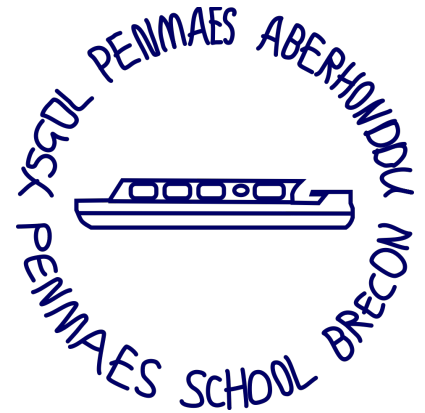



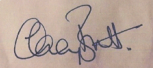
# Ysgol Penmaes



## Professional Learning Policy

### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		19.4.23
Chair of Governors: Clancy Brett		19.4.23
Next review date: April 2024		

### Our Mission Statement is clear:

Successful Healthy Individuals Nurturing Excellence (SHINE)

### Our Vision is simple:

At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every

pupil the opportunity to achieve their full potential in a safe, secure and enriching environment. It is our intention to offer a curriculum that promotes ambitious, capable and informed pupils at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. We as a special school ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging pupils to be the best they can be.

**Our School Values are fundamental:**

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity, creativity and tolerance

All of our values promote healthy, positive relationships. By modelling the values we aim to raise pupils' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

**1. Introduction**

This policy outlines the purpose, nature and management of professional learning at Ysgol Penmaes School. The implementation of this policy in terms of its co-ordination is undertaken by the Headteacher who carries the responsibility for professional learning. However, it is expected that individual staff will increase responsibility for their continuing professional development as a means of ensuring that they have the understanding, knowledge, skills and attitudes to meet the diversity of needs of the pupils at Ysgol Penmaes School and in line with their professional standards.

**2. The nature of Professional Learning at Ysgol Penmaes School**

To develop its practice in terms of teaching and learning and to raise standards of pupil attainment, it is important to develop a climate where both staff and pupils are continuing to learn. In keeping with this concept of the school as a learning organisation, the school seeks to support and enable all members of staff to reflect on their practice and to develop the necessary skills and understanding to provide high quality teaching and to promote high quality learning.

- The programmes of professional development which support this policy have the following aims:
- To provide opportunities for all staff in school to ensure that they are able to undertake their specific individual roles as effectively as possible and so contribute towards meeting individual pupil needs as well as raising pupil achievement.
- To ensure that there is sufficient support in place to enable the staff to achieve the stated aims of the school.
- To provide a context in which all staff are enabled and encouraged to develop their potential for the future.
- To support the school in implementing the identified priorities in the school improvement plan.
- To ensure that all new staff are provided with induction and an ongoing programme of learning and training.

### **3. Implementation of Key Principles**

**Pupil Entitlement** – At Ysgol Penmaes School it is believed that it is the right of all the pupils that all of the people who work with them are appropriately trained to meet their needs. The level of staff expertise and staff attitudes will have an impact on pupil's development.

**Professional Entitlement** – It is also believed that all staff are entitled to high quality initial training, induction and continuous professional learning programme so that they can confidently meet the special educational needs of all of our pupils.

**Individual Responsibility** – It is expected that staff should take responsibility for their own continuing professional development in line with their professional standards. In this respect, they are entitled to appropriate appraisal / professional review to support their professional development planning. Strategic Planning – Professional development and activities will be carefully planned to support Ysgol School and its staff in bringing about changes and improvements in the quality of education and provision for our pupils.

**Valuing Existing Knowledge and Expertise** – Opportunities will be created to acknowledge and share good practice, within our school and collaborate across other organisations where appropriate.

**Implementation – from principles to practice**

The programme of professional learning activities at Ysgol Penmaes will include the following: School based professional opportunities, sometimes led and delivered by colleagues in school and sometimes using partners external to the school. On occasions this may involve all staff receiving the same training, at other times this will involve different groups of staff receiving differing forms of training. Selected colleagues attending professional development opportunities external to the school e.g. LA, regional courses or courses further afield. Internal systems and structures are considered to be professional learning opportunities e.g. individual target setting meetings, consultations with visiting professionals, coaching & mentoring sessions. Systems within school for disseminating the learning from professional development to ensure it has an impact on practice.

### **Identification of Professional Development Needs**

Identifying professional learning needs is seen as valuable as the inset activity in itself. It is an expressed intention within this policy that staff are expected to take ownership and responsibility for their own professional learning, maintaining an appropriate balance between individual, organisational, LA and national needs.

Three major elements generate information in terms of individual and whole school professional development needs identification. These are: a) School self evaluation processes; b) Formal Professional Development Review interviews. c) External agendas e.g. national reforms In the context of school self-evaluation the school Development plan (SDP) is an important basis for identifying needs in terms of professional development. Similarly, the SDP forms a clear focus for the professional development interviews for all staff.

### **Monitoring and Evaluation Arrangements**

The monitoring and evaluation process is focused on the impact of professional development upon staff practice on an individual, department and whole school basis and standards of pupil attainment. Professional Learning is reported to the Full Governing Body on a regular basis in Headteacher reports.