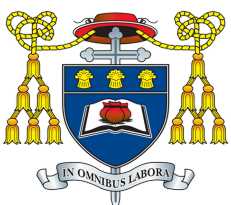




St Nicholas Catholic High School

Teaching & learning and CPD Booklet for Teachers and Learning Support Staff

2024-25



Teaching & learning and CPD Booklet for Teachers and Learning Support Staff?



“I want to suggest that one of the most important habits of a Great Teacher teaching Great Lessons is to find joy in what they’re doing and in what the students are doing. When I walk into a lesson that gives me a sense that it is a Great Lesson... The teacher and the students are busily engaging in tasks or exchanging ideas in a way that conveys enthusiasm and interest and even pleasure...
JOY!”

Tom Sherington writes in
his Teacherhead blog
(March 2013):

Now, more than ever, we are having to adapt quickly to new ways of teaching and learning. We hope that this year’s CPD programme reflects staff evaluations and allows for continuing time to link your CPD to improving student outcomes in the classroom. The CPD activities offered this year will assist everyone in taking responsibility to develop themselves professionally, regardless of their career stage or role.

CPD permeates all aspects of school life and is core to our Catholic mission and St Nicholas ethos. We are blessed with a talented staff who are always willing to support others by sharing their own practice and we will be utilising such an array of talents, as well as learning from external sources. There are so many opportunities throughout the academic year to hone our practices as this new combined booklet for teaching and learning and CPD will convey and we implore every member of teaching and non-teaching staff working in the classroom to grasp these opportunities afforded to them to use our TES Online Training membership, as well as share your learning and teaching skills with members of your department and the wider school.

The Early Careers Framework (ECF) offers many opportunities for those in their early years of teaching but also a number of new National Professional Qualifications (NPQs) for more experienced teachers as well increased opportunities from Olevi programme covering: The Power of Coaching, Outstanding Teaching Assistant Programme, Creative Teacher Programme, Outstanding Teacher programme and the Senior Leaders programme. We will also be running in-house courses for aspiring Leaders Details of all of these are in the handbook.

Thank you for all your hard work, enthusiasm and commitment in the classroom last year and we look forward to another great year working with such a talented group of colleagues. Finally, may we wish you a great year and one in which you feel both motivated and challenged professionally.

Mike Wycherley: Assistant Headteacher- Teaching & Learning

Teaching & learning and CPD Booklet for Teachers and Learning Support Staff?

The purpose of this booklet is to outline the opportunities for professional development this year as well as the focuses for Teaching and Learning.

Teaching and Learning.

We constantly drive to deliver the best possible teaching and learning for our students

- We aim to support all students to develop a deeper understanding of their community and world so that they can participate fully within society.
- All staff will be supported to develop their pedagogical understanding and to provide the highest standards of teaching and learning in their lessons.



T & L Spotlight for this Year

This year we will focus upon **TWO** key areas to enhance our practice. We will develop our teaching and learning understanding in:

- 1. Immediacy of Feedback**
- 2. Adaptive teaching**

This will be another exciting year with a chance to focus upon key areas as well as the opportunity to deepen understanding and practice within departments with the calendared 2 hour dept. CPD sessions over the year.

This, alongside the observations, sharing effective practice, input from assessment champions and the triads will embed approaches to evidence-informed practice, action research, collaboration and reflection when reviewing practices in the classroom.

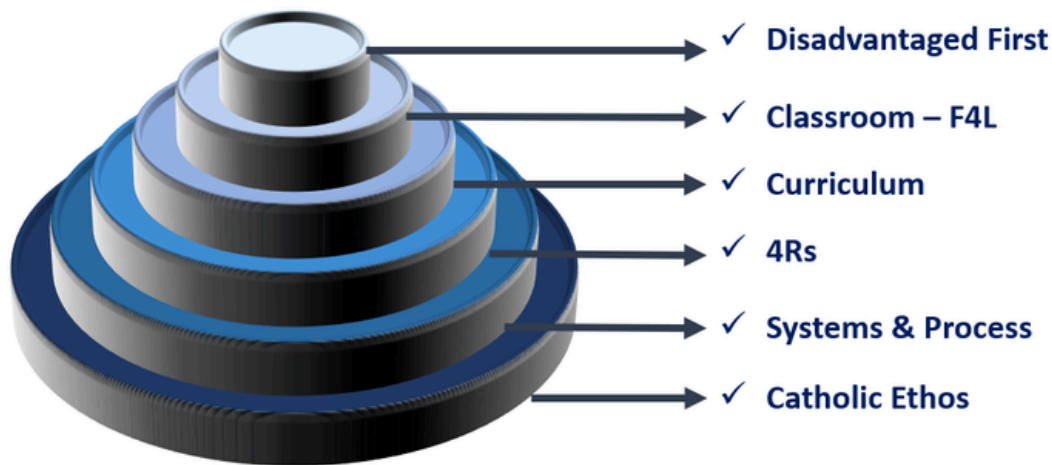
Foundations for Learning



For the past three years, we have incorporated Rosenshine's Principles of Instruction into our Foundations for Learning. While we do not mandate specific practices for staff in their lessons, we recognise that high-quality teaching and learning have essential components. These 10 principles provide the rationale for those components.

The Foundations for Learning are below and underpinning all of the Foundations is our Catholic Ethos.

Foundations for Learning



Principles of Instruction

Research-Based Strategies That All Teachers Should Know

Rosenshine's Principles of Instruction : Here is a brief outline of what they are and what they may look like in the classroom.

Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:

- People learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support students whilst learning complex material

Initially, Rosenshine proposed 17 principles. But in 2012, he revised it down to **10 principles** that should implement into everyday teaching for simplicity and clarity.

What are Rosenshine's 10 Principles of Instruction?

1. Begin a lesson with a short review of previous learning

Rosenshine suggests devoting between five and eight minutes every day, preferably at the start of a lesson, to review previous learning. As our cognitive load is quite small, if we don't review previous learning, then us trying to remember old information will get in the way of us trying to learn new information.

By dedicating a short period each lesson to reviewing and evaluating previous academic performance, students will ultimately perform better. This is because students will develop a more in-depth understanding of syllabus material, make connections between topics, and enhance their critical thinking skills.

This could be though self-marking homework, correcting mistakes from the previous lesson, getting students to go over what they found difficult or asking them what they remember about the topic so far.

2. Present new material in small steps with student practice

Cognitive Load Theory explains how our working memory has a limited capacity. So, if students are presented with too much information at once, the brain suffers from something known as overload. This causes the learning process to slow down or even stop since the brain can no longer process all the information being presented at that one time. As a result, this principle suggests that information should be presented in small steps. This can be done by removing any irrelevant material from your lesson plan and just focusing on what your students need to know.

3. Ask a large number of questions and check the responses of all students

Engaging in effective questioning techniques is one of the most powerful tools a teacher can use to enhance student learning and encourage them to explore a topic in more depth.

Questions allow teachers to:

- *Establish how well a class is engaging with material*
- *Determine whether to dedicate more time to explore a topic*
- *Improve their students' metacognition*
- *Encourage their students to be inquisitive themselves*
- *Enhance student learning by requiring them to practice retrieval*

Rosenshine himself suggested 6 question templates

- "What is the main idea of ...?"
- "What are the strengths and weaknesses of ...?"
- "How does this tie in with what we have learnt before?"
- "Which one is the best ... and why?"
- "Do you agree or disagree with this statement: ...?"
- "What do you still not understand about ...?"

What are Rosenshine's 10 Principles of Instruction?

4. Provide models

Providing a way for students to make connections and links within their learning not only enhances their memory recall, but also allows them to understand new information quickly. You can do this by providing your students with the appropriate support.

Worked examples, demonstrating how to solve a problem, and thinking aloud are all modelling strategies that teachers can use to aid student learning. This is because it allows students to focus on the specific task at hand, reducing the overall demand on their cognitive load.

5. Guide student practice

We don't necessarily think that practice makes perfect, but it certainly helps.

