

Professional Learning and Development

Focus for 2021-22 – Collaboration, Co-operation & Partnerships and Innovation & Invention.

Grant		Allocation	Planned Spend	Overspend/Underspend		
Professional Learning to Support Teachers		£4,786	£5,250	£464		
National Mission Link	Planned Activity	Success criteria		Funding Source	Type of Spend	Cost
Transformational Curriculum	Engagement with professional standards for teaching and learning programme. for Headteacher and Deputy Heads, Senior Leaders and Middle Leaders and Teachers.	<ul style="list-style-type: none"> •Headteacher and SLT support development of all staff using the new standards and further develop SER processes using ETLF tools. •SLT and Middle Leaders 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 Support Teachers	Release	£1400
Equity and Wellbeing High Quality Education Profession	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 'good' progress in meeting the priorities within the Well-being (ALN) priorities within the SDP. •The governing body are fully informed about the changes. •Parents are fully informed about the changes. 		Professional Learning to Support Teachers	Release	£1400
High Quality Education Profession	The Professional Learning Lead is given time to develop and reflect on current good practice.	<ul style="list-style-type: none"> • Staff attend and complete the CARAG course. •Performance Management reflects development against new PTLS and WG priority of blended learning. •Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. •Senior leaders access leadership development relevant to their role 		Professional Learning to Support Teachers	Training / Development	£300



		<p>and responsibilities to support strategic leadership of the school.</p> <ul style="list-style-type: none"> •Senior & Middle Leaders within school/cluster all identify PL needs against PTLs. •The PL lead has time to carry out and disseminate their leadership role. 			
Leaders working collaboratively to raise standards	<p>Whole school approach to blended learning. Clear understanding of St Patrick's RC approach to blended learning understood by stakeholders.</p> <p>Engagement with professional standards for teaching and learning programme</p>	<ul style="list-style-type: none"> • Embed the flip approach to learning, process of refining and updating as needed. • Engaging with professionals to develop the blended learning/Flip learning approach within the school, in line with new welsh curriculum • All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. • Professional learning leads to attend training to impact on new curriculum. • HLTA's & TA's to develop their roles and areas of interest by accessing training and professional learning opportunities. PM to reflect this and monitor throughout the year. • All staff to have access to reading materials and action research opportunities. • Staff and PL lead attend and work collaboratively across schools and cluster to drive standards and professional learning. 	Professional Learning to Support Teachers	Release	£1050
High quality education profession	<p>Engagement with professional standards for teaching and learning programme.</p> <p>Leaders working to raise standards within the school.</p>	<ul style="list-style-type: none"> • SLT to access ETLF and support its development within school. • PI Lead attends and disseminates all training. • Class teachers use the ETLF to reflect on own classroom practice and areas for development. • High quality education profession. • Staff to engage with the professional standards and work to drive standards and curriculum reform. 	Professional Learning to Support Teachers	Release- HLTA covered in school cost	£550



<p>Excellence, Equity & Wellbeing</p> <p>High quality education profession</p>	<p>The Wellbeing lead will keep up to date with training and disseminate to staff and governors.</p> <p>All school staff will respond appropriately to needs of all learners and continue to develop strategies and expertise in dealing with all learners.</p> <p>Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities</p> <p>The school will begin the work on the cluster More Able developments. The aspirations for MA learners will increase.</p>	<ul style="list-style-type: none"> •School improvement results in improved provision, identification, support, teaching, learning in school for all groups of learners. •The school 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 effectively, and individual learners make increased rates of progress from their starting points. •Attendance / Exclusions monitored monthly. Attendance remains high- 95% or more / Exclusions remain low or none. • School will engage with the family and community strategy. • Programme of nurture and well-being support is sustained within the school. • All staff participate in the ACE awareness programme and intergrate strategies within own practice. <ul style="list-style-type: none"> • There will be a common understanding of the criteria and provision for MA learners. • Individual Pupil tracking indicate strong value-added outcomes. • 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 for identified More Able learners. • Collate learner voice feedback following attendance and participation in events. 	<p>Professional Learning to Support Teachers</p>	<p>Training / Development</p>	<p>Training days and twilight sessions.</p> <p>£550</p>
<p>Assessment, evaluation and accountability supporting a self-improving system</p>	<p>Attend regional SLO workshops to support the understanding of the framework.</p> <p>Improving teaching and learning: Access regional PL programmes;</p> <p>Development of research and</p>	<ul style="list-style-type: none"> •Practitioners are engaged purposefully with research and enquiry. •Professional enquiry impact positively on provision and pupil progress. •Review of progress of the curriculum and review model. •All leaders contribute to shaping requirements of draft curriculum feedback in summer term. •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. 	<p>Professional Learning to Support Teachers</p>	<p>Release/ Resources</p>	<p>Through twilight and staff meetings</p>



ST PATRICK'S R.C.
PRIMARY SCHOOL

	enquiry in school etc.	<ul style="list-style-type: none">•The school generate a snapshot in July/September 2020. Will be used to inform School Improvement plan.•Leaders use the outcome of the SLO snapshot to inform self-evaluation activity• Staff to share findings and disseminate in staff meetings.			
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