A culture of deliberate and reflective practice to enhance teaching and learning.

<u>**2020-2021**</u>

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." Dylan Wiliam, Institute of Education, University of London

<u>**Intent:**</u>

- To embed and sustain a teaching and learning community and professional development programme built on collaboration. A continued growth in the sharing of staff expertise that is informed by pedagogy and impacts positively on learning and achievement for all students.
- Teachers to make excellent evidence informed pedagogical choices within their practice.
- Teachers to regularly evaluate their impact, enabling them to make informed decisions about incremental improvements within their practice
- Educate and empower students to be independent and self-regulated learners– providing them with the knowledge of 'what works' and how to manage and move forward with their learning.
- Consistently high quality teaching for all year groups - high standards of teaching & learning throughout BCA.

<u>**Implementation:**</u>

The CPD calendar has been designed to build on the practice developed post CV – 19, to support the teaching and learning of the curriculum, the academy priorities and the 2020 – 21 curriculum working principles;

We remain connected with our previous work on Rosenshine, cognitive load, metacognition and assessment.

We will capture the best element of our remote provision and develop this for a post-Covid-19 quality of education.

We will provide teachers with increased planning and collaboration time to plan and prepare great teaching.

We will dedicate increased time to reading aloud in class, reading challenging texts in all subjects and the explicit teaching of vocabulary.

We will use regular and proven methods of diagnostic assessment to inform curriculum.

We recognise that by "curriculum" we mean the day to day learning experience we provide.

CPD sessions build upon the culture of personal reflection, collaboration and evidence informed practice.

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"We remain connected with our previous work on Rosenshine, cognitive load and metacognition"
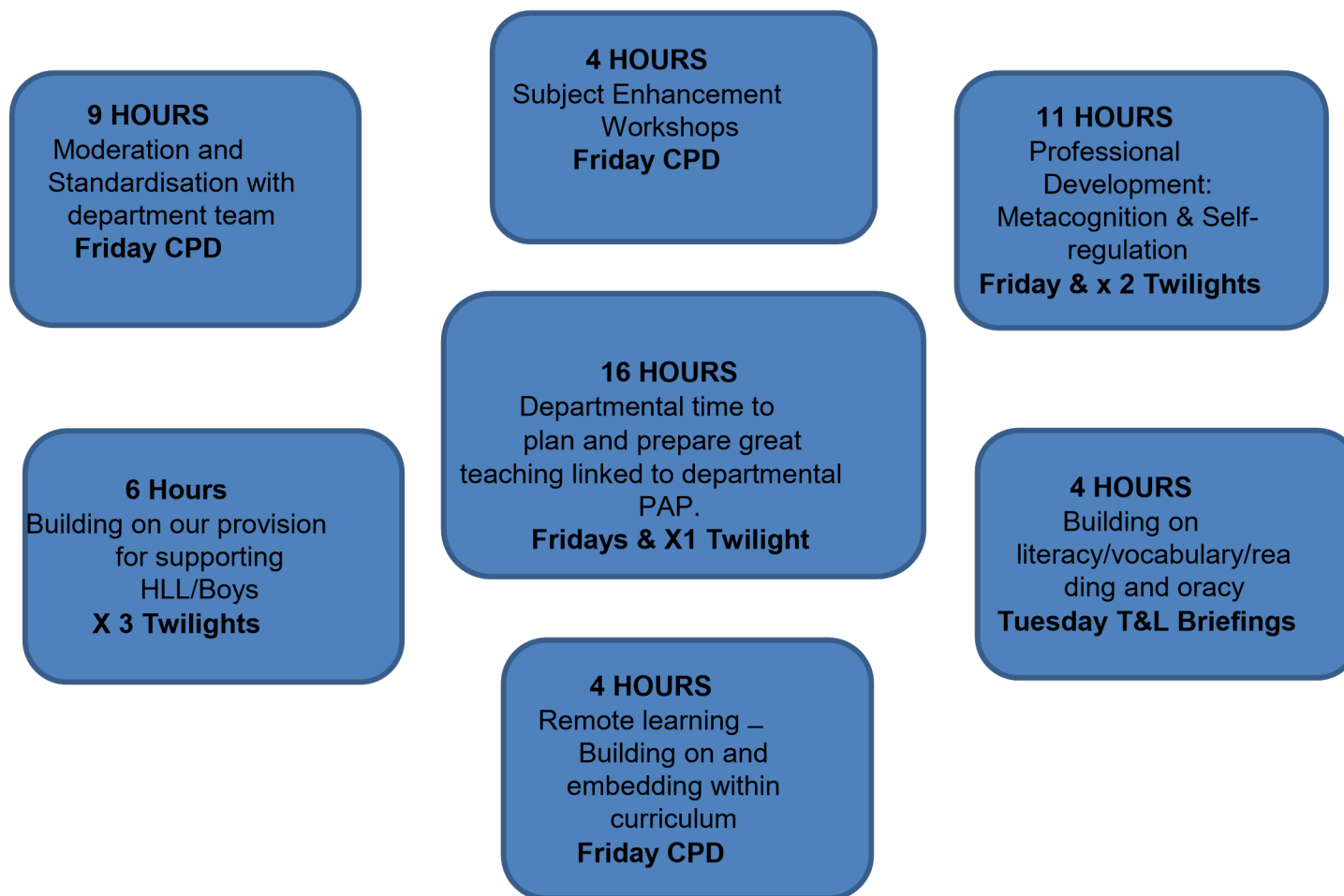Curriculum 2020 -21 Working Principles