This principle highlights the importance of providing students with enough time to ask questions, practise retrieval, or get the help they need. It's not enough for a student to learn information once, they have to keep rehearsing it through summarising, evaluating, or applying this knowledge. If teachers rush this process, then students' memory on lesson material will be diminished.

6. Check for Understanding

The sixth principle may be the most important of the ten, as getting it right allows you to implement the other nine effectively. We've explained why we think this here...

Take intermittent periods throughout the lesson to stop and gauge whether students are understanding the learning material. This can be done by asking students to summarise the information, asking questions about the material, what their opinion is, or asking them to make a presentation. By stopping every now and then, you can identify any misunderstandings students may have and clarify any points that your students are still struggling with. As a result, when you're ready to move on to the next topic, students have a clear foundation for their learning.

7. Obtain a high success rate

Research suggests that teachers who utilised effective teaching strategies were more likely to have students with higher academic success rates as evidenced by the work produced. Rosenshine suggests that the optimal success rate teachers should strive for is 80% (coincidentally, a similar rate of optimal success when using multiple-choice tests). These success rates show that although challenged, students still understood and learnt new material.

What are Rosenshine's 10 Principles of Instruction?

8. Provide scaffolding for difficult tasks

When introducing students to more complex material, Rosenshine suggests utilising scaffolding in your lessons. Scaffolding is when teachers facilitate students' gradual mastery of a concept or skill by gradually reducing teacher assistance. There is a shift of responsibility over the learning process from the teacher to the student. The temporary support it provides helps students reach higher levels of skill acquisition and comprehension that would have not been possible without assistance.

To use scaffolding effectively in the classroom, consider:

- *Asking your students questions to check for understanding*
- *Using prompts such as “why” and “how” to help with retrieval*
- *Breaking a big task into smaller sections*
- *Providing students with worked examples or checklists they can refer to*

9. Require and monitor independent practice

Although scaffolding is important, your students should also be able to complete tasks independently and take responsibility for their own learning. Developing independent learners is important as it helps students to stay motivated and improve their academic performance.

By practising a task over and over again in their own time (or “overlearning”), students develop greater fluency and automaticity in the skill they're trying to learn. By overlearning a topic, students can recall this information automatically, keeping the space in their cognitive load free for new learning.

You can develop independent learners in your classroom by encouraging students to:

Develop a sense of purpose

Collaborate with others via group work

Think reflectively

Set goals

10. Engage students in weekly and monthly review

The final principle is an extension of the first, but involves spacing out reviews of previous learning over weekly and monthly time frames. This combination of spacing and retrieval is a strategy called successive relearning which involves spacing out the use of retrieval practice techniques on several occasions over time, until a certain level of mastery has been achieved (i.e. correctly retrieved from memory multiple times).

Successive relearning ensures students relearn content and maintain the ability to correctly retrieve this information. This allows them to make connections between new information and old knowledge, enhancing their understanding of a topic. Setting your students weekly homework tasks, asking them to complete a monthly reflection, or doing a quiz each month are all effective ways of implementing this learning strategy into the classroom.

Foundations for Learning

Infographic

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

ASSESSMENT

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

One of the key areas for focus and development this year is on assessment and the changes made in the assessment policy that will have a focus on immediacy of feedback and developing student metacognition and self regulation. There will be opportunities for staff to become Assessment Champions to help shape the guiding principles for assessment for the academic year 2024-25. As ever we have taken a Research led approach to the formation of the policy and subject leaders will have the autonomy to design thier own feedback policy that prioritises the principles of effective feedback.

VISION

Empower subject Department leaders to craft their OWN comprehensive department assessment policy within some carefully considered guiding principles.

This will encapsulate the ethos of St Nicholas Catholic High School: Fostering a culture of continuous improvement, collaboration, research and innovation in assessment practices.



**A focus for this
year will be on
the immediacy
of feedback**

Seekers of feedback- not passive receivers

"Spoon feeding, in the long run,
teaches us nothing but the shape
of the spoon"

Learning
happens when
people have to
think hard



Spotlight for this Year

This year we will focus upon **TWO** key areas to enhance our practice. We will develop our teaching and learning understanding in:

1. Immediacy of Feedback

2. Adaptive teaching

This will be another exciting year with a chance to focus upon key areas as well as the opportunity to deepen understanding and practice within departments with the calendared 2 hour dept. CPD sessions over the year.

This, alongside the observations, sharing effective practice, input from assessment champions and the triads will embed approaches to evidence-informed practice, action research, collaboration and reflection when reviewing practices in the classroom.

Immediacy of Feedback

Immediacy of written and verbal feedback enabling student progress and positive behaviour for learning: Professor Becky Francis (EEF 2021) identifies that ‘Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects. However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback ‘free’. Large amounts of time are spent providing pupils with feedback, perhaps not always productively.’ So when we talk about feedback, what do we mean? The EEF in their report ‘Teacher Feedback to Improve Pupil Learning identify it graphically like this:

CONTENT¹²

The content of feedback may focus on:

- the particular task that a pupil has undertaken;
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

PEOPLE

Feedback may be directed towards different people, be that:

- to the whole class;
- to specific groups; or
- just to individuals.

METHODS

Feedback may be delivered via different methods:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments, written marks, scores, or a combination.

TIMES

Feedback may be delivered at different times, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson.

Things to consider that will enable excellent feedback:

- careful groundwork before the feedback is given.
- providing well-timed information that focuses on improvement.
- consider how learners receive and use that information.

Good feedback causes thinking.

When a student gets a piece of feedback, the first thing they should do is think, not react emotionally, not disengage but think. Research on student motivation shows that when they are faced with a task or a response to a piece of work, students, basically, make a choice between deciding either to protect their wellbeing or to engage in activities that will actually help them grow as individuals and in their achievement. If the first reaction of a student is to protect themselves and to restore their sense of well-being, what you will find is that they will focus on the things that will do that for them and they won't focus on the learning. We need to make this a safe environment - one where they want to grow and this becomes a pattern of learnt behaviours and routine so that everyone does this all of the time. No excuses and no opt out.

So how do we provide feedback that is motivating to effort as well as the strategies that they need to employ to make progress?

Use formal and informal assessment to identify areas for improvement

Don't focus on describing the past performance but instead describe actions that they can take to improve future performance. Feedback should not always be at the end of the learning.

Use motivating and achievable feedback.

Don't forget to tell students what they are achieving with as this will reinforce the good practice. Be specific as to what students should do differently e.g. don't say write an better introduction but instead identify what should be included in the introduction.

Feedback must be bespoke

One box does not fit in all, especially with feedback. Some will need more of a nurturing approach with their feedback and others will need a firmer approach to cajole the effort. This requires staff to know their students well and understand how they react to feedback.

Avoid being overly detailed

Whilst it is important to give specific feedback to focus on student habits, it is important not to 'over guide' . Provide prompts and clues so that students have to think for themselves about what is needed - like a recipe but without all the instructions provided.

Develop independence

As feedback becomes habitual, reduce the detail that you are providing so students have to think more deeply for themselves.

Feedback and Adaptive teaching

Immediate feedback enhances adaptive teaching by enabling real-time adjustments to instruction based on students' needs. It helps teachers **quickly identify misconceptions, correct errors, and reinforce understanding**, fostering a responsive learning environment.

This timely intervention supports differentiated instruction, ensuring that all students receive appropriate challenges and support. Immediate feedback also encourages student engagement and motivation, as learners receive prompt acknowledgment of their efforts.

By continuously adapting teaching strategies, we can better cater to diverse learning styles and paces, ultimately improving educational outcomes and promoting a more inclusive classroom atmosphere.

Immediacy of feedback to students supports responsive and adaptive teaching practices.

Enhanced Student Engagement: Immediate feedback can lead to increased student engagement in learning activities. When students receive timely feedback on their performance, they are more likely to stay motivated and focused on their tasks, leading to higher levels of participation and involvement in the learning process.

Targeted Instruction: Immediate feedback allows teachers to tailor their instruction to meet the specific needs of individual students. By quickly identifying areas where students are struggling or making errors, teachers can provide targeted support and intervention to address those areas, helping students make progress more effectively.

