



The Wilnecote School

Title of Policy: Professional Development Policy

Member of leadership team with lead responsibility for oversight and update of policy	Mrs. J Marsland
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Rationale

Professional learning and development is central to ensuring teacher expertise, enhancing students' learning and outcomes and consequently the continued improvement of the school. Research increasingly supports the notion that high quality teaching can narrow the disadvantage gap. Therefore, The Wilnecote School is committed to promoting effective and continuous professional development (CPD) of all teachers.

The Wilnecote School endeavours to acknowledge both the potential of effective CPD and its cost. Teachers who engage in CPD activities do so whilst balancing multiple and at times competing commitments and time pressures. Therefore, CPD must be valuable, appropriate, and delivered in a reasonable time frame.

CPD delivery and design at The Wilnecote School endeavours to develop an atmosphere where staff feel comfortable in trying out new approaches and strategies to engage learners and help deepen their learning.

Identification of CPD needs

The content of CPD will directly link to the Teaching Standards and focus on the improved performance of these to ensure better outcomes for students. The Wilnecote School draws a distinction between strategic and operational, where CPD is strategically linked to actively improve outcomes.

Whole school and department needs are identified and triangulated through:

- Self assessment*
 - Department Deep Dives
 - Learning Visits
 - Stakeholder voice
 - Data Analysis
 - School Improvement Plan
- External assessment
 - CAT Peer Deep Dives

- Ofsted
- External National/CAT initiatives (GGP/Curriculum framework changes/ECF)

Individual needs are identified and triangulated through:

- Observations*
- Deep Dives
- Pupil voice
- GGP*
- Career Stage and progression

*Please refer to the Observation Policy and/or GGP CAT policy.

Guiding Principles for the effective selection, design and implementation of CPD

The EEF have formed a list of ‘mechanisms’ which when built into the CPD design and implementation process has a greater impact on pupil attainment. At the Wilnecote School we use these principles as guiding principles. It is interesting that these principles are very similar to those for effective teaching and learning.

1) Build Knowledge

- Managing cognitive load (Sweller)
 - Limiting the number of initiatives (three year plan - introduce - embed - review/extend)
 - Drip feed approach - Top Tips
 - Build in time to practice, explore reflect
 - Vary instructional approaches - group work/ visual/verbal
 - Ensure modelling
 - Scaffold
- Revisit prior learning
 - Top tips
 - Ensure that it is a standing item on observations and deep dives
 - Reflection time later in the programme
 - Teach meets on previously suggested strategies

2) Motivate teachers

- Evidence based research to drive strategies - credibility
 - Academic research
 - Using expert credible teachers experience to promote a particular practice
- Setting goals to encourage behaviour change
 - GGP - commitment to grow goals
 - Gains on the train - 3 commitments to change
 - Departmental goals for development
 - Goals arising from observations
- Provide affirmation and reinforcement - highlighting that progress is noticed and valued.
 - LWs provide opportunities to acknowledge good progress to individuals
 - LWs provide opportunities to seek the sharing of good practice to other teachers - public affirmation

- iii) Invite to a learning committee or coaching /mentor support or delivery of CPD, suggestion to advanced courses for career progression.
- iv) Heads Friday letter of thanks to individuals

