

St Mary's Church in Wales School

Professional Learning Plan Jan 2019 – July 2020

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>	<ul style="list-style-type: none"> Engagement with professional standards for teaching and learning programme. Excellence in Teaching and Leaderships Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers. 	<ul style="list-style-type: none"> Deputy Headteacher & FP Leader to access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. DHT & FP Leader to feedback to SLT and lead development of using PTLs for teaching staff, professional learning and self-evaluation. Class teachers access appropriate Professional Learning to support development against the PTLs following monitoring and PM processes. Performance Management processes and objectives in school reflect the PTLs. 100% of teachers received training on the PTLs. 100% of teacher PM records reflect PTLs. 100% of teachers to receive monitoring of performance against the PTLs. 	Professional learning grant to raise the quality of our teachers	<p>Release</p> <p>Training / Development</p>	£1 200
2	<p>Developing a high-quality education profession.</p> <p>Inspirational leaders working collaboratively</p>	<ul style="list-style-type: none"> Access leadership programme to support Headship development as appropriate. 	<ul style="list-style-type: none"> Headteacher invests in personal development linked to relevant career pathway. Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) to be monitored by Governing Body. Performance Management reflects HT development against new PTLs. 	EIG to be used for HT development as identified.	<p>Release</p> <p>Resources</p> <p>Training / Development</p>	As identified

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	to raise standards.	<ul style="list-style-type: none"> Governors will attend training events planned by EAS and / or participate in school level activity. 	<ul style="list-style-type: none"> Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. Governor curriculum committee to receive regular updates on the development of the new curriculum from PL lead. Governing Body to receive regular updates on the new curriculum and school actions to meet the requirements of the new curriculum from PL lead. 100% of Governors to have attended new curriculum awareness sessions in school. 100% of formal HT reports to update Governors on the work of the school to meet the requirements of the new curriculum. 	Non-pioneer/partner grant		£300 – non-pioneer/partner grant
3	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Access leadership programme to support senior leadership development. 	<ul style="list-style-type: none"> Senior & middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. Senior middle Leaders within school/cluster all identify PL needs against PTLS as appropriate. 	EIG & School Revenue Budget	Release Training / Development	£2000
4	Developing a high-quality education profession. Inspirational leaders working collaboratively	<ul style="list-style-type: none"> Allocate a PL lead role within the school. Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. Represent school at local, regional and national events with regards the 	<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role – 1 day a week The PL disseminates the resources and information to all staff and Governors and completes the arranged gap tasks. PL lead successfully disseminates days 1-4 to whole school community and develops a 	Non-pioneer/Partner Grant	Remuneration Release	<u>Financial Year 2018/19 (1st Sept 2018 – 31st March 2019)</u> Income <ul style="list-style-type: none"> £6 000 grant funding received (EAS) Costs <ul style="list-style-type: none"> TLR3 (£2 200 pa) Within

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	to raise standards.	<p>planning/development of a new curriculum</p> <ul style="list-style-type: none"> Continue to complete programmed tasks on new curriculum Develop training and information materials for stakeholder meetings to ensure all are fully briefed Carry out an audit of school readiness for the implementation of Successful futures and the new curriculum Develop and implement an action plan for the development of a new curriculum across the school Lead school reviews and refinements in the development of a new curriculum e.g. planning docs, schemes of work Action research pilot projects for successful futures to be carried out across the school 	<p>greater understanding of the requirements of curriculum reform.</p> <ul style="list-style-type: none"> Every practitioner has the opportunity to reflect on the National Curriculum reform programme (days 1-4) to support their critical understand of the changes to the curriculum model. PL leads successfully implements the schools/cluster individual action plan for curriculum reform. Staff become better prepared for the realisation of curriculum for Wales. Learners become better prepared for the realisation of curriculum for Wales. Governors become better prepared for the realisation of curriculum for Wales. 100% of pupils to have experienced range of pilot projects 90% of pupil evidence monitored from projects to be at least good 95% of ks2 pupils to demonstrate effective use of revised AFL values for evaluating learning – 4 core purposes 100% of classroom staff to have received half termly training 90% of Governors to have received training 			<p>financial year = £1 283 (Grant)</p> <ul style="list-style-type: none"> One day replacement teacher per week for financial year = £4 320 (From Sept 2018) (Grant) <p><u>Financial Year 2019/20 (1st April 2019 – 31st August 2019)</u></p> <p>Income</p> <ul style="list-style-type: none"> EIG grant funding if no specific grant received <p>Costs</p> <ul style="list-style-type: none"> TLR3 Within financial year = £917 <p>One day replacement teacher per week for financial year = £1 815</p>
5	<p>Developing a high-quality education profession.</p> <p>Inspirational leaders</p>	<ul style="list-style-type: none"> HT to attend regional SLO workshops to support the understanding of the framework. The Headteacher and the PL Lead will attend the regional workshops. 	<ul style="list-style-type: none"> All staff aware of the research and approach to Schools as Learning Organisations (SLO). All staff contribute to the SLO snapshot evaluation of the school. The school generate a snapshot in spring term 19. 	Professional learning Grant to raise the quality of our teachers	<p>Release</p> <p>Training / Development</p>	£1000

