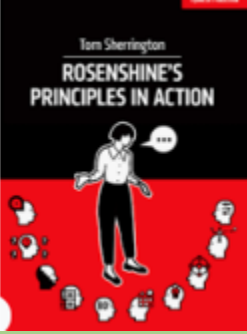



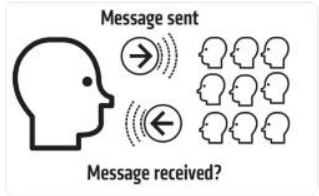



CPD Overviews Intent, Implementation and Impact

CPD Cycles across each term: Session 1: Learn, Session 2: Research and Reading, Session 3: Practise and Implement, Session 4: Reflect and Evaluate
Research based- Evidence- based approach to CPD to inform teaching.

CPD Cycle 2022-2023

Intent	Implementation	Impact
<p>CPD Cycle 1 2022-2023</p> <p>Introduce research and evidence-based CPD for teachers. Provide teachers with research books, CPD Journals and incentive for additional research.</p> <p>Introduce Rosenshine’s Principles of Instruction and Tom Sherrington’s Principles in Action.</p> <p>Introduce staff to PLCs and place staff into collaborative groups for the CPD.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<p>Summary of principles shared and explanation of working memory and long-term memory- how do we learn?</p> <p>Reading and Research session- reading on Barak Rosenshine’s Principles.</p> <p>Focus on Stages of Practice within Principles in Action. Scaffolds and Modelling.</p>	<p>Staff researching in addition to the CPD sessions.</p> <p>Staff using the research to model and scaffold.</p> <p>Staff working in PLCs and having professional dialogues and collaborating on strategies tried in their classrooms- see PLC notes from this CPD Cycle.</p> <p>Staff contributions to Relay Powerpoint to showcase work being tried in classrooms.</p> <p>Staff feedback positive of impact CPD and research is having on their practice in the classroom- see Forms for this CPD Cycle.</p>

Intent	Implementation	Impact
<p>CPD Cycle 2 2022-2023</p> <p>To focus on Questioning using Principles in Action to expand questioning repertoire and give teachers understanding of how questioning works effectively. For teachers to know that questioning is what helps you to decide whether to move on or whether you need to go back and reteach something. One response is not enough on which to base that decision. To know and use the different types of questioning.</p>  <p>The diagram illustrates the concept of communication in a classroom. On the left, a large profile of a head represents the teacher. An arrow points from this head to a group of six smaller heads representing students, with the text 'Message sent' above it. Below the students, an arrow points from one of the student heads back to the teacher's head, with the text 'Message received?' below it.</p>	<p>Research and reading on the various types of questions. PLCs, professional dialogues, collaboration on the types of questions asked and planned.</p> <p>Understanding and teachers practicing the following types of questions:</p> <ul style="list-style-type: none"> - Cold- calling - No Opt Out - Check for understanding - Probing questions - Think Pair Share - Say it again better - Whole class response <p>Teachers asking more questions to more students in more depth. Teachers asking students HOW they worked things out and not just the get answers. Teachers understanding that asking questions is about getting feedback to us as teachers about how well we have taught the material and about the need to check understanding to ensure misconceptions are 'flushed out' and tackled in the moment.</p>	<p>Staff researching in addition to the CPD sessions.</p> <p>Staff using the research to practice various ways pf questioning. Think Pair Share template designed by staff remember and shared with all staff- in wide use across curriculum as a scaffold for thinking and sharing- helps with cold calling and passive thinkers.</p> <p>Staff working in PLCs and having professional dialogues and collaborating on types of questions tried in their classrooms- see PLC notes from this CPD Cycle.</p> <p>Staff contributions to Relay Powerpoint to showcase questioning being tried in classrooms. A wide range of questioning strategies being used and staff learning from each other.</p> <p>Staff collecting own pupil voice for their feedback on questioning on the classroom.</p> <p>Kahoot quizzing a very strong strategy for questioning and assessing understanding. This led to Kahoots being used for baseline and end of unit assessments in curriculum drivers. Teachers able to see the gaps in knowledge and plan for these.</p>