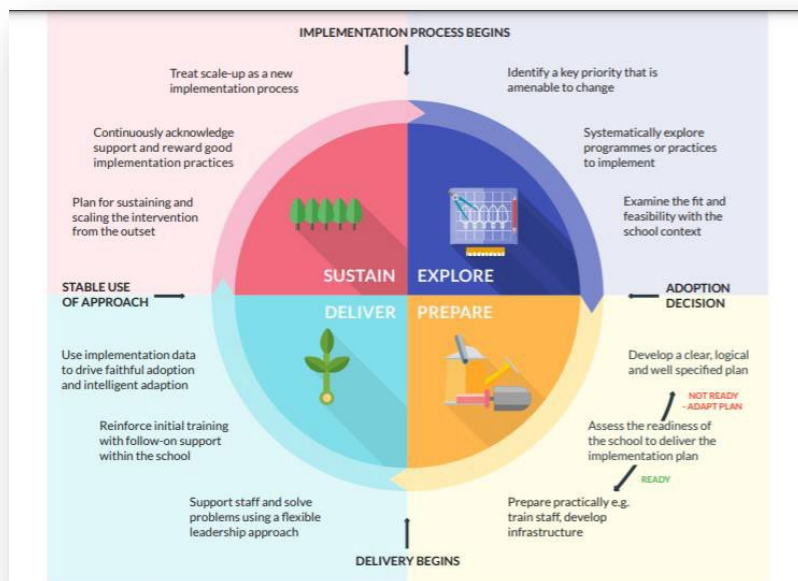
3) Develop teaching techniques

- a) Instruction
 - i) Information
 - ii) Modelling
 - iii) Observation
 - iv) Self study/group study
- b) Peer support
 - i) Coaching - GGP
 - ii) Mentoring
 - iii) Support plans
 - iv) Committees - CAT/School learning groups
 - v) Reflection time in development sessions
 - vi) Paired training
- c) Rehearsing the technique
 - i) ADAPT
 - ii) Unseen observations
 - iii) Joint planning
 - iv) Lesson study
- d) Feedback
 - i) Informal - LWs
 - ii) Observational and Deep Dive feedback
 - iii) Group/department self and peer reflection
 - iv) ADAPT
 - v) Un seen observations.

4) Embed practice

- a) Provide prompts and cues
 - i) Top tips
 - ii) Teach meet
 - iii) Briefing
 - iv) Focus areas on observation forms and Deep Dives
 - v) Standing items in AB/Dept meetings.
- b) Action planning and self monitoring
 - i) GGP
 - ii) Learning committees/lesson study
- c) Monitoring
 - i) Data analysis
 - ii) LWs/Lesson visits/DD
 - iii) Book trawls
 - iv) Impact statements
 - v) Encourage repetition to form habit.

With consideration of the above mechanisms The Wilnecote School follows the implementation process of - **Explore - Prepare - Deliver - Sustain**.



Putting Evidence to Work: A School's Guide to implementation. Guidance Report, EEF

How CPD is delivered

- Whole school sessions delivered on twilights and inset days
- Through AB, department and development time meeting slots
- Top Tips/teach meets
- Through the sharing of in-house expertise through mentoring and coaching, visits to observe staff both at The Wilnecote School and other CAT schools
- Self-study
- Individualised plans
- Lesson study/professional learning committees
- Mentoring/coaching/consultancy
- GGP
- External courses and programmes
- Webinars
- Observations and feedback

Courses and internal training are not the only forms of CPD. Below is a list of CPD activities which the Wilnecote school suggests staff can engage in through GGP.

For updating your teaching and learning skills	For updating your subject or vocational specialism
Peer coaching (coaching others and being coached in your subject or vocational area)	Gaining further qualifications in your subject or industrial expertise through accredited courses
Mentoring new colleagues or ITT students	Being a member of a special interest group or another professional body ie STEM
Peer review and observation	Taking on examiner, verifier or assessor responsibilities

Networking: Peer visits to partners and involvement in CAT Subject Hubs	Attending briefings by awarding bodies and colleagues
Work shadowing	Presenting at a conference in your subject area. PIXL are looking for writers and lead practitioners in practical subjects.
Carrying out and disseminating action research	Subject learning coaching training
Becoming an eCPD adviser or eguide	Leading project development in your subject area
Being an active member of a professional learning committee, board, or steering group related to teaching or your subject area	Writing reports and papers to inform your colleagues
Curriculum design, development and validation	Planning or running a staff development activity
Reading and reviewing books or journal articles	Organising trips, residentials and work placements
Updating knowledge through the internet, television, or other media and reviewing these with a group of professional colleagues	Reading the latest journal articles
Taking an assembly	
Attending PixL conferences	
Attending CAT conferences	

Useful resources

Staff are encouraged to take ownership of their learning. Below are some useful references shared regularly with staff.

Book suggestions

The ECF also has an approved book list linked to each of the teaching standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

<https://www.wabisabilearning.com/blog/60-books-for-teachers-pd>

<https://my.chartered.college/category/book-reviews/>

<https://www.tes.com/news/33-books-every-teacher-should-read>



WalkThrus

The Trust has supported the school in providing all CAT schools access to the online resources - please find the login details below.