Promotion of Metacognition: Immediacy of feedback encourages students to reflect on their own learning and understand their strengths and weaknesses. Through timely feedback, students gain insight into their performance and can adjust their learning strategies accordingly, promoting metacognitive skills development.

Real-time Adjustment: Immediate feedback enables teachers to make real-time adjustments to their teaching strategies based on student responses. By observing how students are interacting with the material and responding to feedback, teachers can adapt their instructional approaches to better meet the needs of their students, fostering a more responsive and dynamic learning environment.

Faster Learning: Research suggests that immediate feedback accelerates the learning process by providing students with timely information about their performance. When students receive feedback promptly, they are able to correct errors and misconceptions more quickly, leading to faster mastery of the material.

Increased Retention: Immediacy of feedback has been shown to improve long-term retention of learning material. By addressing misunderstandings or errors immediately, students are less likely to reinforce incorrect information and more likely to retain accurate knowledge over time.










Positive Learning Environment: Timely feedback creates a supportive and positive learning environment where students feel valued and supported in their learning journey. By providing feedback promptly, teachers demonstrate their commitment to student success and create opportunities for ongoing dialogue and collaboration.

Feedback strategies to try

There are a variety of feedback strategies that we can use. The image below can act as a reminder. The link to the June 2024 INSET session where strategies shared on immediacy of feedback is below.

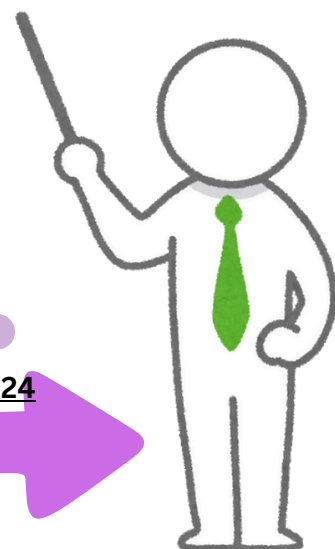
Remember we want the students to provide their response to feedback (in whatever shape or form that is) with their **purple pen**. This is the opportunity for them to engage in thinking about feedback and responding.

A common phrase where we say- I'm providing you feedback so you can improve your work, pick up your purple pen. Making feedback really explicit is important.

| St Nicholas Catholic High School – Feedback Guidance | | |
|--|--|---|
| Feedback should move learning forward | | |
| Dylan William | | |
| Which feedback strategies could I use? The types of feedback outlined below are examples of feedback that you could use in your classroom. The list is not exhaustive but includes some of the evidence informed methods preferred by teachers. The examples below are generic; subject leaders and classroom teachers are best placed to decide how and when to deploy these methods. | | |
| Whole Class Feedback  Class teachers identify common misconceptions and areas for improvement that move learning forward. Whole class feedback can be based on a sample, or a class set of work. | Written Comments  Teachers provide written comments following a piece of work that students are expected to respond to. This could be individual personalised comments or coded comments | Questioning  Teachers utilise a range of questioning techniques (cold calling, closed and open questions, think-pair-share) to check understanding and encourage deep thinking. |
| Verbal Feedback  Students receive feedback verbally either one-to-one or as a class; for example, following a formative assessment. This enables misconceptions to be addressed timely | Exit Tickets  Exit tickets are used at the end of lessons and help the teacher assess if students have grasped the core learning of the lesson, therefore highlighting any misconceptions to be addressed next lesson. | Modelling  Teachers demonstrate what a good example looks like and provide scaffolds to enable students to emulate the example. These may be verbal or written and may include using a visualiser. |
| Live Marking  As the teacher circulates the room; they give feedback as students complete a task. This feedback can then be acted upon immediately, perhaps making use of the visualiser. | Peer/Self-Assessment  Using success criteria and/or a mark scheme, students evaluate how successful they or their peers have been in completing a task | Whole class checking for understanding  Teachers use a range of strategies to CFU at a whole class level e.g. using hinge questions, mini whiteboards, non-verbal responses, choral response. Instant verbal feedback is given. |

[Link to the INSET in June 2024 and relevant materials](#)

[Click on the Image](#)



Adaptive Teaching and the Inclusive classroom

As teachers, we face classrooms that present students with different prior knowledge, motivation and effort levels as well as any range of SEND hidden or otherwise.

So how do we develop that inclusive classroom?

We have well-sequenced curriculum with resources which enable all learners to build on previous teaching and learning. Students have a mapped path through the knowledge that all students need and they can hang this learning through the learning journey. Teachers constantly remind students when they have learnt something and how this concept builds upon previous learning. Recall and retrieval supports this by developing long term memory. Staff use a repertoire of effective teaching and learning techniques to implement the curriculum. Rosenshine's Principles of Instruction are great for this so keep using them!

It is not good enough to write in planners which pupils have an identified SEND need but we need to know and understand the SEND.

How do we use this information in planning?

We need to focus our planning so that we can think about what needs are mainstream rather than what is extra; that has to be the cornerstone of effective mainstream SEND provision.

Top Tips for the inclusive classroom

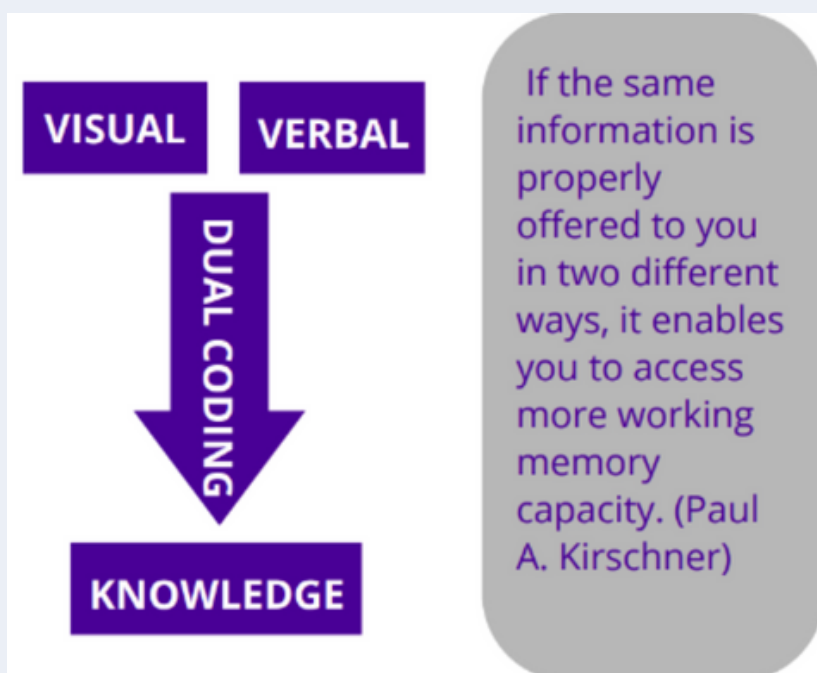


‘Good teaching of pupils with SEND is good teaching for all.’

‘Good teaching of pupils with SEND is good teaching for all.’

1. Provide **ONE** instruction at a time
2. provide clear transitions between tasks
3. Check instructions have been understood
4. Times and countdowns provided
5. Careful consideration of tier 2 & tier 3 vocabulary
6. Task management board

DUAL CODING



Top Tips for the inclusive classroom

QUESTIONING

Think about questioning techniques which are high impact and inclusive. Cold-calling is one such technique so that every student is involved in all questioning exchanges; everyone feels warmly invited to take part – it's inclusive and challenging at the same time.

Every student can rehearse their thinking, engaging in generative recall and self-explanation, working out what they know and don't know; there's plenty of space for uncertainty and tentative first steps. It moves the questioning to the next level and develops the superficial short responses.

It also provides the teacher with great information about student learning and can make teaching highly interactive and responsive to the needs of all.

QUESTIONING

COLD CALLING Asking a question, pausing and then giving the pupils name

THINK, PAIR, SHARE Setting a timeframe to think, then share in a pair before a whole-class discussion.

WHOLE CLASS RESPONSE The practice of receiving a response from all pupils at once.

PROBING Following up a question to provide deeper questioning.

NO OPT OUT Going back to a pupil to give an answer who had previously opted out.

