



Professional Learning Plan

January 2019- March 2019

Grant £29,031.31 (77FTE)

| National Mission Link | Planned Activity <i>(These are only suggestions and will need to be customised to ensure they meet the needs of each school setting)</i> | Success Criteria | Funding Source | Type of spend | Cost £ |
|--|---|--|---|--|------------------------------------|
| Developing a high quality education profession | <ul style="list-style-type: none"> • OTP and power of coaching for staff. Power of coaching with staff to start to develop a culture of coaching across the school. • Engagement with schools as Learning Organisations; Professional Learning. | <ul style="list-style-type: none"> • Class teachers develop their coaching skills to enhance professional learning and collaboration • Class teachers access Professional Learning to support development against PTLS • Ensuring that 100% of lessons are excellent or good. • To achieve school targets in national performance measures. • To enable pupils to achieve their target grades/levels. | Professional Learning to raise the quality of our teachers. | Release Resources Training / Development Details of staff and breakdown is available in school. | £1,980 £1,320 £1,650 |

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| Developing a high quality education profession | <ul style="list-style-type: none"> Assistant Headteacher in charge of Teaching and Learning – Power of Coaching facilitator – OLEVI. Two teachers accredited facilitators of OTP/ITP. | <ul style="list-style-type: none"> Completion of Power of Coaching – Train the Trainers. (POC TTT). Develop whole school approach to coaching. Completion of the accreditation. | Professional Learning to raise the quality of our teachers | Release Resources/Training Development | <p>£1,100</p> <p>£1,660</p> <p>£660</p> <p>£2,475</p> |
| Developing a high quality education profession | <ul style="list-style-type: none"> Engaging with other schools and or universities to undertake enquiry-led research. | <ul style="list-style-type: none"> Class teachers access Professional Learning to support development against PTLs | Professional Learning to raise the quality of our teachers | Release Resources Training / Development | <p>£495</p> <p>£825</p> <p>£165</p> <p>£495</p> |
| Developing a high quality education profession | <ul style="list-style-type: none"> Engagement with schools as a learning organisation for professional development. | <ul style="list-style-type: none"> SLO discussions used to self-evaluate and inform school improvement Attendance at Apple Education Summit Attendance at Apple Regional showcases Class teachers access Professional Learning to support development against PTLs Triads and action research completed based on teachers planning, teaching and | Professional Learning to raise the quality of our teachers | Release Resources Training / Development | <p>£165</p> <p>£1,650</p> <p>£2,475</p> <p>£825</p> <p>£660</p> <p>£4,950</p> |

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| | | reviewing the learning. All linked to the 12 pedagogical principles. <ul style="list-style-type: none"> • Class teachers access Professional Learning to support development against PTLS • To achieve school targets in national performance measures. | | | |
| Developing a high quality education profession | <ul style="list-style-type: none"> • Preparing for New ALN arrangements | <ul style="list-style-type: none"> • Upskilling staff with knowledge needed for new ALN Bill • Person Centred Schools Approach training | Professional learning to raise the quality of our teachers | Release Resources Training / Development | £3,300 £825 |
| Developing a high quality education profession | <ul style="list-style-type: none"> • To promote the mental wellbeing of pupils and staff | <ul style="list-style-type: none"> • Mental Health First Aid Training conference • Coaching programme • To enable students to achieve their target grades. | Professional learning to raise the quality of our teachers | Release Resources Training / Development | £1,500 |
| Total Cost | £ 29,175 | | | | |
| Total Allocation | £29,031.31 | | | | |
| Variance | £143.69 | | | | |