

Evidence Focus of the Framework

The following document details the focus of evidence required for step one (part one) and step four of the process. It should provide you with some examples of the evidence you could include in your completed framework.

Step 1 - Introduction

The first step in the process is the most detailed as it is made up of 6 parts involving:

1. Governors and partners
2. SLT
3. Middle leaders and Team Leaders
4. Individual members of staff (teachers and those who support teaching and who provide other services)
5. CPD and raising achievement
6. The involvement of local partners and wider community

Commitment to the belief that your staff represent the future of your school is fundamental to the whole process of professional development. The motto for the CPD Mark is: *YOUR STAFF – YOUR FUTURE*. Without investment in securing the very best staff for all posts in your school, achievement will be restricted.

Your school needs to demonstrate its commitment to CPD through a set of shared values which highlights the importance of the whole staff team. In a school which is successful in developing its staff these values will be articulated consistently and continuously.

Your school's mission statement should clarify your vision and values, as shown in the school's culture and how it operates, and provide direction.

In Step 1, the CPD Mark process focuses on all personnel and their role in setting out the stall for future success. Your governors, senior leaders and relevant partners should share your vision as to the future direction of the school. Clearly-defined roles for all staff must be established, along with long and short-term strategies for improvement.

The main thrust of the CPD Mark process is the understanding that it benefits everyone in your school. All individual members of your staff need to have a voice in the development of the school (as well as their own development) and a clear understanding as to how their own development will contribute to the improvement of provision and services and to raising levels of achievement. The process involves: teachers as leaders of learning, teaching assistants who support the learning process in the classroom, administration staff who ensure resources and the financial framework are in place and the members of staff who are responsible for keeping the school operational.

For Step 1, evidence is required that you recognise your school as a community resource and planning for the future direction of the school needs to include community representation.

The Framework

Step 1

The school has a vision for CPD in providing the foundations for future success. All staff and the school's partners are involved with the vision and decision-making.

Part 1

The governors have an understanding of and a commitment to CPD and its impact on pupils' achievement (including attainment, learning and progress).

A school will fulfil the requirements for this part of the process if it has evidence to support each section (1.1 to 1.9):

A= strong evidence B= partial evidence but supports the section

C= some supportive evidence but limited

		Assessor's use		
Step 1: section 1.1	Evidence	A	B	C
a. Governors understand how to identify pupil attainment, learning, progress, and achievement	Some governors do as they work in education. All governors, however, are linked to individual departments and they receive all information from meetings held which detail pupil achievement/target setting and department achievements. They meet with DOLs and can ask for information on// discuss this issue. Evidence: Discussions with Governors			
b. Governors have access to, and an understanding of, appropriate data relating to attainment, learning and progress, and achievement	LA governors are eligible to attend training provided by LA. 'School Data and School Improvement' courses have been run. This would enable governors to understand the data. Data manager is also available to provide information. CVA tables are reproduced in SDIP and SEF for all to see. Evidence: SDIP, SEF. Discussions with governors.			
c. Governors recognise individual pupils' performance and monitor their progress against benchmark data	This is not current practice as such but, as said in 1.1a, Governors have close contact with individual departments and can discuss this data when meeting with DOLs.			
Step 1: section 1.2				
a. The school vision identifies values that have a clear focus on CPD	The school vision statement is clearly stated in the SIP and focuses on the necessity to fulfil the aims of the school using CPD. For evidence – see SIP. Discussions with SLT			

b. The school's values link to its mission statement	Values and aims are clearly stated on website and link to the mission statement – (Mission Statement).			
c. The strategic plan identifies short, medium and long-term action for developing and improving CPD	CPD is fully integrated into the SIP which contains medium and long-term plans for the school and thus for CPD. Point 6a.2 in the SEF also all clearly identifies how planning is linked to CPD. Evidence – SIP/SEF/Website			
d. The SDP is evaluated annually. The impact of CPD is reported and future CPD needs identified	The SIP is evaluated annually during the SLT weekend. The impact of the planned CPD is fundamental to the success of the SIP. New CPD areas are identified and this is transferred into the Performance Management cycle and into whole school INSET for the forthcoming year. Evidence – discussions with Head.			
Step 1: section 1.3				
a. Governors are involved in monitoring, evaluating and reviewing all policies relating to CPD	The CPD policy is updated annually by the CPD manager. It is then discussed by the governors and SLT. Evidence – Governors meeting minutes.			
b. Policy development makes reference to its partners and organisations such as the LA, higher education providers of ITT and staff unions to ensure that their expertise is utilised towards providing effective CPD	ITT policy devised following regular attendance at update meetings. The ITT policy feeds into the NQT induction process which prominently features CPD. All school policies are published on the staff area for all to access. Input is welcome. Evidence – Policy documents. Discussions with SLT.			
Step 1: section 1.4				
a. A lead governor is identified for each policy	This post was filled as a result of the CPD Mark process. His name is However, all policies are available to all Governors via the website. All governors review all policies. Evidence: Discussion with Clerk of governors/governors.			
b. The lead governor meets school staff to evaluate the impact of CPD	Not at present. Area for development.			
Step 1: section 1.5				
a. Governors carry out an annual / bi-annual review of policies	At LOCAL SCHOOL, policies are reviewed by their authors who have particular expertise in required areas. Once reviewed, policies are discussed by SLT and then governors who finalise reviews. Evidence – minutes of			