		Staff feedback positive of impact CPD and research is having on their practice in the classroom- see Forms for this CPD Cycle.
<p>Intent</p> <p>CPD Cycle 3 2022-2023</p> <p>To focus on Reviewing material- Daily, weekly and monthly review.</p>  <p>For teachers to know the principles and strategies for retrieval practice.</p> <p>Teachers to know that, <i>‘A major issue in learning is the inevitable, predictable and natural process of forgetting. Unless we review what we’ve learned, our memory of that information diminishes...’</i></p> <p>Key principle:</p> <p>Reviewing is important in teaching and learning. We forget things, but regularly revisiting what we have learned can reduce the amount we forget.</p> <p>Reviewing also helps us develop our understanding of what we have learned and consolidate knowledge in our long-term memory.</p> <p>Retrieval practice supports building our long-term memory and our level of fluency in recall, so teachers</p>	<p>Implementation</p> <p>Research and reading on the techniques of retrieval practice.</p> <p>PLCs, professional dialogues, collaboration on retrieval practice and planned techniques.</p> <p>Discussion and understanding of memory retention being one of the biggest barriers to learning and progression.</p> <p>Staff planning and practicing to embed moments within lessons to help aid pupils long term memory.</p> <p>‘Daily, weekly and monthly review activities give students opportunities to generate versions of what they know and understand, helping to strengthen future retrieval of the knowledge involved, build fluency, and identify where they might have residual gaps or areas of uncertainty.’ (Sherrington, 39.)</p> <p>Understanding of and teachers practicing the following retrieval strategies:</p> <ul style="list-style-type: none"> - Involve Everyone - Make checking accurate and easy - Specify the knowledge - Keep it generative - Vary the diet 	<p>Impact</p> <p>Staff understanding that any activity that requires pupils to bring information to mind is a retrieval activity.</p> <p>Book monitoring shows many examples of chn having opportunities to retrieve information. Evidence seen mainly in Maths and Curriculum drivers.</p> <p>Staff demonstrating understanding through professional dialogues and evidence in planning/books that Retrieval Practice makes:</p> <ul style="list-style-type: none"> ✓ Makes learning more efficient ✓ Identifies gaps in knowledge ✓ Helps to make and strengthen connections ✓ Enables efficient future recall ✓ Deliberately recalling information forces us to pull our knowledge “out” and examine what we know <p>Symbols shared with staff for Review, Challenge, Recall and Assessment. Templates made for Maths, English, Science and Curriculum. Evidence in books of being used.</p>

must ensure reviewing is part of a regular teaching routine.



Explanation of Spaced Retrieval- Leaving a gap between the original learning and time to practice.
Share Ebbinghaus Curve of Forgetting- Practice in quick succession has minimal benefits, compared to sizable benefits which occur when practice is spaced over time.

- Make it efficient

CPD Cycle 2023- 2024

Intent

CPD Cycle 1 2023- 2024

Introduce new research-based book- Walkthrus 1- A guide to the most important things for a teacher to think about and it does manage to break down the complexity of teaching into smaller steps so that, little by little, anyone can become a more effective teacher. Start academic reflecting on behaviour and using Walkthrus to establish expectations in all classes. Staff to have an understanding of Instructional Coaching- How can we use PLCs and collaborate effectively? Use Jim Knight’s research for this.

Implementation

Collaboration- A key part of the WalkThrus process is adapting the WalkThru to our own classrooms and contexts. PLC discussions in sessions.


Attempt
Develop
Adapt
Practise
Test

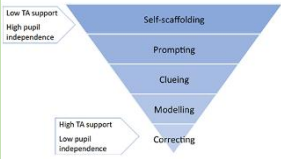
Teachers elect a Walkthru and ADAPT with PLC support- use the ECF + Walkthrus doc to pin point which Walkthru to focus on.

