



Walthamstow School for Girls CPD 2024-2025

'Neglect not the gift that is in thee'



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WSfG Vision and Values

It is vital that our CPD offer is strongly aligned with our school vision and values and that we all reflect and live these in our everyday practice.

Our school values:

- Courage
- Compassion
- Aspiration
- Integrity

Our school vision:

- Foster a lifelong love of learning
- Look after ourselves and treat others with kindness and respect
- Embrace our diverse community and value our environment
- Empower everyone to make courageous choices
- Celebrate each unique gift.



Intended Impact

We want to see that our CPD offer has had a constructive and positive impact on our practice. This is our intended impact:

- To improve outcomes for our students in terms of progress and attainment
- To improve our practice and be able to evidence those improvements - to fine-tune our case-study practice
- To create a more research-based approach to our practice and CPD
- To build on our coaching ethos of positive and challenging conversations, deep reflection and self-improvement

We will be able to measure the impact of our CPD offer in a variety of ways, including: information from case studies, facilitator and participant feedback, student data, lesson observations, learning walks (the final three being specific to classroom-based staff).

Information



WSfG CPD Structure and Key Dates

Staff Choice CPD Dates

Please note that this is subject to some change. Each session will run from 3:45 - 5:45 in your allocated rooms. Each session will include some time for reflection and development of ideas.

Thursday 10/10/24	CPD Group Session 1	
Wednesday 20/11/24	CPD Group Session 2	
Thursday 16/01/25	CPD Group Session 3	
Tuesday 25/2/25	CPD Group Session 4	
Wednesday 30/4/25	CPD Group Session 5	
Thursday 1/7/25	Final CPD Group Session	Evaluation, review and sharing good practice



Part-Time Staff

If you work part-time, the amount of CPD that you will need to do will be on a pro-rata basis. For example, we have 5 days of CPD/INSET across the academic year, each consisting of 6 hours. If you are on a 0.8 contract then you will need to complete a total of 4 days' worth of INSET/ CPD, equating to 24 hours.

We have intentionally scheduled INSET days and CPD groups on a variety of days to enable all staff to attend a good selection of CPD.

First day of term: all staff are expected to attend 2/9/24. Staff who do not usually work on this day will be paid. If there are any problems, please inform your line manager.

CPD Group Session 1: This is a key session for the year. We would strongly encourage staff who do not usually work on this day to attend and will pay you for this.

We will not be able to offer payment for any further sessions that are attended outside of usual working days, but of course, you are more than welcome to join them should you wish. We will be asking you to let us know which CPD dates you will be attending at the start of the academic year, in discussion with your line manager.



CPD Pathways

Here are the areas identified as key focus areas for our school for 2024-2025, as identified by the Teaching and Learning Team:

All about assessment

Make learning magic

Leave no child behind

Lesson study: Action research in the classroom

On the next few pages, you will find further information on each of the CPD groups.

CPD Pathway	Linked Learning Principles
All about Assessment	Assess to plan Teach for the long term Feedback for growth
Making learning magic	Promote independence, curiosity and courage Questions get students thinking and working hard Give learning purpose
Leave no child behind	Leave no child behind Build empowering relationships Rooted in secure subject knowledge
Lesson study	An opportunity to deepen an area of practice through action research in the classroom.
Bespoke offer	An opportunity to tailor your CPD to the needs of you and your area SIPs.

All about Assessment



Who is it for?	All teaching staff, all classroom staff welcome
Blurb – why this session?	<ul style="list-style-type: none">• Improve your feedback without increasing your marking load• Mark smarter, not harder• Empower students to take ownership of their own learning and feedback• See greater student progress as a result of impactful feedback
Sessions and structure	<p>Session 1: Teach for the long term - Teachers plan backwards from the intended outcomes, so learning is focused and challenging.</p> <p>Session 2&3: Assess to plan - Teachers use assessment and feedback (verbal and written) to understand/diagnose the needs of students and to promote progress.</p> <p>Session 4: Feedback for growth - Feedback (including peer and self-assessment) helps students to understand where they are with their learning and what their next steps are.</p> <p>Session 5: Promote independence, curiosity and courage - Feedback strategies help develop students' resilience and support independence, including risk-taking and stepping out of their comfort zone.</p> <p>Session 6: Celebration</p>

