



Professional Learning Plan

January 2019 - March 2019

No.	National Mission Link	Planned Activity (These are only suggestions and will need to be customised to ensure they meet the needs of each school setting)	Success Criteria (These are only starting points and will need to be customised to each school setting so that they are measurable)	Funding Source	Type of Spend Remuneration Recruitment Restructure Release Resources Training / Development	Cost
1	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Engagement with professional standards for teaching and learning programme. Excellence in Teaching and Leadership Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers. 	<ul style="list-style-type: none"> Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS). Lead development of using PTLS in professional learning and self-evaluation. Class teachers access Professional Learning to support development against the PTLS. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£1,200
2	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Access leadership programme to support Headship development: (Governors will attend training events planned by EAS and / or participate in school level activity. 	<ul style="list-style-type: none"> DHT invests in personal development linked to relevant career pathway. DHT development against the new Professional Teaching and Leadership Standards (PTLS) Performance Management reflects development against new PTLS. Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
3	High quality education profession	<ul style="list-style-type: none"> Access leadership programme to support senior leadership development. 	<ul style="list-style-type: none"> Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school Middle Leaders within school/cluster all identify PL 	Professional Lead Contribution - Additional		£256

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			needs against PTLS.			
4	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> School staff access specialist support from a range of Learning Network Schools linked with identified need(s). 	<ul style="list-style-type: none"> •Staff obtain accreditation for improving their knowledge of the requirements of curriculum reform and impact positively within their own school on the realisation of Curriculum for Wales. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
5	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> .School staff access specialist support from a range of Learning Network Schools linked with identified need 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
6	Developing a high-quality education profession.	<ul style="list-style-type: none"> Allocate a PL lead role within the school. 	<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role. 	Professional learning to raise the quality of our teachers	Remuneration Recruitment Restructure	£475
7	Developing a high-quality education profession. Inspirational leaders working	<ul style="list-style-type: none"> Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. 	<ul style="list-style-type: none"> All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. The PL disseminates the resources and information to all staff and completes the arranged gap tasks. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£327

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	collaboratively to raise standards.					
8	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Attend regional SLO workshops to support the understanding of the framework. The Headteacher and the PL Lead will attend the regional workshops. Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies. 	<ul style="list-style-type: none"> All staff aware of the research and approach to Schools as Learning Organisations (SLO). All staff contribute to the SLO snapshot evaluation of the school. The school generate a snapshot in spring term 19. Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
9	Developing a high-quality education profession.	<ul style="list-style-type: none"> Access the regional coaching and mentoring development programme for identified staff. 	<ul style="list-style-type: none"> Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
10	Developing a high-quality education profession.	<ul style="list-style-type: none"> Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster. Attend the spring term 2019 programme and dissemination back at school. 	<ul style="list-style-type: none"> PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform. Every practitioner has the opportunity to reflect on the National Curriculum reform programme (days 1-4) to support their critical understand of the changes to the curriculum model. PL leads successfully implements the schools/cluster individual action plan for curriculum reform. Staff become better prepared for the realisation of 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£512

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			curriculum for Wales. <ul style="list-style-type: none"> Learners become better prepared for the realisation of curriculum for Wales. Governors become better prepared for the realisation of curriculum for Wales. 			
11	High quality education profession	<ul style="list-style-type: none"> 9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc. 	<ul style="list-style-type: none"> "Practitioners are engaged purposefully with research and enquiry. Professional enquiry impact positively on provision and pupil progress. " 	Professional Learning to Support Teachers		£1,200
12	Developing a high-quality education profession.	<ul style="list-style-type: none"> School staff access specialist support from a range of Learning Network Schools linked with identified need 	<ul style="list-style-type: none"> Staff obtain accreditation for improving their knowledge of the requirements of curriculum reform and impact positively within their own school on the realisation of Curriculum for Wales. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
13	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event. 	<ul style="list-style-type: none"> Review of progress of the curriculum and review model. All leaders contribute to shaping requirements of draft curriculum feedback in summer term. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	
14	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The Wellbeing Lead will attend regional workshops to support the ACE developments. The school will work with the cluster to develop and implement the agreed 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis. The progress of vulnerable learners is tracked 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£256

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		cluster Wellbeing Strategy.	effectively and individual learners make increased rates of progress from their starting points. • Attendance / Exclusions *****			
15	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The school will identify the most appropriate member of staff to attend the regional PDG workshops. 	<ul style="list-style-type: none"> PDG allocation is based upon evidence of impact. The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points. The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£256 £285
16	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities. The school will plan to engage with the Family and Community Network strategy. 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning in participant / school in area of identified need. The principles of the Family and Community Network will be embedded in the ethos of the school. Increased engagement **** Improvements in attendance, reduction in exclusions ***** 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£768
17	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The school will begin the work on the cluster More Able developments. 	<ul style="list-style-type: none"> The aspirations for MA learners across the cluster will increase. There will be a common understanding of the criteria and provision for MA learners. Individual Pupil tracking indicate strong value added outcomes. A link cluster representative will be identified. Learners will be identified from the school MA register who will engage in school and cluster activities. The school will assist in designing and implementing 'Master Classes' and More Able related events and activities within the cluster for identified More Able learners. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£256

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			<ul style="list-style-type: none"> Collate learner voice feedback following attendance and participation in events and masterclasses. Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hub). 			
18	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice. All staff will have access to PL to support the introduction of the new Bill. 	<ul style="list-style-type: none"> The school will have engaged fully in all regional activity with the ALN Transformation plan. The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. The governing body are fully informed about the changes. Parents are fully informed about the changes. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	