PAIRED TALK Giving students a precise timeframe to discuss an answer in pairs

WAIT TIME

"The longer a teacher waits before insisting students answer a question, the more inference and learning can be harnessed." (Rowe, 1972)

Top Tips for the inclusive classroom

COMMUNICATION

ARE YOU PLANNING FOR NOVICE LEARNERS?

DIRECT INSTRUCTION

The best presentations have concise, appropriate, engaging explanations that are just right for pupils: neither too short nor too long; neither too complex nor too simple.

PREREQUISITE KNOWLEDGE

Do pupils have the knowledge they need prior to introducing new knowledge to reduce cognitive load

BUILD SCHEMA

knowledge allows you to accrue more knowledge;

"Rosenshine argues that 'less effective teachers' often do not 'provide enough worked examples' which adds to cognitive load, leaves pupils unsure of procedures and how to apply them." (Rosenshine)

VISUALISER

To share a worked example - step-by-step' demonstration of how to perform a task or how to solve a problem.

NON EXAMPLES

To narrow down and refine student understanding of any concept, show them something which is not that concept

WAGOLL

A grade 'A' or level 9 answer is shared with the class for them to see "what a good one looks like" or students examples can be shared either verbally or using a visualiser

GUIDED PRACTICE



I DO



WE DO



YOU DO



The EEF's "Special Educational Needs in Mainstream Schools" guide provides evidence-based strategies to support SEN students, emphasizing high-quality teaching, targeted interventions, and inclusive practices to improve educational outcomes.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.





Top Tip Bookmarks

Retrieval and recall strategies

St Nicholas Catholic High School

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TOP TIPS

Scaffolding & Modelling

St Nicholas Catholic High School

| | |
|--|--|
| | <p>The least amount of help first.</p> |
| | <p>Have something concrete to explain the abstract. This gives students access to higher thinking.</p> |
| | <p>Use metacognitive questions to encourage self-reflection and self directed learners</p> |
| | <p>Try prompt questions? Did it work? Why? This also encourages self directed learners and makes them more independent.</p> |
| | <p>Allow them rehearsal time, think time, mini white boards and scrap paper to jot down thoughts.</p> |
| | <p>Always tell them when you are modelling 'thinking'. Always!</p> |
| | <p>If it's wrong students need to know. Use the phrase 'That's wrong. Why do you think it's wrong.'</p> |



Modelling & Scaffolding

St Nicholas Catholic High School



Sub Questions



Sub tasks



Concrete examples



Word Banks



Writing frames



Trial & Error



Metacognitive questions



Daft Questions



Call the Midwife



Prompts, clues & cues



That's wrong



Verbal rehearsal



Note your thoughts down



Which Answer do you like the most?



Modelling thinking



Think Alouds



Exemplar work



Metacognitive past papers



Live feedback



Gallery Critique



QUESTIONING

Questioning is our best tools as a teacher for both assessing and improving understanding.

Good questioning should be about gathering responses not the interrogation of students or the search for correct answers.

All students should engage in questions and be active participants in the learning process.



Wait time



Walk away Q's



Hinge Questions



Bounce Q's



Wrong



Big Questions



Think Pair Share



Nobody knows



Student generated



Follow Up



Probing



Mirror Mirror

Lower-order questions require remembering, higher-order questions require thinking. A combination of both should be used.

Really good questions take proper planning and consideration. They develop thinking skills, encourage discussion and stimulate new ideas.



CHALLENGE

LEARNING INTENTIONS



Share challenging intentions with students so they have a clear understanding of the learning journey and how they progress through it.

INDEPENDENCE & RESILIENCE



Increase students' ability to work for increasingly extended periods of time without support from the teacher.

QUESTIONING & DISCUSSION



Developing students' questioning & participating in group discussion to improve their thinking.

CHOICE OF TASK



Offering a range with different levels of challenge so all students regardless of their starting point can accelerate their learning.

RESOURCES



Create a range of resources to support students in accessing a challenging task & deciding when it is appropriate to allow students to use them.

GROUPINGS



Identify how students should be grouped together and how to ensure they are challenged and how they can make effective contributions.

FEEDBACK



Frame feedback so students have to take responsibility for improving their own learning and close the learning gap.

ACADEMIC VOCABULARY



Increasing the language demands we place on students by explicitly teaching them academic vocab that they use verbally and in writing.

HOMEWORK



Creating a bank of homework challenge tasks that enable students to extend their learning outside the classroom.

TEACHING ASSISTANTS



Collaboration with TA's to ensure ALL students can access the learning & support students to challenge themselves further.

Thanks to @teachertweaks

TOP TIPS



Brilliant Behaviour

1



Be in Charge

2



Use a seating plan

3



Have rules

4



Establish routines

5



Have high expectations

6



Nip misbehaviour in the bud

7



Follow up and follow through

8



Be contained

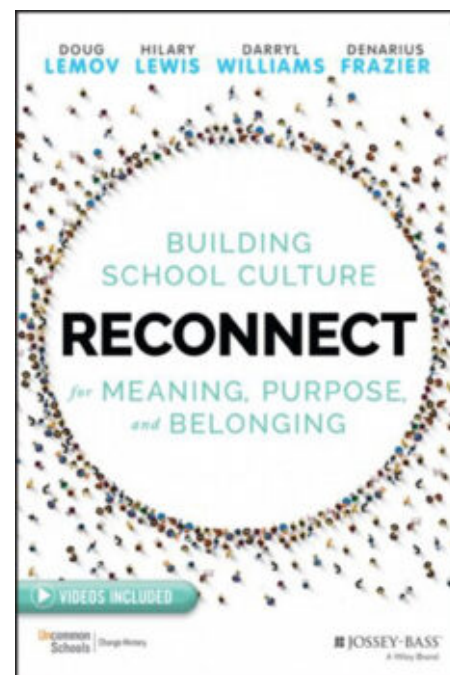
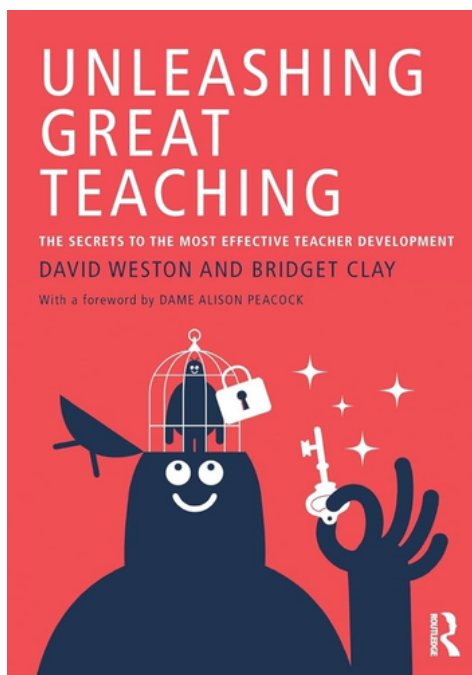
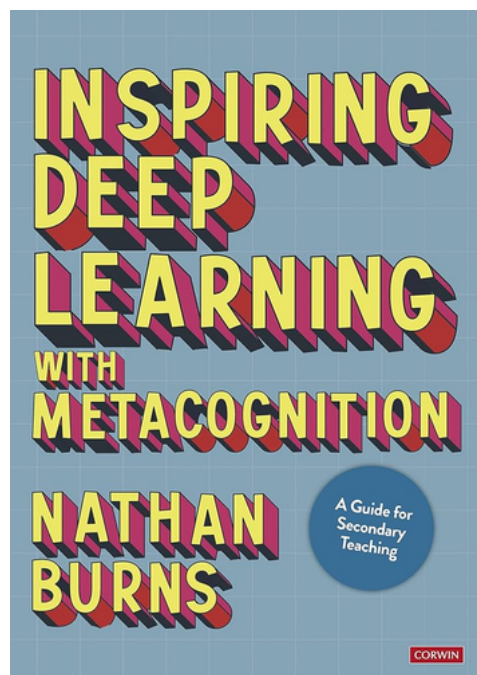
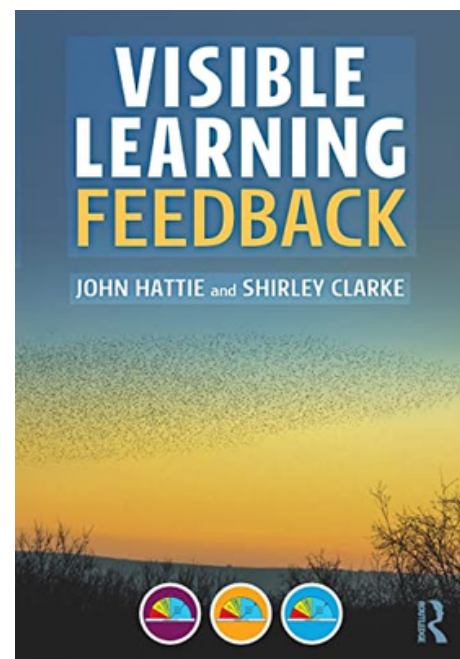
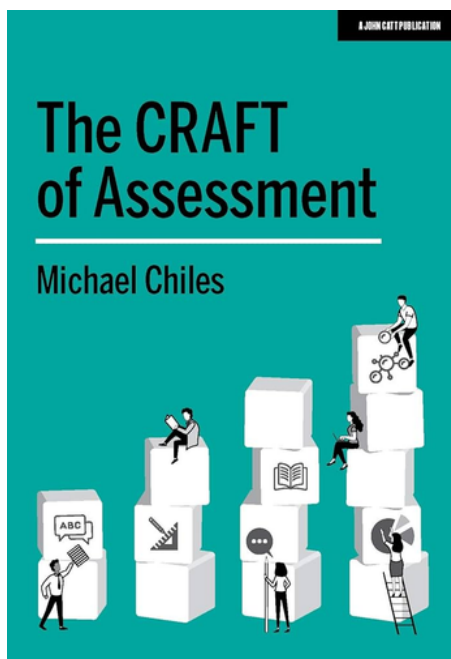
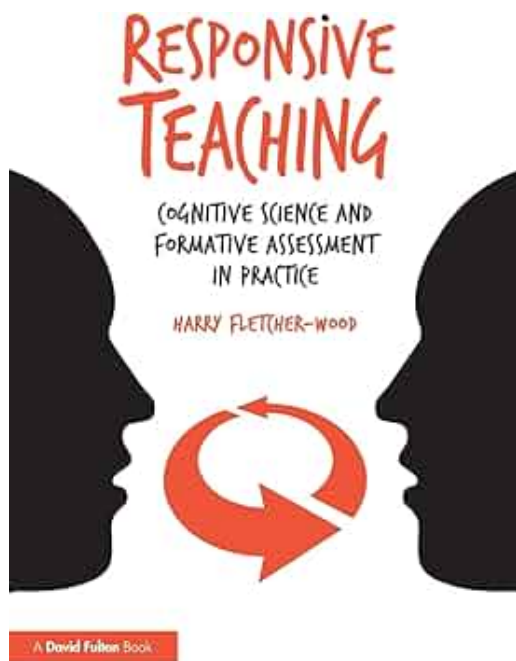
9