Make learning Magic



Who is it for?	Classroom Teachers who teach KS3/ Head of Subjects/ Support staff who run intervention groups (student facing).
Blurb / Intentions – why this session?	The aim of these sessions is to re-ignite our creativity as teachers, and to give students educational experiences that take them beyond the day-to-day. We will work together to give you the tools to increase engagement and enthusiasm in your classrooms. We want to our students to be curious, excited and independent. You will plan and evaluate a series of lessons that inspire students in your subject area. You will receive practical advice, best practice and lots of time to plan and reflect.
Sessions and structure	Session 1: What does it look like when learning is magic? Your SOLS, students and subjects. Session 2: Stimulating curiosity using the arts. Ideas, structures, and practical advice. Session 3: Asking big questions: how to scaffold students to carry out independent inquiry. Session 4: Managing an excited classroom: how to make ‘fun’ lessons inclusive and educationally rigorous. Session 5: How did it go? Evaluation sequences and planning for next year. Session 6: What have we learnt this year? (Sharing best practice session)

Leave no child behind

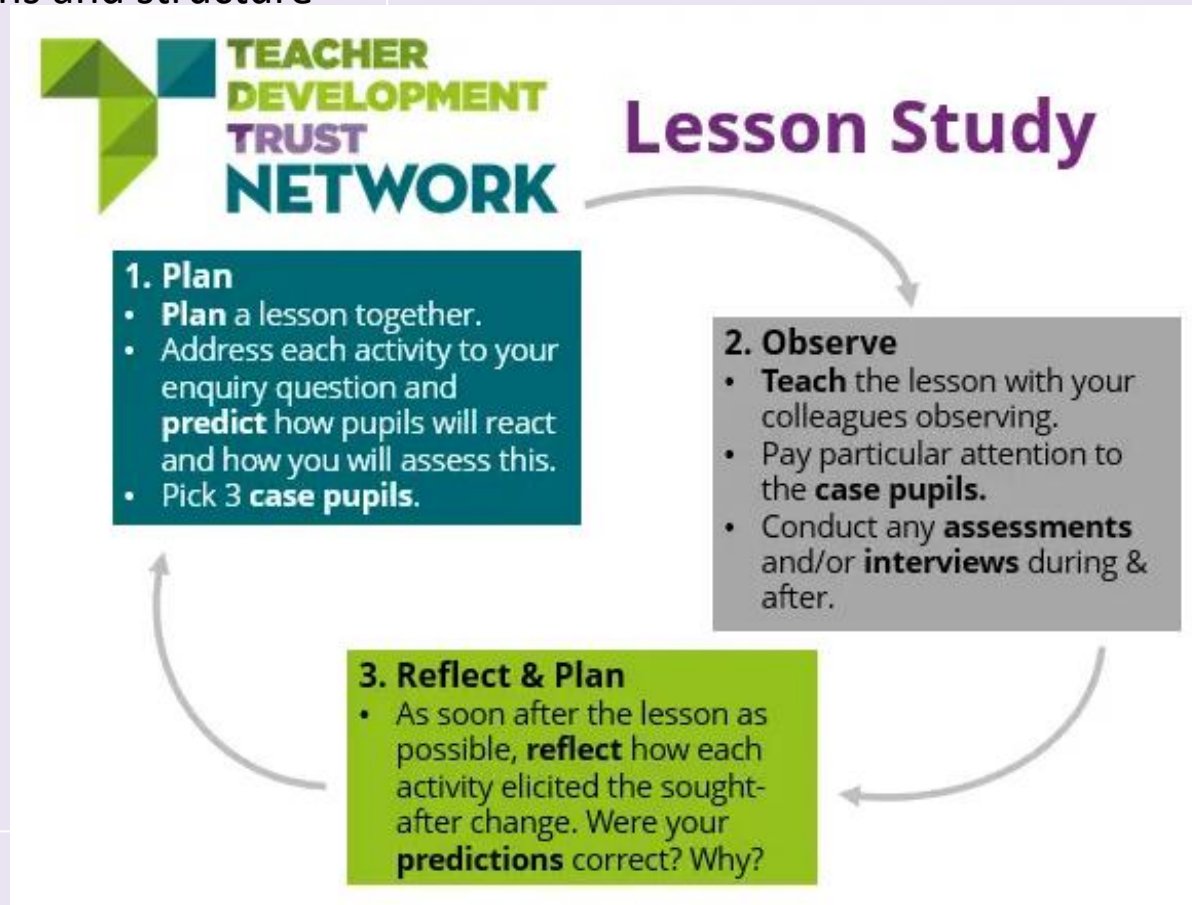


Who is it for?	This pathway is aimed at those looking to better understand the individual needs of our students and develop a range of strategies which can be employed to support them in making positive progress with their learning.
Blurb / Intentions – why this pathway?	As secondary school teachers, we come into contact with a wide range of learners very different needs on a daily basis with. Knowing our students and how to cater for their needs is crucial if we are to ensure that learning is both accessible and appropriately challenging for everyone. This CPD pathway will explore what we can do to better understand the needs of the students we teach and consider some of the pedagogical approaches which can be taken to create a positive learning environment in which no child is left behind.
Sessions and structure	Session 1: Who are your learners and what are their barriers? Session 2: How can we develop disciplinary literacy to improve student progress in our classrooms? Session 3: How can collaborative learning develop oracy with our students? Session 4: How can scaffolding and modelling effectively support students' learning? Session 5: How can technology be used to support the needs of all learners? Session 6: Sharing good practice session

Lesson Study



Who is it for?	This pathway is for any practitioner looking to deepen their practice through action research in the classroom.
Blurb / Intentions – why this session?	Action research in the classroom Focus on a specific area of practice with your peers Collaborative approach to professional development
Sessions and structure	



Note:

- This is a pilot this year