Login - walkthrus@catschools.uk

Password - CATIoE2020

The website is <https://www.walkthrus.co.uk/>

All departments have access to paper copies of all the volumes to support the development of effective teaching in their departments. HoD should encourage their colleagues to explore these guides to help in their professional development.



Websites, webinars and Blogs

<https://educationendowmentfoundation.org.uk/>

<https://www.theconfidentteacher.com/>

<https://my.chartered.college>

<https://www.stem.org.uk/cpd>

<https://www.teachertoolkit.co.uk>

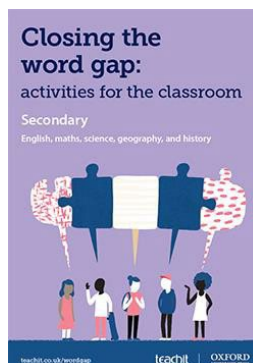
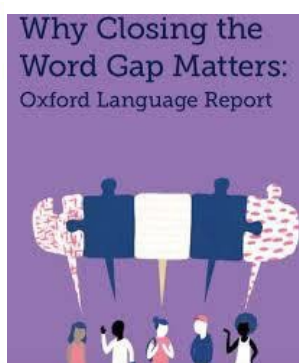
<https://teacherhead.com>

www.learningspy.co.uk

<https://researched.org.uk/>

<https://www.sec-ed.co.uk/>

Journals, reports and pod-casts



National and Accredited Programmes

Wilnecote School staff also have access to nationally recognised programmes related to each career stage and committed to appropriate career stage development.

Teaching Opportunities: Training and recruitment

The Wilnecote school believes providing ITT students with placements is beneficial for school recruitment, mid-career development (mentoring) and promotes further diversity and exposure to contemporary disciplinary knowledge and curriculum pedagogy.

ITT placements can be offered for those following PGCEs (HEIs - currently: Derby University, Staffordshire University and Warwick University), School Direct (SCITT - CAT teaching School fee funded) and Teach First.

To ensure excellent training is provided, mentors are selected according to their capacity, experience and attributes. All mentors should adhere to the guidance and policies of the appropriate provider. All mentors are given time to engage with the appropriate provider training.

While ensuring the quality of training is essential, The Wilnecote School endeavours to ensure the quality of experience for our pupils isn't diminished. To ensure that student outcomes are not affected the following must take place:

- Provider guidance is followed;
 - Professional mentor quality assures training by ensuring the provider guidance is followed and through ITT observations;
 - All trainees are provided with H&S and safeguarding training at the beginning of the placement
 - Professional mentor ensures that the mentor has the capacity to train meaning departments will often only have one trainee.
 - Mentors quickly communicate to both professional mentor and provider if a ITT student isn't on track and agree on appropriate support. The needs of our pupils will be at the core of any decisions.
 - Provide additional forums for extended learning of pedagogy and shared practise with peers.
- Fig 1 - Emerging Teacher training will take place fortnightly.

Teaching opportunities: Beginning

Early Career Framework and Early Career Teachers

The Wilnecote School believes that our ECTs bring a wealth of enthusiasm and current subject knowledge to the school. They are an asset which must be nurtured and developed to ensure the continued high standard of teaching expected in the school and to provide the skills and experience for effective future leadership. Ensuring our ECTs have access to excellent experienced mentors and training materials is a priority. The Professional Mentor or Head will ensure that all mentors and ECTs are registered with the DfE through their teacher CPD 'Manage early career teacher training service'.

The Wilnecote School follows the guidance produced by the DfE which can be found using the following links:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file

[file:///C:/Users/16131/Desktop/Early-Career-Framework-April-2021.pdf](#)
[e:/7-2316-statutory-induction-guidance-2021-final-002_1_1_.pdf](#)

school funding. Engagement is monitored by Best Practice.

Golden Thread is the Wilnecote School's Appropriate Body. ECTs, mentors and induction tutors are registered on ECT Manager. All have access to their files while the professional mentor and Head have an overview.

from their induction tutor.

Points to support completion of progress reviews and assessments.