Show you care

CPD Reading Challenge.

Why not challenge yourself and read these six books this year? Come and borrow them from me



St Nicholas Catholic High School

Professional Development Opportunities 2024-25

**A Centre of Excellence for Teaching,
Learning and Training: the 'go to' school for
trainees, practitioners, and school leaders.**

WHY?

Investing in the professional development of staff is crucial for a school's success. It ensures teachers stay updated with the latest educational strategies, technologies, and methodologies, enhancing the quality of instruction and student outcomes. Professional development fosters a culture of continuous improvement, collaboration, and innovation, which benefits the entire school community.

Moreover, it boosts teacher morale and retention by showing a commitment to their growth and well-being. Ultimately, well-trained educators are better equipped to meet diverse student needs, create engaging learning environments, and drive academic excellence, making professional development a vital investment for any forward-thinking educational institution.

OPPORTUNITIES ON OFFER

Developing staff pedagogy is rooted in the belief that continuous learning and growth are essential for us as teachers. Our philosophy centers on fostering a collaborative and reflective environment where staff are encouraged to explore, innovate, and share best practices. We prioritise ongoing professional development to ensure our staff are equipped with the latest tools and methodologies, enabling them to meet diverse student needs effectively. By investing in our staff growth, we aim to cultivate a dynamic and adaptive learning community that inspires both staff and students to achieve their fullest potential. Ultimately, empowering our staff enhances the entire educational experience. Some of these areas of development are shown below.

Triad lesson observations & calendared discussion opportunities prior and post sessions

Online TES CPD resources

In house department CPD (5x2 hours)

Whole School CPD

Appraisal target 3 as personal focus for CPD

T&L newsletters

CCRS

Chartered College Courses

Open Door weeks

Sharing effective Practice sessions

Working Parties

Olevi Training courses

Aspiring Leadership Courses

NPQ's

Olevi



Olevi is an education consultancy with a focus on enhancing teaching and learning practices.

We have three members of staff who have undergone facilitation training to enable them to deliver a range of professional development opportunities using their materials, ranging from including Teaching Assistant programme, teacher programmes, coaching programmes & leadership training

These courses empower staff with the knowledge, skills, and strategies needed to drive school improvement and enhance student outcomes whilst fostering a culture of continuous improvement and innovation.

Each Olevi course is outlined along with some testimonials from staff who undertook the training this year.

The majority of the Olevi training programmes run for 6-9 weeks depending and timings are from 1.15-4.15.pm

Olevi offer 2024-25

OTAP- Outstanding Teaching Assistant Programme

OTP- Outstanding Teacher programme

POC- Power of Coaching

CTP- Creative Teacher Programme

SOLE- Senior Outstanding Leaders in Education



OTP- Outstanding Teacher programme

Staff will gain a deeper understanding of the latest innovative pedagogy and develop the knowledge, skills, and behaviours to make a significant impact on students & and inspire others to improve their practice.

T & L SESSION 1: Challenge and Engagement

By exploring the latest research and thinking, you will:

- clearly articulate what constitutes outstanding teaching & learning.
- understand new ways to challenge & engage students to enable genuine progress.
- learn ways to observe colleagues to promote reflection and action.
- present your thinking in a way that role-models key learning processes.

T & L SESSION 2: Questioning and Planning

By exploring the latest research and thinking, you will:

- improve your understanding of high-quality questioning & planning.
- learn how to professionally challenge the learning & thinking of other professionals.
- use the audit to reflect on your current practice & create a personal improvement plan.
- design a powerful professional learning session to improve the practice of colleagues.

T & L SESSION 3: Assessment and Feedback

By exploring the latest research and thinking, you will:

- grow your understanding of what constitutes high quality assessment & feedback.
- reflect deeply on your own practice in relation to these two areas.
- learn how to provide powerful feedback to colleagues to improve their understanding of pedagogy & ensure it is embedded in their practice.
- engage in collaborative enquiry with other colleagues.

T & L SESSION 4: Metacognition and Adaptive Teaching

By exploring the latest research and thinking, you will:

- understand the theory, skills, & processes behind high-quality adaptive teaching.
- learn various strategies to effectively promote a thinking culture within your classroom and the classrooms of colleagues.
- be able to access the wisdom of other colleagues to grow one another's practice
- coach a colleague, promoting greater clarity, confidence, & drive to improve.

T & L SESSION 5: Impact

By exploring the latest research and thinking, you will:

- reflect on what it means to be an outstanding teacher.
- improve your understanding of modelling and explaining in high quality teaching.
- articulate how you have developed as a professional over the course of the programme.
- create an action plan to ensure you continue to grow and develop as a classroom practitioner and leader of learning.