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	working collaboratively to raise standards.	<ul style="list-style-type: none"> Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies. 	<ul style="list-style-type: none"> Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020. 			
6	Developing a high-quality education profession.	<ul style="list-style-type: none"> Improving teaching and learning: Access regional PL programmes as appropriate following PM processes. Visiting schools of identified good and excellent practice. 	<ul style="list-style-type: none"> Improved quality of teaching and learning for individually identified teachers. Sharing of good and excellent practice to develop identified areas of school/teacher practice. 	EIG Professional Learning Plan	Release Training / Development	£1000 £1000
7	Developing a high-quality education profession.	<ul style="list-style-type: none"> Access the regional coaching and mentoring development programme for identified staff. 	<ul style="list-style-type: none"> Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school. 	Professional learning Grant to raise the quality of our teachers	Release Resources Training / Development	£600
8	Developing a high-quality education profession.	<ul style="list-style-type: none"> Accessing regional Research and Enquiry Sessions through Cluster critical Collaboration and Professional Enquiry (CCPE) with University of Stirling and subsequent Development of research and enquiry in school. 	<ul style="list-style-type: none"> Practitioners are engaged purposefully with research and enquiry. Professional enquiry impact positively on provision and pupil progress. 	Professional learning grant to raise the quality of our teachers	Release	£450
9	Developing a high-quality education profession.	<ul style="list-style-type: none"> School staff access specialist support from a range of Learning Network Schools linked with identified need(s). 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. 	Professional learning grant to raise the quality of our teachers	Release Resources Training / Development	£600
10	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event. 	<ul style="list-style-type: none"> Review of progress of the curriculum and review model. All leaders contribute to shaping requirements of draft curriculum feedback in summer term. 	Professional learning grant to raise the quality of our teachers	Release Resources Training / Development	£300
11	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The Wellbeing Lead will attend regional workshops to support the ACE developments. 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. 	Professional learning grant to		£300

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		<ul style="list-style-type: none"> The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy. 	<ul style="list-style-type: none"> The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis. The progress of vulnerable learners is tracked effectively and individual learners make increased rates of progress from their starting points. Continue to review attendance & implement policies and processes to maximise participation 	<p>raise the quality of our teachers</p> <p>PDG</p>	Release Resources Training / Development	£450
12	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> HT or Wellbeing lead to attend the regional PDG workshops. 	<ul style="list-style-type: none"> PDG allocation is based upon evidence of impact. The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points. The interim impact of the PDG indicates at least good impact on the progress of learners. 	Professional learning grant to raise the quality of our teachers	Release	£160
13	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities. The school will plan to engage with the Family and Community Network strategy. 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. The principles of the Family and Community Network will become embedded in the ethos of the school. Increased engagement with families Improvements in attendance – meet school target for attendance in 2019/20 	Professional learning grant to raise the quality of our teachers	Release Resources Training / Development	£600 for release to plan, develop policies & practices
14	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The school will begin the work on the cluster More Able developments: <ul style="list-style-type: none"> Action research project to measure effectiveness of MAT work with identified pupils Industry visit for workshops University visit 	<ul style="list-style-type: none"> The aspirations for MA learners across the cluster will increase. There will be a common understanding of the criteria and provision for MA learners across the cluster – common policy Individual Pupil tracking indicate strong value added outcomes. A link cluster representative will be identified. Learners will be identified from the school MA register who will engage in school and cluster activities. 	<p>2018/19 – Cluster MAT project grant</p> <p>2019/20 – Professional learning plan – school contribution £1000</p>	Release Resources Training / Development	<p>Cluster grant = £6000</p> <p>School contribution for subsequent years = £1000</p>

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		<ul style="list-style-type: none"> - School based STEM workshops - MAT pupils to plan and deliver STEM workshops to peers - Aspiration conference day 	<ul style="list-style-type: none"> • Research from cluster MAT STEM project to be shared with schools and all staff • Cluster to plan annual school MAT projects based up on the results of the action research being carried out • Hold an annual aspiration day for MAT pupils across the cluster • Complete an end of financial year FADE evaluating activities and events 			
15	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> • The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice. • All staff will have access to PL to support the introduction of the new Bill. 	<ul style="list-style-type: none"> • The school will have engaged fully in all regional activity with the ALN Transformation plan. • The school will have made at least good progress in meeting the priorities within the ALN priorities within the SDP. • Training materials for staff and governors to have been produced. • 100% of staff will have received training on the new ALN Bill • The governing body are fully informed about the changes. • Parents are fully informed about the changes. 	Professional learning grant to raise the quality of our teachers	Release Training / Development	<p>£600 to attend Training for both SENCOs</p> <p>£300 release time to develop training materials for staff & Governors</p>