Impact

Year 5 used the research and strategies of Instructional Coaching and applied to Peer Coaching in the Year 5 classes- see powerpoint for evidence.

Staff using PLCs and time in sessions to have professional dialogues and try instructional coaching. The impact is not as wide outside of these sessions and within own contexts.

Intent	Implementation	Impact
<p>CPD Cycle 2 2023- 2024 Adaptive Teaching focus linked to Walkthrus. Adaptive Teaching with a particular emphasis on English and Reading. Teachers understanding the role of differentiation and support through adaptive teaching. To revisit scaffolding and guided practice and staff to be using these techniques to adapt teaching. Teachers given Walkthrus 2 as an additional CPD book. EEF- Understanding Adaptive Teaching shared with teachers.</p> 	<p>Teachers practising inclusive quality first teaching:</p> <ul style="list-style-type: none"> - Chunking content - Retrieval Practice - Concrete examples - Explicit teaching of new vocab - Pre-teaching - Modelling - Questioning - Dual Coding - Live Feedback <p>Teachers identifying chn in class who need these strategies planned for.</p>	<p>Staff contributions to Relay Powerpoint to showcase adaptive teaching strategies being tried in classrooms- see Relay Powerpoint for evidence:</p> <ul style="list-style-type: none"> - Year 4 Maths - Year 4 English- use of Slow Writes - Sentence Stems - Year 4 Reading- text shortened and scaffolded. - Year 5 Dual coding and worked examples - Year 5 Visual and Concrete resources - Year 5 Success Criteria and adapting resources- same LO- Different outcome. - Year 5 Maths- worked examples, retrieval, scaffolds, concrete and abstract examples, unpicking vocabulary - Year 1 Story Maps and changes to the teaching of reading - Year 6- Additional research and B-Squared differentiation examples - F2- <u>Tackle it, don't tolerate it, Least intrusive approach, Narrate choices, Refocus the learning</u> - Year 2- Planned writing frameworks, Scaffolded sentence stems for BLW chn,

		Word banks, Images – dual coding, Slow write
Intent	Implementation	Impact
<p>CPD Cycle 3 2023-2024</p> <p>Using Teresa Heathcote training to use Adaptive Teaching for Lower Attainers in Writing. Teachers to know key messages from Ofsted on writing curriculum. Staff to know what transcriptional fluency is and composition and how to achieve this. Staff to know the importance of Oral Rehearsal. Teachers to use WAGOLLS, Boxed Success Criteria and Audience and Purpose for all sequences of writing.</p> <p>Teachers to understand the role of the TA when supporting Lower Attainers- Using TAs to support the lower achievers</p>  <p>Teachers to have understanding of GDS and the expectations of outcome for these chn.</p> <p>This training to be delivered to TAs as well in summer 2.</p>	<p>KS1: Pupils who are not transcriptionally fluent should write dictated sentences. KS2: Non independent writers could engage in a shared write/ dictated writing by T/TA OR Sentences could be orally composed by the pupil but held by something else (Ipad, talking tin). Some independent writing should be attempted at the end of the unit/sequence/cluster to show progress. Year 2 and KS2 pupils develop purposeful writing as soon as possible.</p> <p>Teachers practicing use of WAGOLLS and Boxed Success Criteria. Staff planning using Audience and Purpose.</p> <p>Links to Walkthrus books: Pg 84-85 set standards</p> <ul style="list-style-type: none"> • Pg 108-109- whole class feedback rehearsal • Pg 126-127 guided practice • Pg 128-129- independent practice • Pg 144-145- talk for writing <p>Walkthrus 2:</p>	<p>Changes to books used in English: Reading Journal, English book (whole writing sequence included) and spelling book.</p> <p>Staff contributions to Relay Powerpoint to showcase adaptive teaching strategies being tried in classrooms- see Relay Powerpoint for evidence:</p> <ul style="list-style-type: none"> - Year 3 orally rehearsing and using ipads to hold composed sentences then headphones to access their recorded sentences and used this to write their recordings. This releases the TA to then support other groups of children in class as the lower ability chn were able to work independently. - Year 3- use of Slow Writes - Year 5- transcription practice through Handwriting lessons, dictated sentences, oral rehearsal, use of checklists, GDS writing mats. - Year 4- deliberate vocabulary development - Year 4, Year 3 and Year 5- use of WAGOLLS and Boxed Success Criteria - Year 1- dictated sentences and removal of the adult scaffolding – we will repeat the