I thoroughly enjoyed the OTP course. The content was really engaging and gave me plenty of opportunity to reflect on my own practice whilst also having the opportunity to share ideas amongst the group. I particularly liked the idea of 'hinge questions'; these have become more significant in my lessons and I'm considering how best to plan their use in schemes of learning across KS3

OTP- Outstanding Teacher programme

The OTP course has been a journey of reflection, evaluation and change and one that has engaged deeper thinking for me as a practitioner. The DR ICE framework is one that I have not only tried to incorporate into my own teaching, but has shaped what I do as a teacher, coach and leader for those in the school

I have always considered myself a good listener who takes enjoyment out of hearing the views, feelings and thoughts of those around me, however, being afforded the opportunity to share a room with likeminded, progressive teachers and Subject Leaders with over 200 years of teaching experience has undoubtedly shaped the way I view education and what is needed to progress my own practice.

I leave the course seemingly with more questions than answers, but embracing these and deepening my own thinking has, and will continue to, develop my own practice and enhance the teaching and learning opportunities afforded to others.



POC Power of Coaching

You will gain a deeper understanding about the power of coaching and the impact that great coaching has on learning, being able to confidently apply a number of strategies to deepen the thinking of pupils, inspire colleagues to develop and grow, and become a more reflective and energised professional.

SESSION 1:

- Articulate what coaching is, and is not, and explore its power as a tool for improving teaching and learning/training; leadership; and communication.

SESSION 2:

- Explore the fundamental skills and strategies that credible coaches use to empower thinking and inspire change.

SESSION 3:

- Learn the theory, skills, and processes to coach informally, formally and in a structured way using the OLEVI Analytical Coaching programme.

The course was really interesting for me to carry out. I thought going into it that it would be all about learning how to coach other people however the course really made me look at myself and realise that I needed to make positive changes about the way I work and that I need to be more empathetic and listen to people rather than hearing the things I want to hear. Once you start to listen on a deeper level you can give better advice that is more meaningful rather just instructions

The course helped to reinforce and deepen my own thought process of my role and how it can be developed to have a positive impact on those that I interact with. Question myself more, have I understood properly, did I provide enough time, how could I approach it differently next time.

POC Power of Coaching

Delegate feedback



Excellent course which allowed me to reflect on my practice within the school in terms of listening skills, how I respond to other and things I could do differently. Although not designed to use with students, gave me ideas of approaching sessions with students to help them explore / talk about what's happening for them. The different models are really useful. The course allowed me time out of the job to reflect on my wording of things / how to maybe approach things differently in future. Delivery of the course was great! Delivered with a smile, interactive, range of listening, talking, activities

Thank you for reminding me of how much we do to support our students. The Power of Coaching Training has shown me how amazing we are as a staff team in supporting and nurturing our students. To now feel confident having those same discussions with our staff team, is fantastic and really well needed. I would recommend this course). I feel reassured that I am doing an amazing job with a real positive impact giving me further confidence to continue to do what I do.



OTAP- Outstanding Teaching Assistant Programme

Enables classroom support staff to become more reflective, confident and creative through gaining a deeper understanding of classroom pedagogy. Delegates will develop the attributes to make a significant impact on the relationships with both pupils and colleagues.

SESSION 1:

The role of an outstanding teaching assistant

By exploring the latest research and thinking, participants will:

- explore the importance of the Teaching Assistant role.
- learn how TAs can maximise their impact on students, teachers, and parents.
- investigate strategies to lead learning.
- understand how to observe and analyse the practice of others to improve their own.
- use models to articulate and understand what constitutes great teaching and learning.

SESSION 2:

Understanding myself

By exploring the latest research and thinking, participants will:

- reflect on their own personality type & learn how to work effectively with different people.
- learn approaches & strategies to create learning opportunities that are high engagement and high challenge.
- learn how to enhance learning through adapting the learning space.
- coach and mentor others to improve their classroom practice.

SESSION 3:

Deepening thinking

By exploring the latest research and thinking, participants will:

- consider what Listening for Learning means and learn strategies to do it effectively.
- use various approaches to generate high quality questions & activities to deepen thinking.
- investigate the importance of the curriculum and use of technology in enhancing learning.
- plan a Teaching and Learning project to develop the practice of several colleagues.

SESSION 4:

Maximising impact

By exploring the latest research and thinking, participants will:

- learn how to detect issues with people's mindset to learning and help them overcome their barriers so they can succeed.
- explore how they can plan and adapt learning activities to effectively engage and challenge students.
- understand what constitutes high quality assessment and feedback.

SESSION 5:

Professionalism and impact

By exploring the latest research and thinking, participants will:

- analyse what Professionalism means to them & consider how this is developed in their teams.
- consider how to communicate effectively to lead and develop others.
- present the impact of their Teaching and Learning project.
- reflect on their own learning journey to date and create an action plan to ensure they continue to grow as professionals.

The OLEVI programme has made me more confident in my job as a teaching assistant and has made me more aware in certain areas of the classroom than I was before.



CTP- Creative Teacher Programme

Classroom practitioners will become more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the progress of, and relationships with, pupils and colleagues. Through this programme you will become a more self-regulated and independent thinking professional.

This course is new and will run in academic year 2024-25 for the first time

Challenge and Engagement

By exploring the latest research and thinking, you will:

- clearly articulate what constitutes effective teaching and learning.
- improve your understanding of how to challenge and engage students to enable progress.
- learn ways to observe colleagues to promote reflection and action.
- present your thinking in a way that role-models key learning processes.

Planning, Learning and Reviewing

By exploring the latest research and thinking, you will:

- create a model to articulate, plan and evaluate highly effective classroom practice.
- use the Planning & Adapting audits to reflect on your current practice & create an action plan.
- design and facilitate an activity to deepen the thinking of others in the group.
- learn how to professionally challenge the learning and thinking of other professionals.

SESSION 3: Assessment and Feedback

By exploring the latest research and thinking, you will:

- grow your understanding of what constitutes high quality assessment and feedback.
- learn how to provide powerful feedback to colleagues to improve their pedagogy.
- engage in collaborative enquiry with other colleagues.

SESSION 4: Questioning and Thinking

By exploring the latest research and thinking, you will:

- understand the theory, skills, and process behind high-quality questioning.
- learn various strategies to effectively promote a thinking culture within your classroom.
- apply cognitive learning strategies like spacing and retrieval to ensure progress over time.

SESSION 5: Adaptive Teaching

By exploring the latest research and thinking, you will:

- understand the theory, skills, and processes behind high-quality adaptive teaching.
- apply models and share resources to effectively promote differentiation within your classroom.
- coach a colleague, promoting greater clarity, confidence, and drive.

SESSION 6: Modelling, Explaining and Impact

By exploring the latest research and thinking, you will:

- reflect on what it means to be a creative teacher, 'delivering' a creative curriculum.
- improve your understanding of modelling and explaining in high quality teaching.
- articulate how you have developed as a professional over the course of the programme
- create an action plan to ensure you continue to grow and develop as a classroom practitioner.



SOLE- Senior Outstanding Leaders in Education

The best senior leaders have an aspirational vision and know how to balance challenge and support, successfully overcoming complex barriers to achieve significant and sustainable impact. The programme will provide greater clarity, grow confidence, and develop competence of senior leaders, enabling strategic reflection on organisational improvement.

SESSION 1: Outstanding Leadership

During this session, participants will explore:

- the key knowledge, skills, & behaviour of high-quality senior leaders, & how this differs to middle leaders.
- how leaders analyse situations and critically use different leadership styles.
- what different leadership models can be used to analyse their context. For example, the relationship between Challenge, Support, and Impact.

SESSION 2: Credibility

During this session, participants will explore:

- what knowledge, skills and behaviours leaders need to build credibility in Education.
- what great teaching & learning looks like, & how you lead improvement in teaching effectively.
- their own strengths and areas for development and decide an action plan for personal growth.

SESSION 3: Vision and Culture

During this session, participants will explore:

- how Leaders should create and articulate a compelling vision for the future.
- the 7 Key Areas of Organisational Culture and use them to reflect upon the extent to which their own culture matches their vision and decide next steps.
- the OLEVI Strategic Planning Model to reflect on, and refine, their own Leadership.

SESSION 4: Communication and relationships

During this session, participants will explore:

- the importance of relationships in Leadership.
- how effectively you communicate and form meaningful relationships with colleagues.
- strategies & systems to improve colleagues' performance, including coaching & mentoring.
- the 5 Behaviours of High-Performing teams and decide how they will develop them.

