

# BSix:

a university for teachers



# Continuous Professional Development

(CPD) Plan 2015/16



## GLOSSARY

CPD	Continuous Professional Development
IQR	Internal Quality Review
QMR	Quality Management Review (by Pearson of BTEC qualifications)
SAR	Self-Assessment Report
UCL IoE	UCL Institute of Education

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### **2015/16**

This CPD Plan both supports, and is part of, the College's cultural shift to 'qualitative accountability' i.e. a focus on the processes and activities which need to be effected in order to achieve the College's Minimum Levels of Performance and wider objectives. It aims to develop staff so that their leadership is 'instructional', focused on teaching and learning; departments are cohesive and powerfully purposeful; and individuals are able to flourish professionally in order to contribute to the College's objectives.

The CPD outlined in this document arises from the cross-college Self-Assessment Report and Quality Improvement Plan: from the teaching departments' Self-Assessment Reports and Quality Improvement Plans; and from the Learning & Development (our 'appraisal') processes.

The key cross-college priorities for 2015/16 are:

1. Socialisation of new teaching staff
2. Safeguarding, including Prevent, and SEND
3. English and Maths
4. The support of students' independent learning including the VLE and student motivation
5. Improving classroom practice and curriculum knowledge
6. The further development of a strong leadership team

The fundamental intention, of course, is that these priorities produce significantly improved outcomes for students in summer 2016.

## 1. CROSS-COLLEGE CPD PLAN

Priority	Session	Date	Proposed Impact	Actual impact														
1. <b>Socialisation of new teaching staff</b>	BSix Values	18/08/15	New staff understand the nature and purpose of BSix	DEC: UCL IoE research confirms new teachers understand and support the comprehensive, aspirational and diverse culture of the College  MAR: BTEC QMR: "it is evident that the College has a comprehensive induction programme for new staff. This ensures that new members of staff are effectively assimilated into the ethos of the college"														
	The Probationary Process	24/08/15	New staff understand the probationary process and the criterion of consistently good teaching	All probationers observed – one failed probation within 2 months														
	Research at BSix	25/08/15	New staff will understand the 'research culture' at BSix and the range of UCL IoE research conducted	DEC: new teachers participate in the UCL IoE research														
	VLE training	25/08/15	New teachers will be able to enhance independent learning via the VLE or other media															
	Pro-Monitor and Effort, Progress and Behaviour process	26/08/15	Staff will understand how to use Pro-Monitor and make effective use of student processes	All new teachers using Pro-Monitor														
	ProPortal and the student ILP	27/08/15	Staff will be able to instruct students on how to use their ProPortal accounts	MAR: Creative Industries IQR confirms that all students use ProPortal														
	BSix Teachers Standards and Values	Monthly Sept-May	New teachers will embed the standards and values in their practice and pass probation	<table border="1"> <thead> <tr> <th>Probation Grade</th> <th>No</th> <th>Grade Profile %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>12.5</td> </tr> <tr> <td>2</td> <td>12</td> <td>50</td> </tr> <tr> <td>3</td> <td>6</td> <td>25</td> </tr> <tr> <td>4</td> <td>3</td> <td>12.5</td> </tr> </tbody> </table>	Probation Grade	No	Grade Profile %	1	3	12.5	2	12	50	3	6	25	4	3
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2. <b>Safeguarding, including Prevent, and SEND</b>	Online safeguarding training including Prevent	18/12/15	Staff will be aware of signals suggesting safeguarding issues															
	SEND training	24/03/15	Teachers will be able to identify SEND issues and know the referral issues. Better liaison with support staff will benefit students															
3. <b>English and Maths</b>	Teaching GCSE Maths: Hackney Learning Trust Assessment for Learning in GCSE Maths	20/01/16	38% A*-C in summer 2015 as first step to 50%; E-G student improve by at least 1 grade Observations show effective use of AfL	JAN: 'Mock' exams 38% A-C. Weaker in applied areas														
	Best practice in teaching and learning in GCSE Maths across Hackney schools and colleges	01/03/16	Good teaching and learning evident in observations Student voice positive	OCT: Performance management issues with 3 staff and follow-up MAR: Student voice raised concerns about some GCSE teaching														