	SLT and Governors meetings. Discussion with Governors.			
b. The SDP is evaluated and action is taken concerning the impact of CPD on raising standards of achievement (including attainment, learning and progress)	The SIP is evaluated at the annual SLT weekend. SMART targets/ success criteria are included for each area along with the CPD required to ensure the target is achieved. Targets are all concerned with raising standards. Evidence – SIP. Discussion with Head.			

Step 4 - Introduction

This step in the CPD Mark process relates to a commitment by your school to plan all professional development around the essential knowledge and skills to be effective in the job role. For teachers this will include current thinking relating to effective teaching and learning. Occupational standards for the school workforce are highly relevant here.

Staff development activities help to engender a co-operative and supportive working environment and coaching has been identified as a valuable means to success in this context.

Your school's CPD needs to be based on a strategic plan to ensure that career development meets professional standards which cover the wider framework for the whole workforce spanning: NQTs, main scale teachers, those with threshold awards, excellent teachers, ASTs, AHTs, deputy head teachers, head teachers, teaching assistants and all members of staff involved in the development of your school. The standards set out in the initial teacher training programme (which are further emphasised within STPC) are fundamental professional expectations if achievement is to be raised.

The values of the school should be evident at all times. In order for your school to develop, it is essential for all staff to have high expectations of their pupils. Pupils need to be constantly challenged to perform to their best ability and relationships between staff and pupils, and amongst all staff and the community, must be positive in order to enhance achievement/outcomes (including attainment, learning and progress).

Your school and its partners must make effective use of CPD to help staff to understand the statutory responsibilities associated with pupils and the physical environment for which they are ultimately accountable.

It is incumbent upon your school and its partners to ensure that all subject knowledge is kept up to date; that effective use is made of ICT and that staff have an understanding of SEN and the inclusion agenda so that they can meet the entitlements of pupils in order to make good progress and achieve well.

Effective communication is an essential skill for all staff and CPD should be used to help and guide staff to develop a style of communication which is effective, motivational and supportive in helping to raise standards. Throughout their development, staff should be encouraged to seek examples of innovative practice and positive evaluation techniques and to apply these in their day-to-day work.

CPD plays a key role in raising the quality of learning opportunities and importance is placed on the need for staff to use appropriate strategies to ensure that pupils learn the self-discipline required for effective learning. All of your staff must be aware of the learning needs of their pupils. It is important for support staff to realise how their role helps to support the values of the school and the achievements of young people. The effective use of performance information to establish a baseline will ensure that judgements about achievement/outcomes (including attainment, learning and progress) are based on firm evidence.

The outcomes of *Every Child Matters* and safeguarding must be identified in order to evaluate the impact of pupil development policies and practices. CPD should help develop the curriculum to ensure that it includes the five key ECM outcomes as defined in Section 2 of the Ofsted Evaluation Schedule (2009).

The Framework

Step 4

The school focuses on professional standards and national occupational standards and seeks to develop these for all staff.

A school will fulfil the requirements for this part of the process if it has evidence to support each section (4.1 to 4.12)

*A= strong evidence B= partial evidence but supports the section
C= some supportive evidence but limited*

Step 4: section 4.1	Evidence	A	B	C
a. The school systems ensure that all staff have high expectations of pupils	Data/target setting system uses FFT and fine grade to set challenging targets for pupils. Data manager monitors targets set to ensure they are challenging for all. Behaviour policy and Pastoral manager ensure that high expectations are set in this aspect. Whole staff and FT's are monitored to ensure that all are consistent in this. Evidence: Discussions with staff.			
b. Pupils are set targets to help them to reach their potential	AFL is fully embedded in school and this means that pupils are required to set themselves targets in lessons in order to achieve the data targets set by the school/ departments. In addition to this, pupils have review meetings with their mentors twice a year. These meetings are used to set targets for the coming session and are led by the pupils. Evidence: discussions with pupils.			
c. Staff develop supportive and constructive relationships with	The school prides itself on clear, effective systems. The Pastoral			