Progress reviews 2,4 and 5

- Comment on progress made against targets identified in previous assessment periods.
- What are the ECTs strengths that have been observed in this assessment period? How have these been demonstrated? Can you provide an example based on the evidence base/lesson observations?
- What have the ECTs been focusing on in the ECF programme and their weekly mentor meetings (their identified target areas)
- What has the impact of this been on their performance and progress.
- You may want to reference specific Teachers' Standards where appropriate.
- Comment on the ECTs professionalism and conduct
- Identify target areas to be addressed in the next assessment period which will then be referenced in the next assessment/ progress review
- Details of any additional support implemented by the school

- Details of the impact of any additional CPD/ training attended
- ECT comments are required.

Progress review 1

- In the initial term, concentrate on the teacher's personal and professional conduct
- How well the ECT is developing relationships within the school- staff, pupils, parents and other stakeholders
- What are the ECTs strengths that have been observed in this assessment period? How have these been demonstrated? Can you provide an example based on the evidence base/lesson observations?
- What have the ECTs been focusing on in the ECF programme and their weekly mentor meetings (their identified target areas)
- What has the impact of this been on their performance and progress?
- You may want to reference specific Teachers' Standards where appropriate.
- Identify target areas to be addressed in the next assessment period which will then be referenced in the next assessment/ progress review
- Details of any additional support implemented by the school
- Details of the impact of any additional CPD/ training attended
- ECT comments are required.

Assessment Term 3

- Assessments should provide a full picture of progress across the first year of induction - summarising progress in terms 1 and 2 (which is also supported by the progress reviews) and providing detail of recent progress made in term 3. What have the ECTs been focusing on in the ECF programme and their weekly mentor meetings in term 3?
- Detail should be provided related to progress against each of the Teachers' Standards and should be evidence based. Please detail examples of how the ECT has demonstrated the standard or what is not yet happening in the ECTs practice if they have not yet fully met the standard.
- Progress against targets and areas for development identified in early progress reviews should be commented on and new targets should be set for the next stage of the ECT's induction.
- Details of any additional support implemented by the school
- Details of the impact of any additional CPD/ training attended
- ECT comments are required.

If your ECT is not currently on track

- You need to inform the Appropriate Body of any concerns you may have regarding your ECT's practice and progress as soon as they become apparent.
- The subsequent progress review should include specific detail about the concerns and the targets that need to be addressed for the ECT to get 'back on track'.
- Where performance is not on track, an additional support plan will be required.
- A member of the consulting team will discuss this with you to ensure that the specific needs of the ECT are met and that appropriate support and monitoring is implemented.

Final assessment

- The final assessment should include a recommendation from the head teacher/ principal as to whether the ECT has performed satisfactorily to meet the relevant standards or not
- The assessment should contain a sufficient level of detail against each of the Teachers' Standards, along with details of the supporting evidence, to enable the appropriate body to make a final decision on the successful completion of induction. This should include details of how the ECT has demonstrated that they have met the standards as observed in formal lesson observations.
- The same criteria for assessment 3 (above) can be utilised to support the completion of the final assessment.
- If there are concerns regarding the successful completion of induction it is important that schools raise this immediately with the appropriate body. Upon completion of the final assessment any concerns should already have been raised and additional support will have been put in place. There should be no surprises for the ECT or the appropriate body at this

stage.

Below is an example of the ECT induction timetable for observations, assessments and reviews. (Based on full time employment). This is in addition to the engagement with the ECF programme supported by Best Practice and weekly mentor meetings.

Induction period	Activities (minimum requirement)	Date
Pre Induction	Register ECTs, Induction Tutors and Mentors with appropriate body.	Summer prior to start date
	Register ECTs and mentors with Best Practice (ECF programme)	
	Inform appropriate body of provider led programme	
	Complete appropriate body check list and return to appropriate body.	
	Ensure that ECT post is appropriate	
	Register ECTs and mentors with DfE	
Term 1	Joint bench marking observation of ECT by both Induction tutor and mentor. Agree on personalised areas for development against ECF.	By October
	Complete development action plan.	October
	Second observation by Induction Tutor	Dec
	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	Dec
	IT to complete and submit 1 st Progress Review to appropriate body.	
Term 2	Mentor to revise and update action plan in light of progress review	January
	Third observation by mentor	February
	Fourth observation by Induction Tutor	March
	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	March
	IT to complete and submit 2nd Progress Review to appropriate body.	March
Term 3	Mentor to revise and update action plan in light of progress review	April
	Fifth observation by mentor	May
	Sixth observation by Induction Tutor	June/July
	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	July
	IT to complete and submit 1 st Formal Assessment to appropriate body.	July
Year 2		
Term 4	Seventh observation of ECT by both Induction tutor and mentor. Agree on personalised areas for development against ECF.	By October
	Complete development action plan.	October
	Eighth observation by Induction Tutor	Dec

