**Respect – Commitment – Success**
**Parch – Ymrywmiad – Llwyddiant**

# PROFESSIONAL LEARNING POLICY

# Document Version Control

| Document | *Professional Learning Policy* |
|---|---|
| | |
| **Reference** | *2023NSP/PL Policy* |
| | |
| **Associated Policies and Documents** | • *CCRs Policy*<br>• *Feedback Policy*<br>• *Curriculum for Wales: Summary of Legislation*<br>• *Learning Review Policy*<br>• *PM Policy*<br>• *PLO Policy* |
| | |
| **Author** | *Stacey Thomas* |
| | |
| **Reviewer** | *Andrew Williams (Headteacher)* |
| | |
| **Consultation** | *Development Committee of the Governing Body* |
| | |
| **Approval** | *Full Governing Body* |
| | |
| **Date of approval** | *September 2023* |
| | |
| **Date of review** | *September 2024* |
| | |
| **Date of publication** | *September 2023* |
| | |
| **Chair of Governors** | |
| | |
| **Headteacher** | |

# Equality Impact Assessment

| | |
|---|---|
| **Name of Policy or Procedure** | Professional Learning Policy |
| **Date of review/approval** | September 2023 |
| **Those involved in the assessment** | Resources Committee of the Governing Body |
| **Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)** | The policy sets out the expectations upon teaching staff across the curriculum regarding the learning and teaching. The policy does not differentiate by reference to these characteristics: <br> • Gender/sex; <br> • Sexual orientation; <br> • Religion/belief; <br> • Age; <br> • Gender reassignment; <br> • Pregnancy/maternity; <br> • Marital status. |
| **Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic** | • |
| **How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics** | • |
| **Recommended changes to mitigate against potential negative differential impacts** | • |

**The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.**

**Introduction**

The Welsh Government believe that to get the best out of the Curriculum for Wales, schools should become learning organisations. More information on this can be found [here.](#)



To enable this, Radyr Comprehensive School will create and support continuous learning opportunities for staff. All staff should engage in continuous professional learning to ensure their practice is critically informed and up to date. We aim to make sure that professional learning opportunities are sustainable, specific to the individual, and will have significant impact on the teacher and the pupils in the classroom.

The performance management process will continue to ask staff to engage in Action Enquiry; the PLOs will aim to support this.

Any opportunities to lead or engage in professional learning opportunities should also be recorded on the Education Workforce Council's Professional Learning Passport, an online resource which will follow teachers throughout their career. More information can be found [here](#).

It provides all teachers in Wales with the opportunity to showcase their professional development to colleagues, senior leadership and prospective future employers. It also contains a wealth of professional learning opportunities with access to the EBSCO

Education Source package and eBook Education collection. This will also aid you in your Action Enquiry.

**Purpose:**

Staff development at Radyr Comprehensive School is intended to increase the effectiveness of the school, including raising student achievement, by:

- helping to put student learning at the heart of school improvement;
- ensuring that all staff are valued and recognised as the school's most important resource and valuable asset;
- establishing the school as a model of best practice;
- improving and developing teaching, leadership and other job related skills;
- building collaboration between staff in all sections of the school.

**Aims:**

1. All staff development is planned in the context of the school's vision and priorities for improvement (SIP 2022-2023).
2. Resources are allocated in line with school priorities as identified in the SIP and FIPs and prioritised by their potential to impact upon goals.
3. Staff development needs have been sought through questionnaires, and the PLO programme is based upon these needs and by taking into account the Welsh Government National Priorities and statutory requirements.
4. Staff development activities include internal and external courses, shadowing, observation, personal learning, and action research.
5. The use of in-house expertise will be encouraged as a major focus of PLOs – we aim to continue to develop professional learning opportunities to support the school's focus on self-improvement (SIP 4C 2022-2023).
6. PLOs, both internal and external, will be monitored and evaluated for impact on staff and student performance, to inform future planning, and to ascertain future PL needs.
7. PLOs should impact upon learning and teaching, and the performance management objectives. PM appraisers will help staff review their performance, identify development needs, secure development activities, and evaluate the impact of their development.
8. Staff will be encouraged to keep updated their Practice, Review and Development Record (PRD record).
9. Many external PL opportunities are now offered digitally, both synchronously and asynchronously.  Many of these remove the need for cover and directed

developmental time can be utilised for these opportunities.  In-house opportunities will also be offered during this time. Colleagues may apply for funding for externally provided courses using the [existing INSET request form](#) and the school will consider if the request is affordable and will help meet a SIP need.

