - The Great Teaching Toolkit is utilised to group teachers doing the same courses across the trust into small 'communities' of 3 or 4 to discuss and debate the issues raised in the courses. These take place in the Spring Term and are timed to fit in with certain key points in the Great Teaching Toolkit courses.

**Middle Leadership** - CPD is sustained across the academic year. This is delivered through bi weekly meetings. Middle leaders are also provided with curriculum development days (at least 3 per year) in which they work on key aspects of curriculum delivery and visit other schools to explore good practice.

We also ensure that assemblies and tutor time are used to educate pupils about the areas that we are developing.

## **Quality Assurance**

We recognise it is important that school leaders are aware of the strengths and areas for development of teaching and use this evidence to praise, support and hold to account. Our quality assurance is carefully triangulated with assessment and examination data to build up an accurate picture of the strengths and areas for development in the quality of education, over time. All teachers are provided with CPD and support in order to address any areas for development arising out of quality assurance. Our Directors of Studies and Directors of Teaching work 1:1 with any teachers requiring additional, specialist support to improve their practice.

Research carried out by the Sutton Trust has found that high-stakes lesson observations are not an effective way of accurately judging the quality of education or of developing performance. At Woldgate School all elements of quality assurance are there to support teachers to provide the very highest quality of education for our pupils; frequent, low stakes lesson drop ins combine with high quality and expert feedback on lessons.

### **Lesson Drop ins**

Leaders in school at all levels undertake “drop ins” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. These drop ins are recorded on a departmental level and then used to inform departmental CPD and improvement plans.

### **Lesson observations**

Lesson observations are low stakes in that there is no overall grading of lessons. There is no requirement for teachers to produce documentation in relation to observation. Lesson observations take place in the Autumn term and high quality feedback is given. Teachers and observers decide on a suitable target and associated Great Teaching Toolkit course to support development and a shorter return observation takes place in the summer term to assess progress.

### **Departmental Review**

In addition to Curriculum Leader development days departments at school also take part in a bi-annual departmental review process that is curriculum leader driven. Curriculum leaders review the curriculum, take pupil voice, look at colleagues books and review data to refine and improve upon their subject improvement plans. For one review there is SLT oversight and the SENCO takes part in at least one review per subject per year in order to ensure the curriculum is suitable for SEND pupils.

### **Work Scrutiny**

Curriculum Leaders carry out work scrutiny in their departments and as part of departmental review. Once per term SLT undertake work scrutiny focused on a key area of the Teaching Charter or the School Improvement Plan. Work Scrutiny is used to inform CPD, improvement planning and departmental meetings.

### **Pupil Progress Meetings**

At the start of each term departments meet in an extended ‘Twilight’ session to:

- Read pupil passports (learning plans)
- Moderate pupil work
- Plan response to misconceptions
- Undertake individual meetings with Curriculum Leaders to discuss pupil progress
- Plan ‘in class’ interventions

### **Bi-weekly meetings with Curriculum Leaders**

Each curriculum leader meets with the Head of Teaching and Learning once every two weeks. This is an important way to ensure effective communication and ensures that the school’s improvement plan is effectively implemented across departments. Key focus areas for these meetings include the implementation of the Teaching Charter and the Woldgate Curriculum Pledge.

### **Curriculum Pledge**

The Woldgate Curriculum Pledge lays out expectations for all departments relating to the implementation of the whole school Curriculum vision.

### **The Curriculum Pledge:**

At Woldgate School we will:

1. Be clear on the intent of the curriculum in our subject and be able to articulate that intent to others
2. Have well organised, language-rich schemes of learning in which the core knowledge and skills to be taught to pupils are well-sequenced so that all staff can clearly see the purpose of each lesson in the progression journey.
3. Ensure lessons are taught with fidelity to the intended curriculum utilising the most effective teaching approaches to ensure a fully inclusive experience.
4. Provide knowledge organisers for pupils with the core, non-negotiable knowledge they need to learn each term clearly laid out
5. Allow pupils to see the bigger picture of their education by ensuring that they know why they are learning what they are learning, both within units or work, and over a whole year
6. Provide high quality, online learning resources for our pupils so they have access to materials to support learning at every key stage
7. Have a departmental system of interleaved common assessment adhered to by all teachers which clearly plans out formative and summative assessment and helps drive future learning
8. Provide timely and purposeful feedback to our pupils that they can act upon to improve