# Professional Learning Plan 2019-2024

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<tr>
<th>Aim</th>
<th>Action</th>
<th>Success Criteria</th>
<th>Type of funding</th>
<th>Cost</th>
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| Move ‘good’ teaching to ‘excellent’ with an increased number of staff delivering high quality learning experiences consistently | • Employ Learning and Teaching Coaches and a head of Teaching and Learning  
• Provide specific training for NQTs, RQTs and recently appointed to deliver ‘excellent’ lessons by the end of their first year;  
• Continue the ‘Teachmeets’ including externally as a format to share and discuss excellent practice  
• Continue to provide training and support conducting lesson observations and giving feedback. This should inform discussions within departments and faculty conversations  
• Introduction to a Teaching and Learning library and book club  
• Develop and embed provision and training for the new Professional Teaching Standards.  
• Trial the development of the new successful Futures Curriculum within existing Faculty structure  
• Bespoke training for the TA’s to support teaching and learning of curriculum by external company.  
• Secondment of Teacher to Senior Leadership to lead Teaching and Learning  
• Literacy and Numeracy café to support parent participation with key skills  
• Learning Walk to visit every lesson every day (Learning walks) to identify and share and celebrate best practice; to celebrate best practice and reward pupil resilience using smartphones (BALANCE).  
• To include cognitive practices in lesson planning and ensure pupil engagement through collaborative learning  
• To monitor and evaluate good practice during timetabled departmental meetings. Encourage the use of one note (via training) especially within | • 100% of lessons observed ‘good’ or better;  
• 55% of lessons observed ‘excellent’;  
• Consistent quality of lesson observations (by nearly all staff) with appropriate focus on standards, skills and teaching;  
• Book club action plan and evaluations from book club to inform improvement plan  
• All NQTs to have achieved ‘excellent’;  
• Recruited and trained through ETP programme additional LTCs  
• Effective and robust training plan  
• Confident judgements made on all lesson observations  
• Co-observe through reviews (quality assurance)  
• A well populated interactive toolkit with shared practice from teachers for teachers.  
• Literacy Café and Numeracy Café three evenings a year | • TLR 3 x 2 LTC positions  
• TLR2c (Head of T&L)  
• Curriculum Trial resources  
• Book Club  
• Inspired Learning Cost of training  
• Cost of Salary increase for acting AHT  
• Cost of resources and refreshments for Literacy and Numeracy Café | £8154 (combined cost)  
£50  
£300  
£922  
£5000  
£200 |
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<th>NCM.</th>
<th>To develop and train staff in highly effective/excellent teaching</th>
<th>Develop independent and resilient learners and the support materials required for Pupils to succeed</th>
<th>Develop the features of a successful learner (BALANCE) that allow Pupils to succeed</th>
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| • Further embed provision and training for the new Professional Teaching Standards. | • To continue to run an effective ETP and coaching course to build capacity for future training  
• CPD provision underpins the value and dispositions of the Professional Teaching Standards.  
• Continue to provide opportunities in leadership through ILM Level 4, 5 & 7 | • Signage to appear in all classrooms with a link to Super 6 ensuring a clear and coherent message  
• Roll out BALANCE programme across all year groups  
• Use pupils and pupil parliament to develop examples of what a successful pupil looks like using BALANCE to help launch initiative with pupils  
• Staff to promote and communicate the features of a successful pupil (BALANCE)  
• Bespoke signage to appear within classrooms linked to faculties  
• Whole school signage to show clear and coherent message of successful features  
• CPD groups for 2019/20 all have a focus on BALANCE specifically looking at ways to allow pupils to develop different features e.g. Metacognition & Retrieval Practice  
• Professional Learning to revolve around developing new curriculum and BALANCE features of a success at MIHS to become core principles  
• Departments to develop opportunities in SOL for pupils to achieve BALANCE features of a MIHS successful pupil | • BALANCE displays in classrooms  
• BALANCE wall of success  
• Fully functioning reward shop to promote pupils BALANCE  
• Evaluation of Department aspiration visits. In progress  
• Displays surrounding alumni or future careers – Ongoing AHT  
• Visits and assemblies from ex-pupils / inspirational speakers to discuss areas of BALANCE  
• Departmental enrichment activities  
• Better advertising of pupil achievement referencing BALANCE  
• Teaching staff to promote BALANCE in curriculum planning and learning objectives  
• Clear signage that displays our whole school approach to BALANCE  
• Staff and pupil voice to be |
| | • New cohort of ETP trained staff for 2019-20  
• Excellent lessons at or beyond 55%.  