- **One teacher** in the trio will be observed the other **two teachers** will be the observers, this would be in addition to the normal observation cycle
- Trios will be decided based on shared focus / timetable constraints
- Session structure would be different
1 hour - planning, 1 hour observing / feeding back

Bespoke Option



Who is it for?	This pathway is aimed at those who are looking to develop an area which is not catered for in this year's programme.
Blurb / Intentions – why this session?	<p>For some staff, the current CPD offer may not meet the specific areas you are looking to develop. There is a huge range of CPD opportunities available, and you may feel there is something else would be more appropriate for you in supporting your continued professional development. We are happy to consider any individual proposals for a bespoke CPD on a case by case basis so please speak to your line manager if this is something you would like to pursue.</p> <p>This option must be 10 hours/pro-rata if you are PT. You will be part of the sharing session, session 6.</p>
Options to select from and the parameters	<p>There is a huge range of CPD available, but one possible avenue you might like to explore is through our links with the Princes Teaching Institute. Some possible pathways staff have explored in previous years include:</p> <ul style="list-style-type: none"> • The Middle Leadership Certificate (MLC) run by the PTI – The MLC is a personal accreditation course aimed at developing subject leaders through the design and delivery of challenging schemes of work and curriculum planning. Participants meet their network at an online launch meeting and receive online support through a series of e-tutorials to develop new schemes of work and curriculum mapping, which they will teach and reflect on. Each candidate has an experienced subject tutor to mentor and support them throughout the course. For more information and an overview of subjects offered please here https://www.ptieducation.org/events/ • New Teacher subject days run by the PTI - New Teacher Subject Days are specifically designed for those in their first few years of teaching. These courses of four Saturdays offer subject knowledge enhancement and a chance to build confidence and gain inspiration for the classroom. For more information and an overview of subjects offered please here https://www.ptieducation.org/events/ <p>The bespoke option for non teaching staff could be related to areas such as;</p> <ul style="list-style-type: none"> • Acquire specific skills and knowledge for your role • Leadership • Succession Planning • Developing work with students



Key Questions for Choosing your CPD Focus

- What do my students / does my school/team need right now?
- What CPD focus will have the greatest impact?
- What is my desired impact?
- What are my current Performance Development Targets? What am I considering as targets for 2024-2025?