Priority	Session	Date	Proposed Impact	Actual impact
<b>English</b>	Embedding Maths	23/03/15	Observations show opportunities for embedding Maths are taken	FEB: Observations show good practices but some opportunities missed
	Embedding English for Heads of Department	12/02/16	Observations show effective embedding of English	FEB: Observations reveal good examples
	Embedding English for teaching staff	24/03/16	As above	
<b>4. Students' independent learning</b>	VLE training	25/08/15	Observations show new teachers use technology	
	Coaching for Senior tutors, Subject Leaders and Team Leaders	16/02/16	Coaching improves attendance and work submission	DEC: UCL IoE research shows more homework set NOV and FEB: Student voice reveals setting of homework to be variable between subjects
	ILT in teaching and learning	24/03/16	Observations reveal the use of a range of technology, including SMART phones	
<b>5. Improving classroom practice</b>	Identifying departmental needs (Humanities)	18/12/15	Student voice positive	DEC: UCL IoE research shows students enjoy their learning NOV and FEB: Student voice shows enjoyment of teaching
	Noticing (Science & Maths) Active learning (Health & Social Care) VLE (Business & IT) Reflective practice (Creative Industries) Managing behaviour	24/03/16	Objectives reveal effective behaviour management Observations record examples of effective embedding of Equality & Diversity	DEC: UCL IoE research records how students value diversity. MAR: Creative Industries IQR shows students are aware of Equality & Diversity
	Embedding equality and diversity	24/03/16		
	Stretch and Challenge	24/03/16	High grades 35% Observations show all students are challenged	OCT-FEB: Current Grade high grades risen from 26% to 30% FEB: Science & Maths IQR shows A2 classes stretch students MAR: Creative Industries IQR reports excellent progress in lessons
<b>6. The future development of a strong leadership team</b>	Organisational coaching for the Principal	Monthly	Meet objectives agreed with governors	

Priority	Session	Date	Proposed Impact	Actual impact															
	<p><b>Individual mentors in place for Heads of Department</b></p> <p>Hackney Learning Trust: Business &amp; IT Health &amp; Social Care Creative Industries Form HMI for Science &amp; Maths Former Principal and a private sector coach for the Vice-Principal: Student Development Former Principal for Assistant Principal: Systems for Learning UCL IoE academic for the Head of Learning Beyond the Classroom</p> <p><b>Management Development Sessions</b></p> <p>Staff Planning Staff Planning Safer Recruitment Performance Management Giving Feedback Probation</p> <p>Conducting Investigations Performance Management Raising Achievement Strategy Being Ofsted Ready Leadership Coaching and Motivating Staff</p> <p>Lesson observation training: looking for progress and learning, not ticking boxes</p>	<p>Monthly</p> <p>10/09/2015 17/09/2015 24/09/2015 01/10/2015 08/10/2015 15/10/2015  22/10/2015 05/11/2015 12/11/2015 19/11/2015 26/11/2015 03/12/2015  10/01/2016</p>	<p>Achievement of MLPs</p> <p>Probation observations show good or better teaching</p> <p>Agency staff managed</p> <p>Observation records show attention to learning and progress Observation judgements are consistent</p>	<p>MLP Success: 90% OCT: CG1: 82% DEC: CG2: 82% FEB: CG3: 86%</p> <p>MLP High Grades: 35% OCT: CG1: 26% DEC: CG2: 28% FEB: CG3: 30%</p> <p>MLP Attendance: 90% OCT: CG1: 87% DEC: CG2: 84% FEB: CG3: 82%</p> <table border="1"> <thead> <tr> <th>Probation Grade</th> <th>No</th> <th>Grade Profile %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>12.5</td> </tr> <tr> <td>2</td> <td>12</td> <td>50</td> </tr> <tr> <td>3</td> <td>6</td> <td>25</td> </tr> <tr> <td>4</td> <td>3</td> <td>12.5</td> </tr> </tbody> </table> <p>10 removed from post</p> <p>DEC: IoE expert panel reports greater coherence and sense of strategy</p> <p>MAR: Creative Industries IQR shows attention to progress</p> <p>Moderation taking place</p>	Probation Grade	No	Grade Profile %	1	3	12.5	2	12	50	3	6	25	4	3	12.5
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Priority	Session	Date	Proposed Impact	Actual impact
	Leadership with Sir David Nicholson: to assess progress in leadership since June 3 <sup>rd</sup> 2015	02/06/2015		
	Safeguarding training for governors Prevent training for governors	24/01/2016	Governors understand Safeguarding: Prevent	Training provided at Governors awayday 24 <sup>th</sup> January 2016
	UCL IoE research for governors	24/01/2016	Governors are aware of the progress made in the College since August 2015	Training provided at Governors awayday 24 <sup>th</sup> January 2016