• PM targets for classroom practice reflect department/faculty targets; | | |
| | • Cover for 4 ETP participant- 2 Days  
• Cover for ILM Assessment Day 3 participants | | |
| | | | £500  
£320  
£150 | Sig
• Lesson objectives to include BALANCE features to exemplify to pupils how they can be successful within lessons across the curriculum
• BALANCE strategies to be highlighted and exemplified through the ‘Teacher Toolkit’.
• HKS to support pastoral teams in delivery of BALANCE in tutorial / assembly sessions
• Communicate with Parents and the wider community about what BALANCE aims to develop. This will be communicated via the website, app and termly newsletters.
• BALANCE to feature in information evenings
• Develop standard resources for pastoral teams to use in tutorials & assemblies pushing the key message of BALANCE
• Learning walks use smart phones to promote BALANCE features and will feed into twitter feed and BALANCE pupil of the month
• Develop and implement BALANCE wall to promote features of a successful pupil at MIHS
• Changing of ACE point reward system to BALANCE rewards
• Introduction and use of Class Charts to reward pupils displaying features of a successful pupil at MIHS and create independent reward shop
• Creation of revision resources for pupils to be able to access via the use of a Youtube channel & MIHS Cloud and further develop pupil toolkit across all year groups to feature BALANCE
• Look at further ways the school environment can promote pupil success (BALANCE) e.g. through TV screens.
• To better utilise our alumni to motivate and inspire pupil aspirations. For example, to put up posters with alumni stories, invite ex-pupils in or lead assemblies.
| **Welsh Dimension Development** | • Provide further training for all staff in the basic use of Welsh  
  • Further develop resources for collective worship in Welsh | • Lesson observations (incidental Welsh) thematic review  
  • CPD sessions provided by specialists | • Cover for staff during thematic review  
  • CPD sessions provided by Key staff | £500 |
| **Further development and Implementation of the DCF across the curriculum** | • Promote the use of Office 365 to enhance pupils ICT skills.  
  • Provide bespoke training and support for faculties/departments with use of Office 365  
  • Creation of DCF teaching Guide by Digital Champions for Staff | • Use of 365 and Magnificent 7 Apps  
  • Pupil voice  
  • Digital leaders  
  • Fully developed bank of DCF resources  
  • Monitor pupil DCF skills via Microsoft Forms | • Cost of producing DCF Guide  
  • Signage for effective use of DCF-Magnificent 7 and office 365 | £300  
|  |  |  | £300  
| **The curriculum meets the needs of all pupils and the demands of national change** | • Introduce the new curriculum for Wales as part of school INSET Day and discuss best options for pupils and school  
  • Second INSET day given to developing the new curriculum and creation of whole year trial to implement in 2020-21  
  • Visit pioneer and other schools to research good practice  
  • Carry out curriculum trials throughout the academic year within faculties based on the new curriculum  
  • Introduce PSE into the current curriculum across both key stages and appoint a PSE lead  
  • Professional Learning Twilights to focus on cognitive practices and curriculum science to support staff with effective curriculum change  
  • Introduction of 5 research bursaries based around the new curriculum | • Creation of curriculum trials  
  • Lesson observations and evaluations from curriculum Trials  
  • PSE SOW and lesson observations  
  • OneNote evidence from professional learning to form part of PM evidence  
  • Presentations of research bursaries | • 2 INSET day resources  
  • Cost of cover for visits  
  • Funding for curriculum trials  
  • PSE lead (TLR 3)  
  • 5 Research Bursaries (£500 each) | £200  
|  |  |  | £400  
|  |  |  | £1000  
|  |  |  | £2718  
|  |  |  | £2500  
| **Total Cost** | **£31,276** |  |  |  