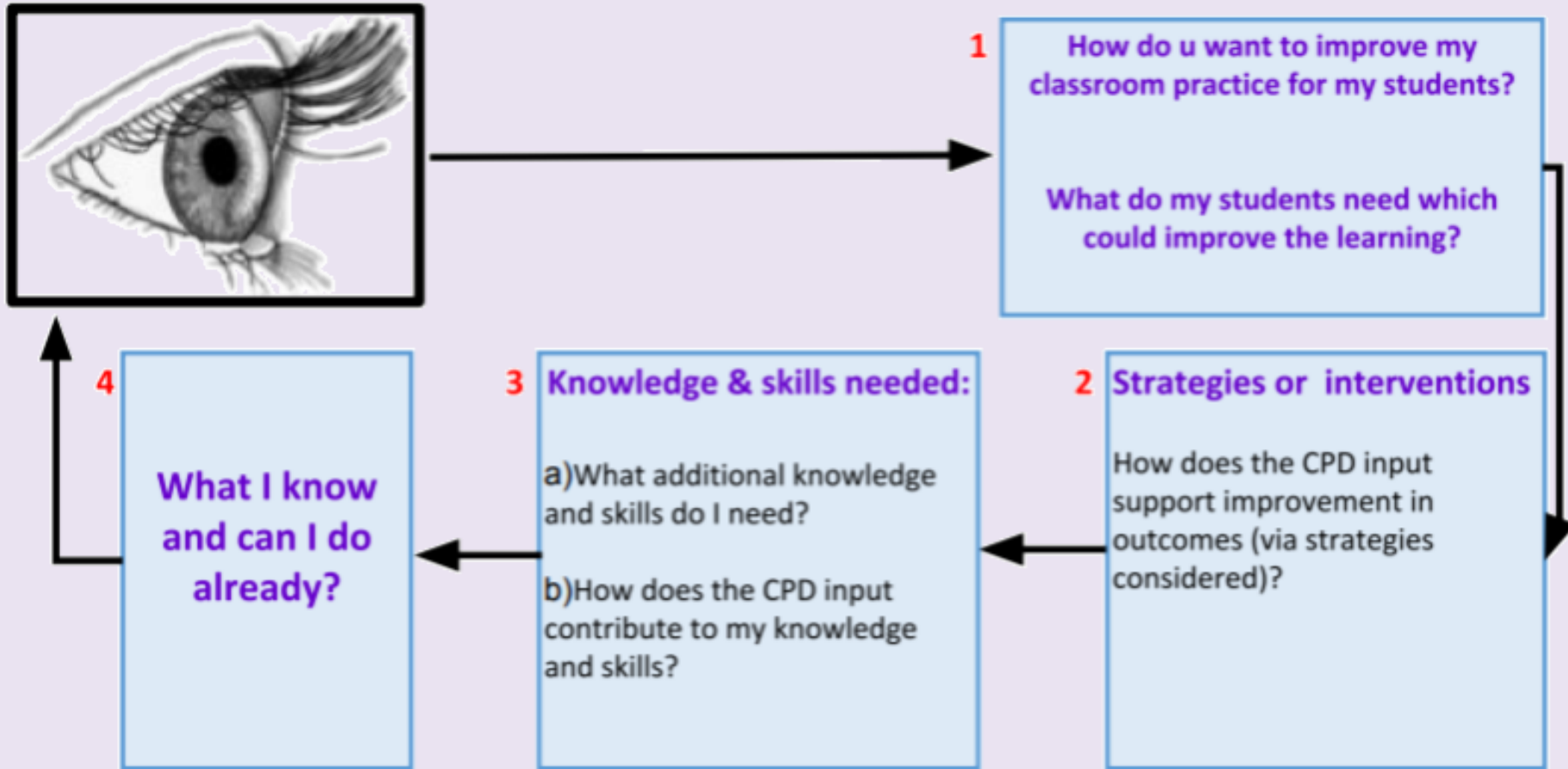
Additional questions for classroom-based staff:

- What do my lesson observations tell me about my practice?
- What improvement in my TnL practice will have the greatest impact on my students? On my classroom practice?

You may find the eye-diagram on the next page a helpful visual for choosing your focus. The language is more classroom-based but this can be easily applied to all staff in all roles.

The Eye Diagram

Planning and Evaluating your CPD Choices





Before you make your final choice

It is important to discuss your choice with your line manager / Head of Faculty. This is important as they too will have an overview of your practice and the needs of the team/school. They will be the best person to support you.

Once you have done this, you will be asked to complete a Microsoft Form to inform us of your first and second choice. Please complete this before **FRIDAY 19TH JULY 2024**.

Please click [HERE](#) to access the Form.

Final decisions will be made second week back.



Walthamstow School for Girls CPD 2024-2025

*"You'll never know everything about anything,
especially something you love."*

Julia Child