## 2. DEPARTMENTAL CPD

In 2015/16 there is a renewed and greater emphasis on teacher-led CPD in the departments. There are three reasons for this. First, the teaching departments are the engines of improvement. “An explicit strategy of departmental improvement seems necessary if a school is to improve across the board”<sup>1</sup>. Second, all of the school improvement research emphasises the importance of professional dialogue about teaching and learning. “It is our firm belief that one of the characteristics of successful schools is that *teachers talk about teaching*”<sup>2</sup>. Third, all the research emphasises that professional development has to be continual, not relying on episodic visits to or by external trainers<sup>3</sup>.

The format of departmental CPD is not prescribed. The only requirements are that it arises from evidence found in the self-assessment processes, lesson observations and Learning & Development meetings, that it is teacher-led and that periodically best practice is shared across the College in order to prevent departmental isolation and to generalise improvement.

The approach to CPD by each department is as follows:

Business & IT: peer observations are in place. Weekly CPD sessions are held in department meetings led by teachers from the department or from other departments, Teaching Fellows or Team Leaders from other departments, and by external trainers. The priorities are from the 2014/15 SAR, the Learning & Development process and lesson observations.

Creative Industries: the department has adopted the evidence-based teaching approach. The Teaching Fellow holds one-to-one assessment sessions in which each teacher adopts a strategy and a topic e.g. questioning, clear learning goals, teacher clarity. Peer observations then follow to see these strategies in action. These are then followed by drop-in sessions to evaluate the progress made and the impact on learning by each teacher. Each teacher has a one-to-one development record; an action plan; and a peer observation form.

Health & Social Care: the priorities arise from the 2014/15 SAR; peer observations and management observations. Each week a teacher leads a session on an area of development for their peers’ e.g. project-based learning, student-centred teaching. All teachers keep a folder of excellence. Teachers also agree on one technique, approach or resource they are going to use and to report back on its effectiveness at the next meeting.

Humanities: one Team Leader organises peer observations, works one-to-one with teachers and delivers CPD to the team, to other departments and across the College. Wednesday department meetings are used to share best practice. The other Team Leader is responsible for embedding English across the College’s curriculum and delivers CPD at department meetings and to the whole college.

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<sup>1</sup> J. Gray et al, Improving Schools. Performance and Potential (1999) p.85

<sup>2</sup> D. Hopkins & N. Layenary, ‘The School Improvement Knowledge Base’ in D. Reynolds et.al, Making Good Schools (1996) p.87

<sup>3</sup> D. Hopkins, et.al, School Improvement in an era of change (1994) p.113

Progression: the Hackney Learning Trust provides support via the post-16 Transition Project, a progression course for entry and Level 1 students.

Science & Maths: the Maths team meets weekly for teacher-led development on the theme of 'noticing'. The Physics team meets weekly to share best practice and resources. The Biology and Chemistry teams are working with the Hackney Learning Trust adviser on schemes of learning; folder checks; assessments; and observations. As a whole team, the department has had full sessions on themes such as stretch and challenge. In departmental meetings every week a team or a single teacher shares an example of best practice.