- Pg 106-107 redrafting
- Pg 112-113 boxed SC
- Pg 94-95 Exemplars

sentence and words in the sentence but will allow the children to segment and sound the words out before - next step is to record then follow back.

- F2- Dictated sentences and key vocab

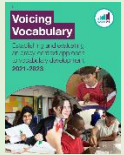
CPD Cycle 2024-2025

Intent

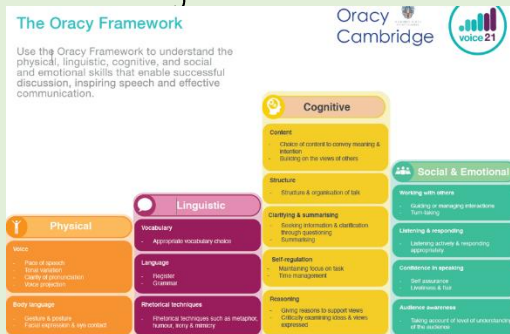
CPD Cycle 1 2024-2025- Oracy and Vocabulary

Immersion and Vocabulary

Use research-based texts- Voicing Vocabulary by Voice21.



Oracy Framework by Voice21 to be shared and used by staff.



To share Oracy-centred approach 5 key areas:

1. Establish a shared understanding of oracy

Implementation

Vocabulary is a priority and the teaching of vocabulary includes retrieval strategies so that words and meanings are retained and used by chn.

Teachers aware of the importance of Oracy in the classroom.

Oracy linked to Immersion and Vocab in English.

Arrange EYFS and KS1 Open Classrooms during CPD Cycle (between session 2 and 3). Focus being Oracy and Vocab being used.

Arrange LKS2 and UKS2 Open Classrooms between session 3 and 4- Focus on Immersion and Vocab.

Alex Quigley- Three Pillars of Vocabulary Teaching.

1. Explicit vocabulary teaching
2. Incidental vocabulary learning
3. Cultivating 'word consciousness'
4. Explicit vocabulary teaching

Impact

Staff planning Immersion into Sequences for writing.

Vocabulary is a priority and 5-10 key words are identified for each teaching sequence of writing. Strategies are used to ensure retention of these words- all chn by the end of the sequence will know the meaning of and how to spell the key words. Tired Vocab shared as a strategy.

Teaching Sequence cover pages in English Books. Key vocabulary identified for English sequences of writing.

Tired Vocabulary planned for English key vocabulary.

Oracy Pupil Voice questionnaires- baseline and end of year comparison.

Reflection questions completed by staff. Relay Powerpoint with strategies and ideas shared to all teachers.

To use talk for vocabulary learning across a school, teachers first need a shared understanding of high-quality oracy practice.

2. Prioritise vocabulary in planning
Discussion and decision-making around which vocabulary to teach is vital both within schools and across phases.

3. Contextualise new vocabulary through talk
Learning new vocabulary is a process that takes time as students are introduced to words that are gradually embedded in their productive vocabulary.

4. Monitor ownership of new vocabulary
Once students' familiarity with new language is established (through input activities) teachers can create meaningful oracy-centred opportunities for vocabulary output.

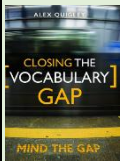
5. Collaborate across phases

Intent

CPD Cycle 2 2024-2025
Vocabulary- A practical approach to teaching vocabulary. Unlocking Word Power.

EEF- Vocabulary In Action to be read by staff and applied to context.