SESSION 5: Resource Management

During this session, participants will explore:

- key operational management approaches to ensure long-term, sustainable improvement.
- OLEVI's 5 Phases of Project Management to implement a highly effective project.
- various financial planning models and how to manage and implement them effectively.
- techniques to communicate and how to use them with different personalities.

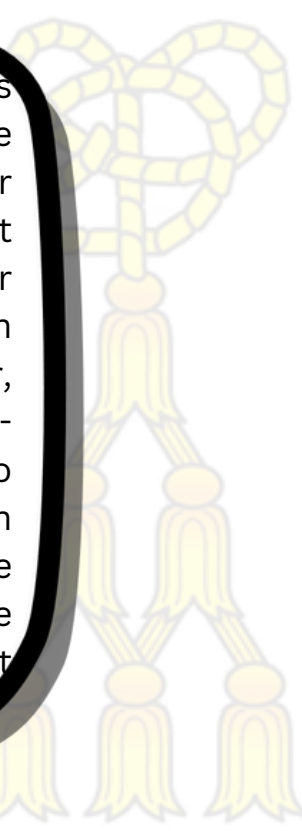
SESSION 6: Performance and Change

During this session, participants will explore:

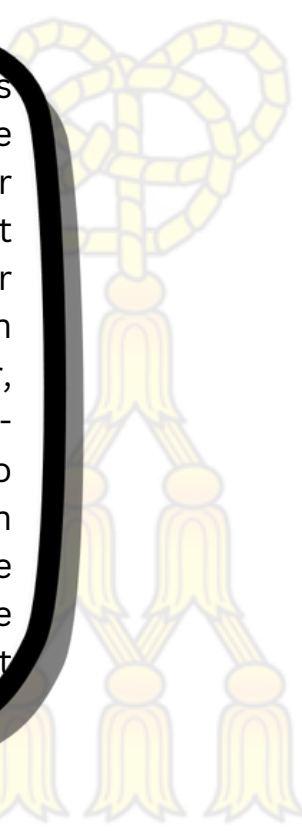
- the challenges of and opportunities with achieving complex, long-term change in schools.
- different change management models and analyse the best way to overcome barriers, manage 'energy levels' and achieve impact in schools.
- their own progress in performance against key leadership standards.
- what their action plan should look like moving forward, and how they will ensure it is implemented successfully.

SOLE- Senior Outstanding Leaders in Education

delegate feedback



Having worked as a Middle Leader in Pastoral, Progress and Curriculum roles for several years, the ASL course has allowed me to bring all my experience together for the first time. Through the dialogue and challenges it presents, it helps you to self-reflect and crystalize your thoughts. You come through the other side with a much clearer picture of how you look, to others, as a leader, as well as being equipped with some cleverly thought-out tools/strategies that empower you to communicate, execute and push through your vision for improvement. The skills you accrue are applicable to all settings and are the 'active ingredients' you've been looking for to move your own development forward.....thoroughly recommend.



Being a part of the Aspiring Senior Leaders course has enabled me to reflect on my practice and identify areas for improvement so that I feel ready to take the next step towards a Senior Leader post. I have particularly enjoyed and benefitted from working alongside other inspiring Middle Leaders and participating in honest professional conversations about a range of matters concerning leadership at a whole school level.

Aspiring Senior Leader Course

This is our own in house training opportunity for aspiring leaders. We use the Olevi SOLE course alongside a variety of other activities and sessions.

We are aware that the best senior leaders have an aspirational vision and know how to balance challenge and support, successfully overcoming complex barriers to achieve significant and sustainable impact. The course will provide greater clarity, grow confidence, and develop competence of senior leaders, enabling strategic reflection on organisational improvement with support and mentorship from existing members of the SLT, visits to other school (s) and participation in strategy meetings.

Why provide this opportunity?

□ **Succession Planning:** Identifying and nurturing aspiring senior leaders ensures a pool of talented individuals who can seamlessly transition into leadership roles when existing leaders move on. This contributes to the long-term stability and continuity of the school's leadership team.

□ **Professional Growth** opportunities for aspiring leaders to develop their skills and competencies allows them to grow professionally. Exposure to leadership training, mentorship, and practical experiences prepares them for the challenges of senior leadership roles.

□ **Innovation and Fresh Perspectives:** Bringing in staff with fresh perspectives fosters innovation within the school. Aspiring leaders may bring different ideas, approaches, and strategies, contributing to the continuous improvement and adaptability of the school's leadership practices.

□ **Success of Educational Initiatives:** Strong leadership at all levels is essential for the successful implementation of educational initiatives. Aspiring leaders who understand the vision and goals of the school are better positioned to align their efforts with these initiatives, ensuring their successful execution.

□ **Improved Staff Morale:** A leadership development program can positively impact staff morale. When teachers and staff see that the school is invested in the professional growth of its members, it creates a positive and supportive work environment, boosting morale and job satisfaction.

□ **Adaptability to Change:** Aspiring senior leaders, through their training and experiences, become adept at managing change. This is essential in the current educational landscape where we often face evolving challenges and need leaders who can navigate change effectively.

□ **Reflective Practice:** Leadership development encourages individuals to engage in reflective practice. Aspiring leaders learn to critically assess their own leadership

Aspiring Senior Leader course

OVERVIEW



6 KEY AREAS OF THE IN-HOUSE PROFESSIONAL DEVELOPMENT COVERS:

| |
|---|
| Leadership Training: SOLE (Senior Outstanding Leaders in Education) |
| Mentoring and practical experiences |
| Attend several SLT Strategy meetings |
| Visit another school/ shadow SLT |
| Opportunity to support in SLT absence |
| Lead/ research on a key initiative or strand of the School Improvement Plan |

Aspiring Senior Leader course

MENTORING & PRACTICAL EXPERIENCES



Each Aspiring Leader will be working with a SLT mentor/ coach. It is important to provide opportunities for staff to develop their skills and competencies by exposure to leadership training (SOLE), mentorship, and practical experiences to prepare you for the challenges of senior leadership roles.

Practical experiences will be an opportunity for Aspiring Leaders to consider a solution to an issue or event through scenario sessions.

Understanding SIP/SEF and goals-

Aspiring leaders need to comprehend the strategic direction of the school to contribute effectively to its success.

Building Strategic Thinking Skills-

Exposure to discussions about long-term plans, challenges, and opportunities sharpens their ability to think critically and make informed decisions.

Foster a Shared Vision- Strategy meetings create an opportunity for aspiring leaders to contribute to the formation and clarification of the school's vision.

Prepare for Leadership Roles- It offers a chance to observe and learn from experienced leaders, understand the dynamics of decision-making, and become familiar with the challenges and opportunities that leadership entails.

Contribute to Decision-Making- Their input, insights, and perspectives contribute to well-rounded discussions, leading to more informed and inclusive decisions.

Aspiring Senior Leader course

ATTENDANCE @ SLT STRATEGY MEETINGS



Aspiring Senior Leader course

VISITS TO OTHER SCHOOL / SHADOW SLT



These will be led by their expertise and interest, but examples could include:

Student Engagement and Well-being Project:

Implement strategies to promote a positive school culture and mental health support.

Inclusive Education Initiative:

Create a more inclusive learning environment.

Research and implement strategies to support the inclusion of students with diverse needs.

Professional Development Series:

Lead a professional development series for teachers.

Research ongoing, targeted professional development opportunities.

Community Engagement and Partnerships:

Strengthen partnerships with parents, local businesses, or community organisations.

Research strategies to enhance community involvement in school activities.

Observing Best Practices: Visiting another school allows aspiring leaders to observe successful practices and strategies implemented by experienced leaders. This exposure helps them gain insights into effective educational approaches and leadership & management techniques.

Professional Development: Exposure to diverse leadership styles and methodologies enhances their leadership skills.

Networking and Collaboration: Building connections with professionals from different institutions can lead to valuable partnerships, resource sharing, and a broader professional network.