	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	Dec
	IT to complete and submit 3rd Progress Review to appropriate body.	
Term 5	Mentor to revise and update action plan in light of progress review	January
	9 th observation by mentor	February
	10 th observation by Induction Tutor	March
	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	March
	IT to complete and submit 4 th Progress Review to appropriate body.	March
Term 6	Mentor to revise and update action plan in light of progress review	April
	11 th observation by mentor	May
	12 th observation by Induction Tutor	June/ July
	Review meeting with ECT/IT/Mentor. Discussion to centre around observations, feedback and progress.	July
	IT to complete and submit Final Formal Assessment to appropriate body for review.	July

Teaching opportunities: Developing and Leadership

Growing Great People - Professional Growth

As a CAT school we follow the vision of ‘Growing Great People’, which uses a coaching approach to professional growth. Coaching is a powerful tool to support career and personal development. It is our belief that a coaching relationship can help to clarify clear goals and direction, improving performance and personal direction. For further information about this approach and initiative please read the following documents; CAT’s GGP policy and the Toolkit to Support Professional Growth.

To support the successful implementation of GGP at The Wilnecote School all teaching colleagues must engage with the GGP process through a growth cycle. Support staff on scale 3 (lower scales on an individual basis) will also be given opportunities to engage with the process.

Coaching pairs

In line with the principles set out by the MAT and values of coaching we have removed the hierarchical approach which engendered the old Performance Management. GGP is delivered through coaching pairs and peer review. The pairs are made up of colleagues who are at similar career stages and organised by the Assistant Head for Professional Growth. The Wilnecote School believe this will encourage more ownership of personal development and reduce reliance and dependence on mentors. It also acknowledges a colleagues professional standing and capability to self-improve.*

To ensure good coaching relationships and confidentiality a ‘Coaching Agreement’ must be signed. This is found in the ToolKit. All colleagues will receive coaching training through in house delivery or via Olevi courses. At the beginning of each year coaching training will be held as part of the induction for new colleagues. Those colleagues starting part way through the year will be able to access CAT courses.

*Please note that the GGP programme runs alongside and in addition to development identified through the departmental needs, observations, Deep Dives and when necessary, capability

procedures.

Sisra Observe

The growth cycle of GGP is recorded using the Sisra Observe virtual platform. Instructions on how to record goals, checkins and reviews can be found in the Sisra Observe guide and F2F training will be provided for new staff. The Coachee and Coach have access to each of their individual files and as such confidentiality is needed by all parties.

It is the responsibility of the DH to ensure that engagement and rigor is maintained for participating staff and this is completed through the monitoring of Lessons Learned.

Expectations of staff

- Review current practise and identify goals related to their teaching/support practise and future professional needs.
- **Setting a 'commitment to grow' statement:**
 - To devise between 2-3 goals as a 'commitment to grow'.
 - At least one must relate to both the school priorities and relevant teaching standards.
 - One must relate to raising standards of student progress.
 - An optional third could be based on career progression.
- **Setting success criteria:**
 - Decide and clearly set out what success will look like. Success will be demonstrated through **change** or **development**. See tool kit for examples.
- **Identify learning and developmental activities (fig:**
 - Use at least 3 'Walkthrus' to support their profession learning
 - Participate in at least two peer observations over a longer cycle as appropriate (year).
 - Optional suggestions can be found in the tool kit.
- Ensure sufficient time is given to reviews and check-ins.
- Ensure meaningful coaching sessions are provided for their coachee.
- Timely inputting of coachee's goals, check-ins and reviews and maintenance thereof.
- To take responsibility for their own research and professional learning.
- Identify training needs to AH for professional growth.