Closing the Vocabulary Gap- Alex Quigley- The Summary:



Implementation

The English Education Subject Report shared and summary on the importance of Oral Rehearsal made.

Stages of Vocabulary Acquisition

- **Initial Exposure:** Encountering a new word for the first time, often through reading, listening, or conversation.
- **Contextual Understanding:** Gaining a basic understanding of the word's meaning through context.

Impact

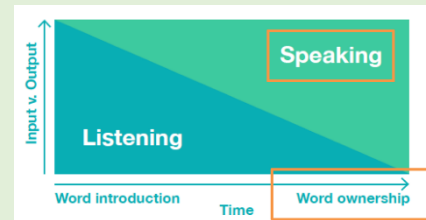
Staff plan the vocabulary the pupils need to know in advance.
Vocabulary acquisition isn't accidental.
Immersive lessons planned in English.

Open Classrooms arranged and delivered.

Relay Powerpoint with strategies and ideas shared to all teachers.

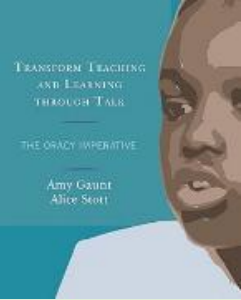



Staff Triads established for collaboration.

- **Active Usage:** Starting to use the word in speech or writing, which helps reinforce its meaning and usage.
- **Mastery:** Fully understanding the word, including its nuances, synonyms, antonyms, and variations in different contexts.



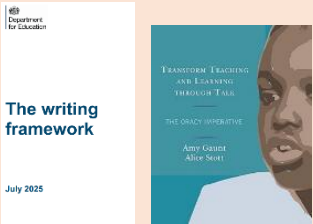
Wide range of vocabulary activities shared and practiced eg Zone of relevance, etymology, Frayer Model, word arrows, words in context, tired vocab.


Katie W, Beth, Nicole F
Nadia, Abigail, Mark
Sai, Emma D, Amy
Katie M, Alison, Nick
Eleanor S, Nicole E, Josh
Emma C, Richard, Christine
Kay, Jack, Natalie, Alison

Intent	Implementation	Impact
<p>CPD Cycle 3 2024-2025 Oracy- A practical approach to improving Oracy. Oracy in Action</p> <p>Use research text 'Transform Teaching and Learning through Talk' by Alice Stott- director of Voice21.</p>  <p>Intent is for Oracy skills to be planned for and taught in curriculum drivers. Teachers to know how to transfer the skills of Oracy into curriculum drivers.</p> <p>Oracy to form integral part of</p>	<p>Research and Reading linked to Oracy in Walkthrus books and Transforming Teaching and Learning Through Talk.</p>  <p>Page 142- Oracy: Debating Page 144- Oracy: Talk for Writing Page 146- Oracy: Instructional Inputs</p>  <p>Page 136- Oracy: Public Speaking Page 138- Oracy: Presentations Page 140- Oracy: Recitation and Performance</p>  <p>Page 101-109: Talk about Talk (Talk Detectives) Page 15-26: Know what makes good talk (Oracy Framework in more detail) Page 53- 64: Structure Oracy (how <u>ot</u> carefully plan Oracy opportunities) Page 65- 73: Elevate the Quality of Talk (Scaffolds) Page 121- 138: Develop Oracy through Debate</p> <p>Case Study shared of school in similar context. Key points shared with staff:</p> <ol style="list-style-type: none"> 1. An ambitious vision for oracy 2. 2. Build a culture of oracy <p>Maximise opportunities for oracy for all of our children; children use their voices in meaningful contexts in and beyond the classroom.</p> <ol style="list-style-type: none"> 3. A sustained & wide-ranging curriculum for oracy <p>Curriculum is intentionally designed to develop students' oracy knowledge and skills.</p> <ol style="list-style-type: none"> 4. Recognise oracy as central to learning 	<p>Relay Powerpoint with strategies and ideas shared to all teachers. Range of Oracy activities evidenced in books and planning.</p> <p>Ideas from Walkthrus and Transform Teaching and Learning through Talk books evidenced by staff.</p>

