



Continuing Professional Development Policy and Statement

1. How Teacher's Professional Development Impacts on Teaching & Learning

Kingsdale Foundation School is committed to high standards in the quality of education through the implementation of our Quality First Teaching and Learning experiences. Our approach to Continuous Professional Development (CPD) for all staff underpins this commitment. All staff are entitled to regular developmental and training opportunities to create a culture of learning excellence.

Throughout each academic year, staff training during Staff Development Days & Weekly Directed Time sessions provide opportunities for staff to develop identified research-based approaches that consistently align with the priorities within the school development plan. This work has a real impact in the classroom and includes further developing our curriculum provision for neurodiverse students through adaptive approaches, including those identified with dyslexia, autism, ADHD, hearing impairment, visual impairment needs, speech and language difficulties, emotional coaching and trauma. This work continues to be recognised at the school through the Inclusion Quality Mark (IQM) accreditation programme.

Our whole-school CPD programmes also enable staff to further develop their skills in responsive teaching. For the 2023-24 and 2024-25 academic years, this includes school-wide participation in the EEF and DfE funded ongoing professional development programme 'Embedding Formative Assessment' based on research by Dylan Wiliam. This project aims to embed impactful Assessment for Learning across the curriculum.

At faculty and department level, focused professional learning in Teaching and Learning meetings ensures all staff develop their knowledge and expertise in their specific subject curriculum. Departmental CPD programmes include a focus on the moderation of marking, developing pedagogical approaches to ensure challenge & scaffolding in learning, peer observations and team work to research & review schemes of work and curriculum maps. This approach enables all staff, including ECTs, to better understand the subject specific elements of the secondary curriculum and as such, contribute to continually improving standards of teaching and learning in the classroom.

As well as whole-school and departmental CPD programmes, all staff are encouraged and entitled to apply for a range of external training courses each academic year, which focus on specific areas of development for individual staff while assisting them to develop a sense of autonomy in their own professional development. This bespoke CPD element of professional development includes the National Professional Qualification (NPQ in Behaviour and Culture, Teaching & Learning, Leading Teaching, Literacy, Senior Leadership and Headship) which the school continues to support staff to undertake. In addition, all KFS staff have unlimited access to a wide range of online CPD provided through The National College and BlueSky Remote CPD Hubs. These online CPD courses are available to our staff throughout the academic year and can be completed at any time. Staff can choose to train in an area that is suited to their professional needs. The CPD courses that align with school's priorities are recommended to staff on weekly basis.

Alongside this offers, all PGCE teachers (staff who are training to become teachers through teaching placement at Kingsdale Foundation School) and ECTs (Early Career Teachers) at the school receive a further series of weekly CPD sessions on various aspects of professional standards including Literacy

across the curriculum, Understanding of additional needs and personalisation of learning, Numeracy across the curriculum, Teach like a Champion and Assessment for Learning.

2. Policy Aims and objectives

- a. CPD will serve to support the School to achieve its developmental aims in each given year, support the professional development of all staff and support any member of staff who has been identified as being in need of professional development support.
- b. It is the aim of the School to offer all Staff the opportunity to undertake continuing professional development, relevant to the School Improvement/Development Plan, their Departmental Development Plan and their own personal professional development as identified primarily in their Performance Management Review.
- c. A key aim of all staff CPD at Kingsdale Foundation School shall be to enhance the quality of teaching and learning and deliver positive impact and continuous improvement in this area.
- d. It is recognised that professional development for any individual will be likely to lead to enhanced professional opportunities outside of Kingsdale Foundation School; this is seen as a proper consequence of structured CPD. This means that staff will be expected to seek management training where this is viewed as relevant to their future career.
- e. The areas to which funding will be targeted will be in line with those areas which are identified by the School as being of major importance in the relevant financial year for which funding is provided.

3. Process

- a. The criteria for accessing CPD will be in accordance with School priorities but will also take account of the needs of the individual seeking CPD support as identified through the Performance Management or other review processes.
- b. Application forms for courses, which have been identified at School or department level as meeting the requirements of the School Improvement Plan, or are identified as necessary for the individual concerned, can be obtained from the CPD co-ordinator. This application process is an on-line system using MS Forms.
- c. Initiating a CPD request that requires cover must be undertaken at least 2 weeks in advance of the date the cover is required. It is important that any papers associated with courses are copied to the CPD Co-ordinator for use within other areas where relevant.

4. Evaluation

- a. Feedback following CPD should form part of the next departmental or management group meeting and the department must make provision to review the impact of their training and development during the term/academic year during which CPD occurs. SMT line managers will review the impact of any CPD which departments have undertaken during their termly line-management meetings. In cases of longer-term planning, review should follow by a predetermined date. An evaluation form must be submitted to the Senior Deputy Head following attendance at any external course and an evaluation completed online.
- b. Reports on the review of CPD for any given financial year should form part of department/faculty reports within the Headteachers' Report to Governors, which shall also include a report from the Deputy Headteacher responsible for CPD provision at the school.

5. Record keeping

- a. All staff will keep a log of their own personal CPD on the school's on-line system (BlueSky). Records will also be maintained by the CPD co-ordinator.

6. Links to other documents

- a. School improvement/Development Plan (SIP/SDP)
- b. Departmental development priorities
- c. CPD workshop programme 2024-25
- d. Staff Development 2024-25

Approved: June 2026 for implementation 1st September 2026

Next Review: Summer 2027