Expectations of DH of Quality of Education

- Provide coaching training
- Provide and maintain the Lessons Learned platform
- Devise and Monitor coaching pairs
- Monitor engagement, quality and suitability of goals set.

Mentoring

The Wilnecote School believes that mid-career teachers can further enhance their professional development through mentoring opportunities. As stated above mentors are selected according to their capacity, experience and attributes. Mentoring ITT/ECTs can provide mid-term teachers with an introduction to necessary leadership qualities needed for further career development.

The Wilnecote School is committed to supporting mentors and will provide the time capacity and training needed for teachers to fulfil this role effectively. All mentors will be given access to the training provided by our link Universities and Best Practice.

NPQs

The Wilnecote School encourages mid career teachers, Leaders and TAs to access National Professional Qualifications (NPQs) which are a suite of DfE accredited qualifications for school leaders. They are designed to support professional development and help school leaders and teachers become more effective.

Our provider is Best Practice. The qualifications are based on the NPQ Frameworks and draw and from the very latest evidence and research. The courses provide a golden thread, running from initial teacher training through to school leadership. As The Wilnecote school is state-funded, full NPQ scholarships, covering the entire cost of the qualification, are available for all colleagues.

The following NPQ are available:

Specialist NPQs:

- Leading Teacher Development
- Leading Teaching
- Leading Literacy
- Leading Behaviour and Culture

Leadership NPQs:

- Senior Leadership
- Headship
- Executive Leadership

Further CPD:

- Teaching Assistant Level 3 (Apprenticeship)
- HLTA
- NASENCO
- DSBL

For further information about the course please follow the link:

<https://www.bestpracticenet.co.uk/about-best-practice-network>



COMMUNITY ACADEMIES TRUST

HOME

ABOUT US

FUTURE TEACHERS

DEVELOPING PEOPLE

As a CAT school our colleagues have a wonderful opportunity to access further professional development.

CAT's priority is to develop all aspects of teaching, learning and leadership through a comprehensive CPD offer which includes the opportunity to:

- Increase ITT engagement
- Retain and develop Newly Qualified Teachers
- Develop teaching, learning and relationships
- Develop leadership skills
- Develop teaching assistants
- Develop support staff

Follow the link -<https://catteachingschool.org/> to access the full suite provided by CAT Teaching School.

CAT also provide further training opportunities through their Developing People Programme. Please refer to the CAT Developing People document for a full range of career opportunities. Many of the courses are free. For an overview of the courses please use the link provided -

<https://catteachingschool.org/developing-people/>



Developing pedagogy through networking hubs and expert groups.

Using expertise within our own trust is a vital part of The Wilnecote School improvement. We understand that a thriving, reflective and developing workforce leads to world class achievement for the young people in our care. We know that working together in a strong trust and with strong network of partnerships will provide the best environment to enable this.

At Wilnecote we encourage our colleagues to access the network of expert groups and networking hubs within the trust. The groups' activities are based on school priorities that have been identified across our trust. Joining an expert group or network hub provides an opportunity to shape the future of our trust schools through collaboration, cross phase activities aimed at supporting school improvement, professional enrichment and professional growth.

If you are interested in joining a networking or expert group, then please contact the lead of the group listed below. However, if you are interested in leading a groups of network, then please contact the appropriate Director

Groups meet for an hour once a half term. Further details can be found in the link for CAT's Developing people. <https://catteachingschool.org/developing-people/>

Expert Groups: Director of Expert Groups, Holly Rigby (holly.rigby@taw.org.uk)

Networking Hubs: Director of Networking Groups, Sian Hartle (shartle@wilnecotehighschool.org)

