**Featherstone High School**

**Professional learning programme 2011/2012**

**Whole Staff Inset days**

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| **Date** | **Lead staff** | **Theme & Content** | **SDP** |
| Monday 5th September | SMT | Aspects of the SDP:  Behaviour for learning  Literacy  Teaching and Learning | 3.2  1.1  1.1 & 4.2 |
| Tuesday October 4th | GW & AL | PDR. Whole staff performance management.  Audit of departmental training needs and introduction of twilight training programme.  Fire Safety Training update. | 4.2  4.6 |
| Friday February 10th | LTs | Moderation in departments  PDR mid year review | 3.1 |

**Twilight inset**: This year we are trialling a new system of twilight training which will replace 2 whole staff inset days, gained back at the end of the academic year. The sessions will last one hour and take place on Wednesdays as per calendar.

More detailed session titles and explanations will be released by the lead staff for each session.

Lead teachers should keep an overview of spread of attendance from their department and faciltate shared feedback. All staff should bear in mind how the programme supports their PDRs.

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| **Date** | **Focus** | **Venue** | **Lead staff** | **SDP** |
| **05.10.11**  **4.15pm** | |  |  | | --- | --- | | A | Leading and planning cross curricular enrichment days | | B | E Learning | | C | UCAS | | D | Literacy across the curriculum | | E | Behaviour for Learning | | F | New Curriculum | | F1  G3 &  101  F2  G1  F3 | CD team  NB/team  AMac, AW & NM  LS/supported by TD  PP team  KT | 2.3  1.2  1.1  3.2  2.2 |
| **09.11.11**  **4.15pm** | |  |  | | --- | --- | |  | DATA | |  | Strategies for differentiation and offering choice | |  | Research Presentations | |  | Department sharing good practice linked to an SDP priority: English & RE | |  | Behaviour for Learning | |  | Extended learning | | F1  F2  G4  101  G1  F3 | PP team  AMac & G&T WP  Lead Research Practitioners    CC & KB  PP team  CD team | 3.1  2.1  1, 2, 3  3.2  2.3 |
| **14.12.11**  **4.15pm** | |  |  | | --- | --- | | A. | SEN & differentiation | | B. | E Learning | | C. | DATA | | D. | Department sharing good practice linked to an SDP priority: MFL & ICT | | E. | Behaviour for Learning | | F. | FHS skills review | | F2  G3 &  F1  101  G1  F3 | AP /TAs  NB  PP team  ES & RH  TD & CD  PPTeam  KJ | 1.2  3.1  1, 2, 3  3.2 |
| **Spring,**  **First half term.** | **One session is collapsed to allow time within a 6 week period for all staff to carry out a peer observation with a focus related to personal targets on PDRs. This will happen during the period of learning visits so that people are not over – observed** |  | TD team to plan programme and liaise with LTs to find best matches. | 1.1 |
| **04.01.12**  **4.15pm** | |  |  | | --- | --- | | A | Research Presentations | | B | E learning | | C | KS3 curriculum | | D | Department sharing good practice linked to an SDP priority: History, Geog and Business studies | | E | Behaviour for Learning | | G4  G3  F1  101  G1 | Masters level  NB  KJ & CD team  AM, NM, JC  PP team | 1.2  2.1  1, 2, 3  3.2 |
| **07.03.12**  **4.15pm** | |  |  | | --- | --- | | A | EAL differentiation /support | | B | E Learning | | C | Exam marking – strategies & tips | | D | Department sharing good practice linked to an SDP priority: Science & ART | | E | Behaviour for Learning | | F2  G3 &  F1  101  G1 | TN & AP  NB & team  Exam Board –trained Markers/TD to support  IK SH/RP  PP team | 3.2  1.2  3.2  1, 2, 3  3.2 |
| **21.03.12**  **4.15pm** | |  |  | | --- | --- | | A | Literacy across the curriculum | | B | UCAS | | D | Department sharing good practice linked to an SDP priority: Soc & Psych & Maths | | E | Behaviour for Learning | | F | 6th form teaching good practice | | F2  103  101  G1  F1 | LS & TDs/CDs  External speaker  SL & AM & SB  PP team  NM & TDs | 1.1  1, 2, 3  3.2  1.1 |
| **18.04.12**  **4.15pm** | |  |  | | --- | --- | | A | AFL | | B | E Learning | | C | G & T strategies | | D | Department sharing good practice linked to an SDP priority: PE, Dance & Music | | E | Behaviour for Learning | | F2  G3 &  F1  101  G1 | TD  NB  G&T WP  LV, CH & Amch  PP team | 1.1  1.2  3.2 & 1.1  1, 2, 3  3.2 |
| **16.05.12** | Staff Well Being | Various | Details to follow |  |
| **20.06.12**  **4.15pm** | |  |  | | --- | --- | | A | Research Presentations | | B | E learning | | C | Literacy across the curriculum | | D | Department sharing good practice linked to an SDP priority: Drama, H&SC, T&T | | E | Behaviour for learning | | G4  G3 &  F2  101  G1 | MLDP participants  NB  LS  KD, JA, MJ  PP | 4.2  1.2  1.1  1, 2, 3  3.2 |