	<p>Committed to enabling all students to access and benefit from a high-quality oracy education. Children to feel that their voice is valued and use it confidently and across a range of different contexts. Consistency across school.</p>	
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CPD Cycle 2025-26

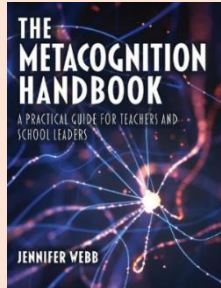
Intent	Implementation	Impact
<p>CPD Cycle 1 2025-26- The Writing Framework and Oracy</p>  <p>Ongoing training for staff on the new framework, assessment, and effective writing pedagogy, with a focus on Transcriptional Fluency for KS1 and lower attainers in KS2.</p> <p>Cross-school collaboration to ensure consistency.</p> <p>To ensure that all pupils develop automaticity and accuracy in the foundational transcriptional skills of handwriting, spelling, and writing stamina, so that cognitive resources can be devoted to composition, creativity, and effective communication in writing.</p> <p>Specific Aims:</p> <ul style="list-style-type: none"> • Build fluent, legible, and speedy handwriting. 	<p>Improve staff subject knowledge around the progression and pedagogy of transcriptional skills.</p> <p>Ensure consistent, high-quality delivery of handwriting and spelling instruction across all year groups.</p> <p>Equip teachers and TAs with effective strategies to build writing stamina and fluency.</p> <p>Support staff to identify and address transcriptional barriers, particularly for SEND and disadvantaged pupils.</p>	

<ul style="list-style-type: none"> • Develop pupils' writing stamina to produce extended, coherent writing over time. • Remove transcriptional barriers to composition to improve overall writing quality. • Support all learners, including those with SEND, to achieve transcriptional competence. 		
Intent	Implementation	Impact
<p>CPD Cycle 2 2025-26- Cognitive Science and Retrieval Practice in Primary.</p>  <p>Deep Dive into Core Strategies of cognitive science- follow Teaching and Learning policy. Staff to reflect on practice and consistency of teaching and learning principles outlined in T&L Policy.</p> <p>Adapting strategies across curriculum</p> <p>Inclusion Focus: Supporting cognitive load for SEND</p>	<p>Coaching & Implementation Staff peer observations</p> <ul style="list-style-type: none"> - Learning walks with feedback on strategy use - Coaching conversations - Use of lesson review protocols <p>How cognitive science strategies look in...</p> <ul style="list-style-type: none"> → Maths → Reading → Science → Foundation subjects <p>Establish “Cognitive Science Champions” in each phase Termly research updates in staff meetings Create CPD video library</p>	
Intent	Implementation	Impact
<p>CPD Cycle 3- 2025-26 Metacognition</p>	<p>EEF's 7-Step Metacognitive Model: CPD sessions unpacking each step:</p> <ol style="list-style-type: none"> 1. Activating prior knowledge 2. Explicit strategy instruction 	

Staff audit of understanding

- Introduction to EEF 7-step model

- “What is metacognition and why does it matter?”



Key Metacognitive Concepts to Cover in CPD

- What metacognition is (and isn't)
- Metacognition vs. self-regulation
- The EEF's 7-step model
- Teacher modelling (“thinking aloud”)
- Scaffolding reflection and pupil talk
- Planning, monitoring and evaluating strategies
- Creating a metacognitive classroom culture

3. Modelling metacognitive strategies

4. Verbalising thinking

5. Independent practice

6. Guided practice

7. Evaluation & reflection

Teachers trial strategies and reflect

- Peer collaboration/PLC Groups focus on teacher modelling & pupil talk

- “Try it out” weeks with targeted classroom strategies (e.g. think-alouds, planning prompts)

PLC Discussions/Clinics: Metacognition in...

→ Maths (problem-solving)

→ Writing (planning and editing)

→ Reading (comprehension strategies)

→ Science (investigations & reflection)