**In-House Professional Learning Opportunities (PLOs)**

We have six timetabled slots for professional learning opportunities.  You will be asked to [sign up for a strand](#). You can choose from literacy, numeracy, DCF, bilingualism, Closing the Gap, or the middle level leaders development programme. Materials from all sessions will be made available to all staff.

The table on the following page gives an idea of what will be covered at each session. Please note: the content of each session may change depending on the specific needs of the school and area of focus.

| Date | Literacy: E04 | Numeracy: S02 | DCF: IT3 | Welsh: L07 | T&L: E09 | Closing the gap | Aspiring/Current Middle Level Leaders: Main hall |
|---|---|---|---|---|---|---|---|
| 10.10.22 | Understanding literacy in secondary schools | Calculating percentages using the Radyr method. | Presentation software | Sharing good practice/curriculum planning | DRICE refresher | Using data to identify and plan for underachievement | Vision, values and moral purpose |
| 28.11.22 | Embedding spelling strategies in the classroom | TBC | Communication and collaboration | Eisteddfod planning | Effective feedback and DIRT | Meeting the needs of eFSM learners | Classroom culture and curriculum |
| 13.2.23 | Supporting oracy and its development | TBC | Word processing (accessibility/dictation/macros) | Eisteddfod planning/ parental engagement (TBC) | Maximising participation and think ratio | Closing the gap between boys and girls | Leading and managing innovation and change |
| 27.3.23 | Extending writing: what to expect and how to support | TBC | Internet navigation | TBC | Everybody writes, turn and talk, silent solo – the power of routines | Providing effective provision for EAL learners | Developing staff and building a team |
| 22.5.23 | Supporting students with reading strategies | TBC | Device usage | Sharing good practice – curriculum planning (TBC) | Closing the gap – right is right and no opt out | Working effectively with classroom support | Support and challenge – accountability |
| 26.5.23 | Encouraging and supporting accuracy | TBC | Data handling | Curriculum planning 2023-2024 | Checking for understanding | Behaviour for learning | Next steps: career progression |

SMT September 2022

**External PLOs**

**Central South Consortium**

Please check Central South Consortium's [Knowledge Bank](#) regularly throughout the year for events that may be of interest to you. You can book places using your HWB account. Events are added regularly throughout the year so please make sure to check.

If the event is during the school day, please make sure you are free or that someone is available to cover your class.  If cover is required, please apply using the most recent INSET request form ensuring you explain how the event will help meet the school's priorities for improvement.

There are a number of networks for individual subjects and the CCRs. If you are a department lead, please ensure you are a member of the appropriate network.

**WJEC**

The WJEC will be offering Professional Learning online and in-person. Please apply for these courses using the most recent PLO request form. Many online courses are free and after school so will not require cover and will not incur costs but cover considerations will need to be made for courses during the working day.

See this [website](#) for further information.

**Talk Pedagogy**

The Welsh Government have a Teams page you can access with many collaboration projects available. More information can be found here:
https://hwb.gov.wales/professional-development/national-pedagogy-project

**National Academy for Educational Leadership Wales**
The National Academy for Educational Leadership Wales offers a number of online and in person sessions that will help develop educational leaders. Check their website for more details.
https://nael.cymru/events/

**Edu-Twitter**

There is a thriving educational community on Twitter and many experts offer online sessions via Eventbrite and also use this platform to advertise Research events. Here are some of the subject communities you could join.