Network	Network Chair (NC)	NC School	Email address
Art and Design	Jade Stevens	Telford Priory	Jade.Stevens@taw.org.uk
Computing	Iain Garland	Wilnecote	IGarland@wilnecotehighschool.org
English	Beth Currall and Daniel Merrick	Polesworth and Telford Langley	daniel.merrick@taw.org.uk b.currall@thepolesworthschool.com
Geography	Ruth Cox	Telford Park	ruth.cox@taw.org.uk
History	Ian Farrell	Wilnecote	ifarrell@wilnecotehighschool.org
Maths	Katie Holloway and Mike Brown	Telford Langley and Telford Priory	katie.holloway@taw.org.uk mike.brown@taw.org.uk
MFL	Debi Woodward	Stoneydelph	d.woodward@stoneydelph.staffs.sch.uk
Performing Arts	Laura Slater	Birchwood	slater.l@welearn365.com
PE	Hayley Hathaway	Chadsmead	hayleyhathaway@chadsmead.staffs.sch.uk
RE	Sarah Dennis	Chadsmead	sarahdennis@chadsmead.staffs.sch.uk
SEND	Helen Cadman	Chadsmead	helen.cadman@chadsmead.staffs.sch.uk
Science			

Fig 1

	Date	Activities	Lead
Term 1		School Induction – Welcome/meetings to be held with subject mentor/professional mentor/health and safety training/DBS and ID checks/GDPR	
		Pupil pursuit/observation of teachers within the faculty	
	28.9	Twilight – Pastoral role/context of the school/keeping children safe.	SXS
	5.10	Go 4 Schools and SIMs	
	12.10	Twilight – How to observe for impact.	JMM
	19.10	Twilight– Behaviour Policy and Consequence system.	SXS
	2.11	Twilight - Relationships	SA
	9.11	Twilight – Least invasive classroom management part 1	JMM
	16.11	Twilight - School literacy plan/Read to succeed.	SJ/MW
	WB 23.11	Focused observation and questioning of practitioner – Trainee as the observer accompanied by professional mentor.	JMM
	30.11	Paired observations and feedback	JMM
	7.12	Twilight – Lesson Planning : Knowledge curriculum	JMM
Term 2	11.1	Twilight – Lesson planning: Intentions	JMM
	WB 18.1	Subject mentor meeting – Communicating with parents and PCEs	Mentor
	25.1	Twilight – Supporting struggling readers	SJ/MW
	1.2	Twilight – Lesson planning: sequencing	JMM
	8.2	Twilight – SEEC – Teir 2 Academic vocabulary	SJ/MW
	15.2	Twilight – Least invasive classroom management part 2	JMM
	1.3	Twilights - Questioning and its role in assessment for learning.	IF
	WB 6.3	Focused observation and questioning of practitioner – Trainee as the observer accompanied by professional mentor.	MN
	8.3	Twilight – Promoting and engaging in oracy (vocabulary)	CD
	15.3	Twilight - Swellers CLT	JMM
	22.3	Twilight – Formative assessment – William – Clarifying expectations	KB
	29.3	Twilight – Live feedback strategies	AD/KB

Term 3	Date	Activity	Lead
	19.4	Twilight – Positive framing	MN
	26.4	Twilight - PPT design	PM
	3.5	Twilight – Praise	MN
	10.5	Twilight - Scaffolding	JMM
	17.5	Twilight - Assessment that moves learning forward	KB/AD
	31.5	Twilight - Stretch and Challenge	CD
	14.6	Twilight – Modelling	JMM
	21.6	Twilight - ECF	JMM

Fig 2

For updating your teaching and learning skills	For updating your subject or vocational specialism
Mentoring new colleagues or ITT students	Gaining further qualifications in your subject or industrial expertise through accredited courses
Peer review and observation	Being a member of a special interest group or another professional body ie STEM
Networking: Peer visits to partners and involvement in CAT Subject Hubs	Taking on examiner, verifier or assessor responsibilities
Work shadowing	Attending briefings by awarding bodies and colleagues
Curriculum design, development and validation	Presenting at a conference in your subject area. PIXL are looking for writers and lead practitioners in practical subjects.
Carrying out and disseminating action research	Subject learning coaching training
Reading and reviewing books or journal articles	Leading project development in your subject area
	Writing reports and papers to inform your colleagues

Being an active member of a professional learning committee, board, or steering group related to teaching or your subject area	
Attending PixL conferences	Planning or running a staff development activity
Attending CAT conferences	Organising trips, residentials and work placements
Updating knowledge through the internet, television, or other media and reviewing these with a group of professional colleagues	Reading the latest journal articles
Taking an assembly	