**NQT induction programme of training**

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| **Autumn** | **Spring** | **Summer** |
| * Accelerated learning Cycle * Behaviour * Role of the tutor * SEN * Pupil Progress at FHS * Review | * Marking * OFSTED grading   NQT to be consulted re training needs | * Review & T3 |

**Middle Leader Training and Development**

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| **Autumn** | **Spring** | **Summer** |
| * Leadership * Results | * Leadership * Review of the new curriculum * Leadership of student voice the curriculum | * Leadersip * Review & Planning * Timetabling Issues |

**Observation Protocol at Featherstone High School**

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| Beforehand | * E mail or speak to the teacher at least 48 hours in advance of suggested observation. * Suggest a pre observation meeting time. Experienced teachers may not always feel the need for a pre meeting. * Agree focus in advance from whole school, TLR & personal priorities. * Request a lesson plan in advance. * Suggest a time when feedback will take place, ideally this should be within 24 hours of the observation. * Check SIMS for data on the class you are observing. |
| During the lesson | * Use the ALC proforma and OFSTED criteria to record information. * Use the boxes on the second page to check school policies and agreed expectations. * Speak to the students – suggested questions available from the TD team. * Note the learning environment. * Look at students’ books for previous work and good practice in marking. * Look at students’diaries. * List the points for consideration as questions. |
| End of the lesson | * Catch the teacher’s eye and say “Thank you” as you leave. * If appropriate make a positive comment to the class. |
| Feedback | * This should take place in a quiet setting. * Start on a positive note and thank the teacher again for the opportunity to observe. * Ask the teacher to talk through the lesson, commenting on what went well and what they would do differently next time. * Add your feedback, asking questions and encouraging discussion. * Comment on pupil progress in the lesson. * Refer to professional standards and Ofsted criteria that have been met. * Ask the teacher to suggest targets based on the discussion you have had. * Record these targets as questions – e.g.; How can you encourage more of the girls to take an active part in the lesson? * Ensure the teacher has strategies/actions to meet the targets and how to get further support if necessary. * Look at the OFSTED grading together and agree the grade. * If appropriate, agree a time to revisit the class. |
| Follow up | * Send the final feedback to the teacher within 24 hours of the verbal feedback. * Send copies to the lead teacher, teacher developer for the year team and the AHT responsible for CPD. * Ensure that any good practice is shared through the teacher developer of that year team. |

TLR TDs should carry out one observation per week, calendar permitting.

All other TLRs should carry out one observation per fortnight. Standardiation of observations will be organised by the TD team.

**Protocol for Learning Visits**

Starting in the Spring Term the majority of lesson observations will be ungraded learning visits, lasting around 20 minutes and looking at a particular aspect of whole school development, e.g., G&T provision/progression, AFL.

The aim of learning visits is to gain a picture of current practice in identified areas and enable focussed development.

Learning Visits will be carried out by the TLR and Senior Leadership teams.

TLR Teacher Developers will carry out 2 visits per week.

All other TLRs, including TLR2s will carry out 1 per week.

TLR2s will observe within their departments.

Peer visits to support Departmental Action Plans should be arranged by Lead Teachers.

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| Before | Focus for visits to be agreed at TLR team meetings.  Agree a time to visit a class, depending on the focus the class teacher should be able to advise the best time.  Observer to forward Learning visit log with details, including focus, indicated.  Teacher to add bullet points to indicate what should be seen in the visit. (eg, peer assessment & model answer sampling). |
| During | The visit should last at least 20 minutes.  Ask the student/s questions  Look at exercise books for previous learning, marking and feedback.  Check the expectations agreed by TLRs 09.10. (Check list on sheet)  Use comment boxes to record info. |
| After | Thank the class teacher as you leave or as soon as possible after the lesson.  Email your feedback sheet to the teacher, lead teacher and the teacher developer attached to the year group observed.  If the teacher or observer would like to discuss the findings a mutually convenient time should be arranged within the week. |

Observations of NQTs will continue as normal during this period. Cross curricular peer observations will be arranged during this period for all staff.

Other, professional development observations may be arranged at the request of the teacher or SMT.

**The performance management cycle** takes place as per school policy. Lead Teachers provide an overview of the training needs of their teams to AL.

All staff applying for training with external providers should complete an application form, signed by line managers and an evaluation form on their return. (SSD/Staff development/forms)

Departments will feedback on training.

**Further professional learning**

All staff will receive further training from sessions in Department meetings, Year team meetings.