

Professional development at St Monica's RC High School 2024 - 2025

'If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.'

(Dylan Wiliam)

Vision

Professional development at St Monica's aims to embed in all teachers a secure understanding of how to deliver quality first teaching every day to every learner. We are dedicated to delivering high-quality teaching to all students. We prioritise evidence-based research, collaborative learning and the sharing of good practice as strategies for whole school development. We provide ongoing professional development opportunities for all staff, both teaching and non-teaching, to promote equality, academic study and diversity; securing the best possible life chances for all learners. We are committed to developing a culture of continuous improvement within the school.

Professional development activities

- We follow the two year Embedding Formative Assessment Programme (SSAT.) Staff are given the opportunity to work collaboratively to discuss formative assessment strategies, share resources, engaging in professional reading and pedagogical discussion. Professional development focuses on improving and refining elements of classroom practice. This year we will focus on three key elements of formative assessment: modelling expectations, questioning and feedback.
- CPD sessions take place on Tuesdays after school. Professional development opportunities are based on whole school priorities. Within these sessions, staff are provided with a range of professional development activities: workshops, self-evaluation, discussion, professional reading and sharing good practice. This ensures that all staff are familiar with the latest strategies and ideas for developing their daily practice. We provide a supportive environment for learning and sharing ideas.
- Further professional development takes place across the Trust through our trust-wide PLN meetings. Heads of Department benefit from collaborative Trust-supported meetings. Staff benefit from the opportunity to work with subject specific experts such as David Didau and Craig Barton.
- Staff receive training and guidance through our work with the Department for Education's Behaviour Hubs to provide further targeted teacher training.
- We provide support for new staff. We provide specific training for our Early Careers Teachers through the ECT framework delivered by STAR Alliance. All Early Careers Teachers have a mentor to provide one- to- one support. They are provided with regular feedback from experienced professionals.
- All staff are provided with a formal outline of expectations. Our "Teaching and Learning Policy" and "Lessons on a Page" documentation to standardise and share best practices across the school so that all staff are able to continue to develop.

Professional reading focus 2024 - 2025

- 'Five Formative Assessment Strategies' (Kate Jones)
- 'Teaching and Learning Walkthru's' (Tom Sherrington)