The Framework

Below you will find an introduction to step one (part one) and step four of the Welsh framework, as well as exemplar evidence for each.

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 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.

Step 1 – Framework exemplar evidence

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 achievement.

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

Step 1: section 1.1	Evidence	A	B	C
a. Governors understand how to identify standards	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 subject leaders 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 standards.	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 SDP and self evaluation documentation for all to see. Evidence: SDP, self evaluation docs. Discussions with governors.			
c. Governors recognise individual learners' 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 Subject Leaders			
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 SDP and focuses on the necessity to fulfil the aims of the school using CPD.			

		For evidence – see SDP. 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 SDP which contains medium and long-term plans for the school and thus for CPD. SE documentation also all clearly identifies how planning is linked to CPD. Evidence – SDP/SE/Website			
d.	The SDP is evaluated annually. The impact of CPD is reported and future CPD needs identified	The SDP is evaluated annually during the SLT weekend. The impact of the planned CPD is fundamental to the success of the SDP. 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 created as a direct consequence of the CPDM process. It was clear to us that this was a huge gap in our provision. All policies are, however, 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 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, 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 standards are 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 learners. Learners need to be constantly challenged to perform to their best ability and relationships between staff and learners, and amongst all staff and the community, must be positive in order to enhance achievement.

Your school and its partners must make effective use of CPD to help staff to understand the statutory responsibilities associated with learners 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 learners 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 learners learn the self-discipline required for effective learning. All of your staff must be aware of the learning needs of their learners. 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 standards are based on firm evidence.

The Children and Young Peoples' Plan must be identified in order to evaluate the impact of learner development policies and practices. CPD should help develop the curriculum to ensure that it includes safeguarding and preparation for adult life.

Step 4 – Framework exemplar evidence
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 learners	Inhouse data/target setting system in use and fine grading 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. Learners 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 each other and with learners.	The school prides itself on clear, effective systems. The Pastoral team gained a 1 in the last Estyn, 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. All staff have line managers for the PM process and this promotes constructive relationships as do the leadership programmes where staff need to develop effective working relationships with their coaches. Evidence: discussions with staff			

		and pupils.			
d.	Staff demonstrate positive values to learners and act as role models.	The Pastoral system at LOCAL SCHOOL is particularly effective gaining a 1 in the last Estyn inspection. All staff pride themselves in demonstrating positive values to pupils. We set the example. Evidence: Discussions with pupils.			
	Step 4: section 4.2				
a.	The school ensures that all staff are aware of their statutory responsibilities for CYYP and safeguarding.	ITT students receive INSET on responsibilities. NQT's follow an induction period which includes statutory responsibilities. Staff are constantly reminded about responsibilities e.g. 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 etc Evidence: discussions with staff.			
b.	Staff are aware of school policies and practice at a level which is fit for purpose.	LA website is available for all. Policies are displayed. All school policies are clearly available for all staff on the staff area. Evidence: LA website, School area. Discussions with staff.			
c.	All groups of staff are consulted about policies – *this may be through representatives*	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. Evidence: discussions with SLT.			
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 standards	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. e.g. The SDP is initially devised by the SLT but then it is sent out to Subject Leaders 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 SE 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 Subject Leaders 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 SDP 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
ASL – assistant subject leaders
CATS – cognitive ability tests
CIF – common inspection framework
CoG – chair of governors
CPD – continuing professional development
CPD MARK – continuing professional development mark
CVA – contextual valued-added
DGP – departmental growth plan (DDP)
ITT – initial teacher training
HEI – Higher Education Institute
HoY – head of year
HoD – head of department
H/W – homework
ICT – information communications technology
ITT – initial teacher training
NQT – newly-qualified teacher
PM – performance management
SE – self-evaluation
SEN – special educational needs
SENCO – special educational needs co-ordinator
SGP – school growth plan (SDP)
SLT – senior leadership team
SoW – scheme of work
SRD – student review day
STPC – school teachers' pay and conditions
SWAMWAC – south west and mid Wales consortium
WAG – Welsh assembly government