### 3. INDIVIDUAL, EXTERNALLY-DELIVERED, CPD

Appendix 2 is a spreadsheet of external training for staff. Much professional development is delivered in-house or by individual external trainers.

Most of the external training relates to improving the skills, knowledge and understanding of teachers. The heavy presence of Science courses reflects the need to raise outcomes quickly and significantly in that particular subject area.

## BUSINESS &amp; IT

DATE	TAKEN BY	CPD
Wednesday 25 <sup>th</sup> November 2015	Liz Landon	Embedding English
Wednesday 6 <sup>th</sup> January 2016	Zohra Desai	Embedding Maths
Wednesday 16 <sup>th</sup> December 2015	Paul Dogra	Safeguarding training Prevent Agenda
Friday 18 <sup>th</sup> December 2016	Sam Hawkins	Creative Resources
	Sam Hawkins	Make students responsible for the learning, tools, tips and tricks. Student Led activities
	Danny Brown	What are your habits? Are they helpful, or less so? In this session, Danny will be talking about the work he has been doing with teachers in SCIM this year on 'noticing'.
Wednesday 20 <sup>th</sup> January 2016	Paul Dogra	Coaching – Boyatzis Model of Intentional Change
Wednesday 27 <sup>th</sup> January 2016	Shehnaz Awan	Coaching Questions
Wednesday 3 <sup>rd</sup> February 2016	Sam Hawkins	Blooms Taxonomy, going through the different types of levels and developing thinking skills. 5 minute lesson plans
Wednesday 10 <sup>th</sup> February 2016	Harriet Harper	Targeted questioning and Differentiation
Wednesday 24 <sup>th</sup> February 2016	Nelson Bayomi	Embedding English & Correction Codes
	Shehnaz Awan	Coaching and Mentoring
Wednesday 2 <sup>nd</sup> March 2016	Shehnaz Awan	Embedding English: what is already going on? Dice Game & paired conversation
Wednesday 9 <sup>th</sup> March 2016	Sam Hawkins	Terminology in your lessons
Wednesday 16 <sup>th</sup> March 2016	Shehnaz Awan	How can you support your colleagues? What to look for in an observation or learning walk.

Wednesday 23 <sup>rd</sup> March 2016	Sam Hawkins	What will you see in lessons when teacher are embedding English? Share a resource. Bring a resource to the meeting. This must be something that you have already used in class. Different classroom resources. How are your resources used? How do you use computers in your classroom?
Wednesday 13 <sup>th</sup> April 2016	Sam Hawkins	Study skills within your lessons
Wednesday 20 <sup>th</sup> April 2016	Shehnaz Awan	Embedding English in Lesson Plans and Schemes of Work Embedding English Planning task
Wednesday 27 <sup>th</sup> April 2016	Sam Hawkins	Starters and plenaries

## CREATIVE INDUSTRIES

**Continuing Professional Development (CPD)** aim: to improve students' learning by developing the skills of teaching staff.

In CI, I am planning to deliver an ongoing CPD programme with sessions every 3 weeks. This will be based on 'Evidence Based Teaching' with reference to the work of Hattie, Marzano and Petty.

The sessions will introduce the approach, and follow up subjects and issues which have dominated our discussion sessions. (Teaching fellow has completed a round of 1:1 discussions already). In between each 3 weekly session, team members will try out a specific method and feedback on this in different ways. (see below). (Also see attached action plan/peer review forms).

See below for the rationale and outline of how the CPD/Feedback sessions could work – This would be included in the first session with teachers. The loose timetable so far (and this may change depending on subjects/issues that come up in discussion) is this:

### Session 1 –

- Intro to 'Evidence Based Teaching' and the findings of evidence based research. **What** is it, **why** do we need it, **how** can we use it. Ranking and matching task on effect sizes/impact.
- Group discussion and feedback of 1:1's.
- Short session on **Learning Intentions and Success criteria** (Linked to the above issues and the 'Evidence Based Learning' CPD we will be undertaking.)

**Session 2 – 6 – What are the top Impact Teaching Methods?** (Linked to research and ongoing discussions), **when they work** (PAR – Present, Apply, Review) **why** they work and **how** we can use them e.g.