| Subject Associations | | | |
|---|---|---|---|
| History | Historical Association – https://www.histor y.org.uk/ | @hannahcusworth @Counsell_C @PaulaLoboWorth @mfordhamhistory @MJBurnage @OliveyJacob @stanf80 @jcarrollhistory @kenradical @hughjrichards | https://inthenameofrigour.wordpres s.com/ https://fromcausestomeanings.word press.com/ https://whatawonderfulworldthiswo uldbe.blog/ https://jcarrollhistory.com/ https://lobworth.com/ https://clioetcetera.com/ |
| English | National Association for the Teaching of English – https://www.nate. o rg.uk/ | @mssfax @TLPMrsL @benniekara @amymayforrester @ASTsupportAAli @Tom_Needham @FunkyPedagogy @mr_englishteach @AnansiRyans @lindsayjskinner @Team_English1 @_MrsC_S @DavidDidau | https://roundlearning.org/ https://thelearningprofession.com/ https://defyingstarsteaching.wordpre ss.com/ https://tomneedhamteach.wordpres s.com/ https://funkypedagogy.com/ http://learningfrommymistakesenglish.bl ogspot.com/ |
| Maths | National Centre for Excellence in the Teaching of Mathematics – https://www.ncet m .org.uk/ | @EmathsUK @mrbartonmaths @jemmaths @naveenfrizvi @mathsjem | https://emaths.co.uk/ https://craigbarton.podia.com/ https://jemmaths.wordpress.com/ http://conceptionofthegood.co.uk/ https://www.resourceaholic.com/ |
| MFL | Association for Language Learning – https://www.alll anguages.org.u k/ | @gianfrancocont 9 @jakehuntonMFL @MelThompsett @JessicaLundx @FadilaF11 | https://gianfrancoconti.com/ https://jlmfl.wordpress.com/author/jlmfl/ https://hackingattheroots.wordpress.com / |

| Subject Associations | | | |
|---|---|---|---|
| **Science** | Association for science education - https://www.ase.org.uk/ | @adamboxer1 @Mr_Raichura @TChillimamp @MrARobbins @DrWilkinsonSci @emc2andallthat @PhysicsUk @Ruth_Ashbee | https://achemicalorthodoxy.wordpress.com/ https://bunsenblue.wordpress.com/ drwilkinsonscience.wordpress.com https://emc2andallthat.wordpress.com/ https://cogscisci.wordpress.com/ teachingphysicsuk.wordpress.com |
| **Art** | National Society for Education in Art and Design - https://www.nsead.org/ | @AntoniaBlanchf1 | https://knowledgerich.art.blog/ https://thedustytsundoku.wordpress.com/2019/06/05/curriculumconversations-art/ |
| **Geog** | Geographical Association – https://www.geography.org.uk/ | @EnserMark @ThatBenRanson @GraceEHealy | https://teachreal.wordpress.com/ https://www.benranson.uk/ https://theplaceofgeography.wordpress.com/ |
| **Music** | Music Teachers Association https://www.musicteachers.org/ | @diversimuso @musotim | https://www.diversimuso.com/ |
| **DT** | Design and technology Association – https://www.data.org.uk/ | @hardy_alison @TheDesignClass @DTassoc @RyanBallDT | https://alisonhardy.work/ https://www.designclass.co.uk/ https://www.data.org.uk/ |
| **RE** | National Association of teachers of Religious Education - https://www.natre.org.uk/ | @robertaorme @missdcox @MrSmithRE @RE_McGEE @josephkinnaird | https://missdcoxblog.wordpress.com/author/missdcox/ https://mrsmithre.home.blog/ https://mrkinnairdre.wordpress.com/ |
| **Computing** | Computing at School – https://www.computingatschool.org.uk/ | @MrAHarrisonCS @mrrattle @WeAreComputi ng | https://mraharrisoncs.wordpress.com/ https://teachcomputing.org/ |

| | | | |
|---|---|---|---|
| **Dance** | One Dance UK – https://www.one da nceuk.org/ | @TownleyDance @lucy_bayliss | |
| **Drama** | National Association for Teaching Drama – https://natd.co.u k/ | @MrColesDrama @MrZFrost | https://medium.com/@georgerobertcol es?source=linkShare -25c694b5cfa2- 1588375062& branch match id=81156 3062464690506 |
| **PE** | Association for Physical Education https://www.afpe .o rg.uk/physicaled ucation/ | @MEACentralPE @PEgeeks @PEgeekscorner @ImSporticus | https://drowningintheshallow.wordpres s.com/ https://thepegeek.com/ |