<p>each other and with pupils.</p>	<p>team gained a 1 in the last OFSTED, showing the quality of relationships formed. All staff have a group of pupils from a cross section of year groups who they mentor at pupil review meetings. The Higher Access group have regular email contact with the group managers as do their parents.</p> <p>All staff have line managers for the PM process and this promotes constructive relationships as do the LFTP and LP programmes where staff need to develop effective working relationships with their coaches.</p> <p>Evidence: discussions with staff and pupils.</p>			
<p>d. Staff demonstrate positive values to pupils and act as role models.</p>	<p>The Pastoral system at LOCAL SCHOOL is particularly effective gaining a 1 in the last OFSTED inspection. All staff pride themselves in demonstrating positive values to pupils. We set the example.</p> <p>Evidence: Discussions with pupils.</p>			
Step 4: section 4.2				
<p>a. The school ensures that all staff are aware of their statutory responsibilities for safeguarding.</p>	<p>ITT students receive INSET on responsibilities. NQT's follow an induction period which includes statutory responsibilities. Staff are constantly reminded about responsibilities eg consistency, promoting good standards. All legislation is made available to staff through policies. CPD on relevant issues is always included on development days – Child protection, Inclusion, 14-19 agenda.</p> <p>Evidence: discussions with staff.</p>			
<p>b. Staff are aware of school policies and practice at a level which is fit for purpose.</p>	<p>LA website is available for all. Policies are displayed. All school policies are clearly available for all staff on the staff area.</p> <p>Evidence: LA website, School area. Discussions with staff.</p>			
<p>c. All groups of staff are consulted about policies – <i>this may be through representatives</i></p>	<p>For LA policies, not all staff are consulted but relevant staff may be. E.g. new NQT policy for completion of assessment forms. All staff are encouraged to comment on school policies – they are clearly available for all to see.</p> <p>Evidence: discussions with SLT.</p>			

d. Staff demonstrate collective responsibility towards policy implementation	Staff are required to follow policy consistently e.g. discipline policy, uniform policy. Evidence: discussions with staff.			
Step 4: section 4.3				
a. Appropriate staff are involved in a variety of meetings relating to improving the quality of provision, services and raising achievement/outcomes (including attainment, learning and progress.	Tri-weekly briefing meetings for whole staff. Weekly departmental meetings, weekly pastoral meetings, SIG meetings for all staff, CRG and CLRG. Curriculum monitoring meetings for individual departments, departmental visit meetings, performance management meetings, SLT working weekend. All of these meetings are designed to raise achievement in one way or another either by discussing targets or practices or personal effectiveness. Evidence: discussions with staff			
b. Staff collaborate and co-operate to ensure an effective working environment	All staff are involved in making the school a success – whether as caretaker, office staff or teacher. They communicate to ensure the smooth running of the school on a daily basis and collaborate to set targets for the future and how they will play a part in achieving them. EG The SDIP is initially devised by the SLT but then it is sent out to DOL's to discuss within departments for their input. Evidence: discussions with staff.			
Step 4: section 4.4				
a. The school provides opportunities for staff to reflect on their practice against relevant national professional and occupational standards	This is done mainly through PM where staff are required to reflect on targets set. Also done through section 3 of the SEF as staff feed into the review of departmental results. Evidence: discussions with staff/SLT. PM reviews.			
b. Staff are encouraged to take responsibility for their own learning and development needs	CPD manager disseminates all CPD material to relevant staff but they are responsible for discussions with DOL on relevance / necessity of training offered. Staff are also guided towards relevant websites for CPD but they take responsibility for finding suitable courses. All staff are responsible for completing application form appropriately, applying to CPD manager and completing review			

	form. Evidence: discussions with staff.			
c. Staff are supported in identifying development requirements during the induction phase	LA provide all NQT's with guidance file. Weekly meetings with mentors identify development requirements. Staff identify further requirements on tri-annual assessment forms and on final form where developmental requirements for the second year of teaching need to be noted. Evidence: discussions with NQTs.			
d. The school encourages innovative practice for staff to learn and develop.	All staff contribute to SDIP through departments. All staff are members of a SIG. These are encouraged to think 'out of the box'. The school actively encourages innovation – head clearly states this. Evidence: see IIP report. Discussions with head.			
e. Staff are encouraged and enabled to adapt their practice in accordance with advice and feedback	All staff are the subject of a rolling programme of observations. Feedback from these is taken and used appropriately. Departmental visits provide departments with a report containing action plans for staff to embrace. Evidence: discussions with staff and SLT.			

GLOSSARY

AfL – assessment for learning
AHT – assistant headteacher
AST – advanced skills teacher
CATS – cognitive ability tests
CoG – chair of governors
CPD – continuing professional development
CPD MARK – continuing professional development mark
CVA – contextual valued-added
DDP – departmental development plan
ECM – <i>Every Child Matters</i>
FFT – Fischer Family Trust
ITT – initial teacher training
HoY – head of year
HoD – head of department
H/W – homework
ICT – information communications technology
ITT – initial teacher training
NCSL – National College for Leadership of Schools and Children’s Services
NQT – newly-qualified teacher
PM – performance management
RAISEonline – reporting and analysis for improvement through school self-evaluation
SSAT – special schools and academies trust
SDP – school development plan – the main whole-school planning document
SEF – self-evaluation form
SEN – special educational needs
SENCO – special educational needs co-ordinator
SLT – senior leadership team
SoW – scheme of work
STPC – school teachers’ pay and conditions