Feedback/Dialogue/Assessment for learning e.g. interactive dialogue, whole class interactive teaching, methods for orientation e.g. graphic organisers, Methods to 'Present' new material e.g. co-operative learning, Methods for the 'Apply' phase e.g., feedback and methods for the 'Review' stage etc...

**Session 7 - 8** - Sessions for teachers to present what they are using and what is working.

CPD *can* be the most effective way to improve learning, exam grades etc. **However some CPD is ineffective**

## **Ineffective CPD**

Too often this is what happens:

- You go on a training day (INSET), or attend an in-house training session.
- You hear about a new teaching technique and try it out in the session.
- You then come back to work but do not try any new ideas, or try them and, because they don't work well first time, you abandon them.

Repeated research shows that the effect on your student's learning a few months later is too small to measure. It was a waste of your time and the college's money.

## **Effective CPD**

The same research also shows what *does* work:

- Whole staff attend a training day and hear about *evidence-based* teaching methods.
- Staff are divided into groups of 3 or 4 who meet regularly to support each other.
- You identify learning needs and pick one or two methods which address these needs and try them out in your classroom. (Note: the lesson may go badly the first time you try something.)
- You discuss how things went with your team members and decide how to improve.
- You try the method again several times getting feedback by self-review, peer observation or simply through discussion and reflection.
- After about 3 tries, you will know if this method will work with you/your subject/your students.
- After about 10 tries you will become competent. After using the method 25 times over 6-24 months you will achieve the effect-sizes shown by the research.

Best case scenario: Because teachers picked from highly-effective and proven methods, students benefit significantly.

## **References:**

**Joyce and Showers:** "*Student Achievement through Staff Development*"

**Helen Timperley et al (2007)** "*Teacher Professional Learning and Development*" Best Evidence Synthesis Iteration [BES]  
John Hattie (2009) 'Visible Learning: a synthesis of over 800 meta analyses relating to achievement' Routledge

**John Hattie** (2009) 'Visible Learning: a synthesis of over 800 meta analyses relating to achievement' Routledge

**Dylan William;** "*Assessment for Learning: What, Why and How*"

**Marzano, R. J.** (1998). *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-continent Research for Education and Learning.

**Geoff Petty** (2009) 'Evidence Based Teaching' 2<sup>nd</sup> Ed. Nelson Thornes

**Marzano R. Pickering, D. Pollock, J.** (2001) "Classroom Instruction that works" Alexandria: ASCD  
**Geoff Petty** (2009) 'Evidence Based Teaching' 2<sup>nd</sup> Ed. Nelson Thornes

**Helen Timperley et al (2007)** "*Teacher Professional Learning and Development*" Best Evidence Synthesis Iteration [BES]

**Marzano, R. J.** (1998). *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-continent Research for Education and Learning. This can be downloaded from:

<http://www.mcrel.org/topics/productDetail.asp?topicsID=6&productID=83>

**Marzano R. Pickering, D. Pollock, J.** (2001) "Classroom Instruction that works" Alexandria: ASCD  
*Development*" (see attached summary)