Exposure to Different School Cultures: Each school has its unique culture and context. Visiting another school exposes aspiring leaders to different organisational cultures, teaching methods, and student populations

Aspiring Senior Leader course

RESEARCH INITIATIVES ON THE SIP



National Professional Qualifications -NPQ's



NPQ Leading Literacy (NPQLL) - this programme will develop participants' expertise in leading literacy by developing a deep understanding of evidence-based practice in language reading and writing.

NPQ Leading Teaching (NPQLT) - designed for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

NPQ Leading Teacher Development (NPQLTD) - designed for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.

NPQ Leading Behaviour and Culture (NPQLBC) - designed for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

NPQ Senior Leadership (NPQSL) - designed for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

NPQ Headship (NPQH) - designed for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

2023-24

NPQ LL-(Leading Literacy) 1 member of staff
NPQ LT- (Leading Teaching) 1 member of staff
NPQ B&C-(Leading behaviour & Culture) 1 member of staff
NPQSL- (Senior leader) 6 members of staff
NPQH- (HeadTeacher) 2 members of staff

2022-23

NPQ LL-(Leading Literacy) 0 staff
NPQ LT- (Leading Teaching) 3 members of staff
NPQ B&C-(Leading behaviour & Culture) 1 member of staff
NPQSL- (Senior leader) 2 members of staff
NPQH- (HeadTeacher) 0 members of staff

2023-24

Working parties- 32

POC- 6

OTP- 11

SOLE- 5

OTAP- 6

NPQ's- 9

This year we have offered 69 staff the opportunity for professional self development across a range of our staffing at St Nicholas Catholic High School.

This does not include the courses and external visits that staff have undertaken this year.

CPD Matrix for staff

CPD Matrix- Developing Talent

St Nicholas Catholic High School 2024-25 Provision

| Stage | Programmes/Opportunities | Roles | Experiences | | | | | | | | | | | | | | |
|---|--|---------------------------------|------------------------|-------------------|------------------|-------------|---------------------|---------------|------------------------|---------------------|-----------------------|--------------------|------------------------|--------------|-------------------------------------|---|---|
| | Key: | | Safeguarding | Coaching & Triads | Whole school CPD | Subject CPD | Lesson observations | Work scrutiny | Emerging leader course | External Networking | Sharing good practice | External Examiners | Non specialist support | Peer to Peer | Observer in lessons/ Learning walks | | |
| Early Career Stage | Coach/Triad | ECT | | x | | | x | | | | x | | | | x | | |
| | Induction sessions/ Fortnightly mentor session | | | | x | x | | | | | | | | | | | |
| | Subject CPD | | | x | | | | x | | | x | | x | | x | | |
| | Working Parties | | | | x | | | | | x | x | | | | x | | |
| | Open Doors/ T&L staff opportunities | | | x | | x | | | | | x | | x | | x | | |
| | Safeguarding training | | x | | x | | | | | | | | | | | | |
| | MS Teams Training | | | | x | x | | | | | | | | | | | |
| | Whole school CPD | | | | x | | | | | | | | | | | x | |
| | CCRS | | | | x | x | | | | x | x | | | | x | | |
| | Delivering CPD to staff | | | | x | x | | | | | x | | x | | | | |
| | Our ways of working | | | | x | | | | | | | | | | | | |
| | Coach/Triad | RQT | | x | | | | | | | | | | | | x | |
| | Whole school CPD | | | | x | | | | | | | | | | | x | |
| | Subject CPD | | | x | | x | | x | | | x | | x | | x | | |
| | Safeguarding training | | x | | | | | | | | | | | | | | |
| | Working Parties | | | | x | | | | | | x | x | | | x | | |
| | Open Doors/ T&L staff opportunities | | | x | | | | | | | x | x | x | | | x | |
| | Online CPD (National College, TES) | | | | | | | | | | | | | | | | |
| CCRS | | | | | x | x | | | | x | x | | | | x | | |
| Delivering CPD to staff/ Aspiring middle Leader | | | | x | x | | | x | | x | | x | | | | | |
| Olevi course (OTP/POC) | | | x | x | x | x | | | | x | | | | x | x | | |
| Middle Carer Stage | Working Parties | Developing, experienced teacher | | | x | | | | | x | x | | | | x | | |
| | Master's degree | | | | x | x | | | | x | | | | | | | |
| | Coach/Triads | | | x | | | | | | | | | | | | x | |
| | Emerging leader course | | | | x | x | | | x | | x | | | | x | | |
| | Whole school CPD | | | | x | | | | | | | | | | | | |
| | Safeguarding training | | x | | x | | | | | | | | | | | | |
| | Olevi course (OTP/POC) | | | x | x | x | x | | | | x | | | | x | x | |
| | Open Doors/ T&L staff opportunities | | | | x | x | | | | | x | x | x | x | x | x | |
| | Subject CPD | | | x | | | | | | | | | | | | | |
| | Online CPD (National College, TES) | | | | | | | | | | | | | | | | |
| | CCRS | | | | | x | x | | | | x | x | | | | x | |
| | Delivering CPD to staff | | | | | x | x | | | | x | | | x | | | |
| | Online CPD (National College, TES) | | | | | | | | | | | | | | | | |
| | Career Stage | | NPQ's/ Master's degree | Middle Leader | | | x | x | | | | x | | | | | x |
| SLE role | | | x | | x | x | | | | x | | | | | x | | |
| Subject CPD | | | x | | | x | | x | | | x | | x | | x | | |
| Working Parties | | | | | x | | | | | | x | x | | | x | | |
| Coach/Triad | | | x | | | | | | | | | | | | | x | |
| Whole school CPD | | | | | | | | | | | | | | | | | |
| SL Away Days | | | | | x | x | | | | | | | | | | x | |
| Quality Assurance processes | | | | | x | x | x | x | | | | | | x | | x | |
| Open Doors/ T&L staff opportunities | | | | | x | x | | | | | | x | x | x | x | x | |
| Online CPD (National College, TES) | | | | | | | | | | | | | | | | | |
| Safeguarding training | | x | | | | | | | | | | | | | | | |
| CCRS | | | | | | x | x | | | | x | x | | | | x | |
| North West Diocese Partnership | | | | | | x | x | | | | x | x | | | | x | |
| Delivering CPD to staff | | | | | | x | x | | | | | x | | x | | | |
| Olevi (OTP, POC <u>SOLE</u>) | | x | x | x | x | x | | | | x | | | | x | x | | |
| Senior Career Stage | Coach/Triad | SLT | | x | | | | | | | | | | | | | |
| | NPQSL/NPQH | | | x | x | | | | | x | x | | x | | | | |
| | Specialist/technical | | | | x | | | | | x | | | | | | x | |
| | New to Role | | | | x | | | | | x | | | | | | x | |
| | Working Parties | | | | x | | | | | | x | x | | | | x | |
| | Open Doors/ T&L staff opportunities | | | x | | x | | | | | | x | | | | | |
| | Online CPD (National College, TES) | | | | | | | | | | | | | | | | |
| | Whole school CPD | | | | x | | | | | | | | | | | | |
| | Safeguarding training | | x | | | | | | | | | | | | | | |
| | CCRS | | | | | x | x | | | | x | x | | | | x | |
| | North West Diocese Partnership | | | x | x | | | | | | x | x | | | | x | |
| | Delivering CPD to staff | | | | | x | x | | | | | x | | x | | | |
| | Olevi (OTP, POC <u>SOLE</u>) | | | x | x | x | x | x | | | | x | | | | x | x |
| | Head teacher Stage | | NPQ Executive | Head teacher | | x | | | | | | | | | | | |
| Coach | | | x | | | | | | | | | | | | | | |
| School improvement Partner | | | x | | x | | | | | | x | | | | x | | |
| Whole school CPD | | | | | x | x | x | x | x | | | | | | | x | |
| Open Doors/ T&L Staff opportunities | | | x | | | | | | | | | | | | | | |
| Online CPD (National College, TES) | | | | | | | | | | | | | | | | | |
| Safeguarding | | x | | | | | | | | | | | | | | | |
| CCRS | | | | | | x | x | | | | x | x | | | | x | |
| | North West Diocese Partnership | | | x | x | | | | | x | x | | | | x | | |