How will we measure the impact of this?

Key milestones are set out to measure the impact of our CPD sessions. As reflective practitioners, we will seek to amend and revisit our CPD sessions to continuously support staff development so that teaching and learning needs are being met.

Focus	Milestone
Change Story (Staff) How has your understanding changed over time?	Week; 6, 13, 19, 25, 31, 38
Change Story (Student) How has your understanding changed over time?	Week; 6, 13, 19, 25, 31, 38
CPD Reflection Document	Week 8, 32
Informal Ongoing assessment (KS3 assessment in week 2 to be used as a bench mark to see how progress is made over time)	KS3/4 Rap Meetings Year 11 Week 15, 27, 32 Year 10 Week 17, 37 KS3 Week 21
Academy QA procedures (LW, Book Scrutiny, Performance Development Reflection)	In line with PACE
Student outcomes in response to scheduled data collection	In line with KS3 & 4 Data Collection Points.

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BCA CPD Offer:

4 HOURS
Subject Enhancement Workshops
Friday CPD

9 HOURS
Moderation and Standardisation with department team
Friday CPD

11 HOURS
Professional Development: Metacognition & Self-regulation
Friday & x 2 Twilights

16 HOURS
Departmental time to plan and prepare great teaching linked to departmental PAP.
Fridays & X1 Twilight

6 Hours
Building on our provision for supporting HLL/Boys
X 3 Twilights

4 HOURS
Building on literacy/vocabulary/reading and oracy
Tuesday T&L Briefings

4 HOURS
Remote learning – Building on and embedding within curriculum
Friday CPD

Total Hours CPD: 54 (Plus 2 INSET Days)

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CPD Reflection Document

CPD Write up. Plan. Department and participants:	Problem to address:	Aim:
Research/CPD to consider:	Evidence to look for:	Context of trial:
Monitor. • What innovations were trialled? • Which aspects continued to be issues? • What was the outcome of the initial evidence? • How did I revisit the research and apply it? • How were problems overcome?		
Evaluate. • How effective was the plan/strategy? • What were the dangers /pitfalls of this approach? • What were the outcomes (based on evidence)? • What advice might you give others tackling this problem?		

