



A POLICY FOR PROFESSIONAL LEARNING

Chair of Governors:
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Review: March 2029

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INTRODUCTION

This policy outlines the purpose, nature and management of continuing professional development at Ysgol Bryn Derw.

The implementation of this policy in terms of its co-ordination is undertaken by the Headteacher and Deputy Headteachers in liaison with Assistant Headteachers and TLR teachers who carry the responsibility for staff development as part of their job descriptions. However, it is expected that individual staff will take increasing responsibility for their professional learning 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 Bryn Derw, and in line with their professional standards.

THE NATURE OF PL AT YSGOL BRYN DERW

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 training.

IMPLEMENTATION – KEY PRINCIPLES

Pupil Entitlement – At Ysgol Bryn Derw it is believed that it is the right of all children and young people 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 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 learning in line with their professional standards. In this respect, they are entitled to appropriate appraisal / professional review to support their professional learning planning.

Strategic Planning – Professional learning and activities will be carefully planned to support Ysgol Bryn Derw 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 across other organisations where appropriate.

IMPLEMENTATION – FROM PRINCIPLES TO PRACTICE

The programme of professional learning activities at Ysgol Bryn Derw will include the following:

- School based professional learning opportunities, sometimes led and delivered by colleagues in school and sometimes using colleagues external to the school. Sometimes 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 learning opportunities external to the school e.g. LA courses or courses out of county.
- Internal systems and structures as professional learning opportunities e.g. individual target setting meetings, consultations with visiting professionals, mentoring sessions.
- Systems within school for disseminating the learning from professional learning to ensure it has an impact on practice.

IDENTIFICATION OF PROFESSIONAL LEARNING NEEDS

Identifying professional learning needs is seen as a valuable 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, LEA and national needs.

Two major elements generate information in terms of individual and whole school professional learning needs identification. These are:

- a) School self-evaluation processes;
- b) Formal Professional Development Review interviews.

In the context of school self-evaluation, the School Development Plan (SDP) is an important basis for identifying needs in terms of professional learning.

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 learning upon staff practice on an individual, department and whole school basis and standards of pupil attainment.

Professional learning plan programmes are reported to the Full Governing Body on a termly basis including activities identified at professional review meetings, on an anonymous basis.

REVIEW

This Policy will be reviewed by the Governing Body within a 3-year period, or sooner if statutory guidelines change.