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CPD Calendar 2020 – 21

Week	Session Focus	Facilitator
0	**Departmental Time – Planning & Preparation**	HOD & Team
1	Safeguarding	MRE & Team Remotely; HOD & Team
2	Metacognition & Self-Regulation – 'Mobilise' - Project Launch (Depts. identify key area of focus)	DRO & Team
3	Metacognition & Self-Regulation – 'Discover' Journals, research & reading.	DRO, HOD & Teams
4	Metacognition & Self-Regulation – 'Deepen' In depth reflection.	DRO, HOD & Teams
5	**Departmental** – How can we challenge students at the top end within our classroom?	HOD & Team
6	Year 11 PPE standardisation and moderation (Maths, English, Science, History, Geography, Spanish) Year 11 standardisation and moderation of key work completed in other curriculum areas.	HOD & Team
7	Remote Learning – How can we continue to embed this within our curriculum area?	HOD & Team

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8	Metacognition & Self-Regulation – 'Develop' – Sharing findings so far.	DRO, HOD & Teams
9	**<u>Subject Enhancement Workshop:</u>** Modelling how to teach a specific skill/topic/exam question to support hitting grade (HODs to choose priority)	HOD & Team
10	**<u>Departmental</u>** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team

11	**<u>Departmental</u>** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
12	Year 11 PPE standardisation and moderation (Computer Science, RS, English Lit, English Lang, Maths, Physics, Chemistry, Spanish) Year 11 standardisation and moderation of work completed in other curriculum areas.	HOD & Team
13	Year 10 Ebacc subject test standardisation and moderation Year 10 standardisation and moderation of work completed in other curriculum areas.	HOD & Team
14	Metacognition & Self-Regulation – 'Discover' Journals, research & reading.	DRO, HOD & Teams
15	**<u>Departmental</u>** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
16	Subject Enhancement Workshop: Modelling how to teach a specific skill/topic/exam question to support hitting grade (HODs to choose priority)	HOD & Team

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17	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
18	KS3 TCAT Tests standardisation and moderation – E/M/S KS3 standardisation and moderation work completed in other curriculum areas.	HOD & Team
19	Remote Learning - How can we continue to embed this within our curriculum area?	HOD & Team
20	Year 11 PPE standardisation and moderation Biology, Maths, Language, History, Geography.	HOD & Team

	Year 11 standardisation and moderation of work completed in other curriculum areas.	
21	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
22	Subject Enhancement Workshop: Modelling how to teach a specific skill/topic/exam question to support hitting grade (HODs to choose priority)	HOD & Team
23	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
24	Year 11 PPE (Computer Science, RS, Lit, Maths, English Lang, Physics, Chemistry, Spanish, History, Geography. Year 11 standardisation and moderation of work completed in other curriculum areas.	HOD & Team

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25	Year 11 PPE standardisation and moderation continued (Computer Science, RS, Lit, Maths, English Lang, Physics, Chemistry, Spanish, History, and Geography. Year 11 standardisation and moderation of key pieces of work continued in other curriculum areas. *Departmental action planning in regards to next steps following standardisation and moderation.	HOD & Team
26	Metacognition & Self-Regulation – 'Deepen' In depth reflection.	DRO, HOD & Team
27	Subject Enhancement Workshop: Modelling how to teach a specific skill/topic/exam question to support hitting grade (HODs to choose priority)	HOD & Team
28	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team

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30	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
31	Remote Learning - How can we continue to embed this within our curriculum area?	HOD & Team
32	Metacognition & Self-Regulation – 'Develop' – Sharing findings so far.	DRO, HOD & Teams

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33	Subject Enhancement Workshop: Modelling how to teach a specific skill/topic/exam question to support hitting grade (HODs to choose priority)	HOD & Team
34	Year 10 PPE Papers English, Maths, Biology, Chemistry, Physics, Geography, History, RS, Computer Science, Spanish. Year 10 standardisation and moderation of key pieces of work in other curriculum areas.	HOD & Team
35	**WALKING DAY INSET** Year 10 PPE Papers English, Maths, Biology, Chemistry, Physics, Geography, History, RS, Computer Science, Spanish. Year 10 standardisation and moderation of key pieces of work in other curriculum areas. *Departmental action planning in regards to next steps following standardisation and moderation.	HOD & Team
36	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
37	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team
38	**Departmental** - Embedding Rosenshine; Planning and preparing great teaching linked to departmental priority action plan.	HOD & Team

39	Remote Learning - How can we utilise this to support our students for the year ahead?	HOD & Team