<b>TRAINING</b>	<b>DELIVERED BY</b>	<b>WHEN?</b>
<b>SAFEGUARDING</b>	All staff	On-line training
<b>FIRE AWARENESS</b>	All staff	On-line training
<b>VLE MOODLE-NEW SYSTEM</b>	Koren Leaves	On-going until February 2016
<b>STARTERS</b>	Catherine Pasterkamp	11.3.15
<b>TACKLING ATTENDANCE AND PUNCTUALITY</b>	Ben Egbe	18.3.15
<b>LEARNING OUTSIDE THE CLASSROOM</b>	Rosalind Abidde	25.3.15
<b>STRETCH AND CHALLENGE</b>	Anna Hua	15.4.15
<b>EMBEDDING ENGLISH</b>	Sylvia Andrews	22.4.15
<b>DEEP LEARNING</b>	Harvey Byram	29.4.15
<b>CLASSROOM MANAGEMENT</b>	Ellie Betts	6.5.15
<b>HOW TO TEACH IN AN IT ROOM</b>	Kwame Attikpoe	13.5.15
<b>EMBEDDING MATHS-DIFFERENT STRATEGIES</b>	Zahra Geeas	20.5.15
<b>DIFFERENTIATION</b>	Denise Bridge-Hageman	27.5.15
<b>DIFFERENT FORMS OF ASSESSMENT</b>	Topsy Balugun	10.6.15
<b>HOW TO CHECK STUDENTS ARE MAKING PROGRESS</b>	Naomi Alormele	17.6.15
<b>PROFESSIONALISM</b>	Sam Hawkins	24.6.15
<b>PLENARIES</b>	Tunicea Graham-Green	1.7.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	9.9.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	16.9.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	23.9.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	30.9.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	7.10.15
<b>SHARING CREATIVE RESOURCES</b>	Sam Hawkins	14.10.15
<b>FIRST TERM CHALLENGE</b>	Sam Hawkins	21.10.15
<b>FIRST TERM CHALLENGE</b>	Sam Hawkins	4.11.15
<b>PREPARING FOR THE NEW FULL AND SHORT INSPECTION</b>	Catherine Pasterkamp	11.11.15
<b>UNDERSTANDING WHAT AN OUTSTANDING LESSON LOOKS LIKE</b>	Catherine Pasterkamp/Sam Hawkins	19.11.15
<b>OFSTED FRAMEWORK</b>	Catherine Pasterkamp	25.11.15
<b>ACTIVITY CHALLENGE</b>	Sam Hawkins	2.12.15
<b>ACTIVE LEARNING WEEK</b>	Sam Hawkins	9.12.15

<b>IDENTIFYING DEPARTMENT NEEDS</b>	Simon Tracy	18.12.15
<b>OBSERVATION TRAINING</b>	Sam Hawkins	16.12.15
<b>REFLECTIVE PRACTICE</b>	Fiona O Connor	18.12.15
<b>PEER OBSERVATION</b>	Sam Hawkins	6.1.16
<b>SCOW</b>	Catherine Pasterkamp	13.1.16
<b>OBSERVATION PREPARATION</b>	Catherine Pasterkamp/Sam Hawkins	20.1.16
<b>DIFFERENTIATION</b>	Sam Hawkins	27.1.16
<b>BLOOMS TAXONOMY</b>	Sam Hawkins	3.2.16
<b>HARRIET HARPER – OFSTED TRAINING</b>	Harriet Harper	17.2.16
<b>STUDENT LED ACTIVITIES</b>	Luke Rutherford	24.2.16
<b>REFLECTION ON PEER OBSERVATION</b>	Sam Hawkins	24.2.16
<b>PROJECT BASED LEARNING</b>	Ellie Betts	2.3.16
<b>SHARE A RESOURCE.</b>	Sam Hawkins	2.3.16
<b>BRING A RESOURCE TO THE MEETING. THIS MUST BE SOMETHING THAT YOU HAVE ALREADY USED IN CLASS.</b>		
<b>DIFFERENT CLASSROOM RESOURCES. HOW ARE YOUR RESOURCES USED? HOW DO YOU USE COMPUTERS IN YOUR CLASSROOM?</b>		
<b>HOW TO TEACH IN AN IT ROOM</b>	Sam Hawkins	16.3.16
<b>STUDY SKILLS WITHIN YOUR LESSONS</b>	Sam Hawkins	6.4.16
<b>HOW TO USE NUMERACY IN YOUR LESSONS</b>	Sam Hawkins	20.4.16

**18/11/2015** Addressing the challenges of marking to new linear specifications

<b>18/12/2015</b>	College CPD
<b>06/01/2016</b>	Lesson planning essentials
<b>20/01/2016</b>	Delivering increased content of linear A Levels.
<b>27/01/2016</b>	Q&A VLE session with ML
<b>24/02/2016</b>	Gill and Rick to demonstrate use of marking codes. Online Course Standards (Moodle).
<b>02/03/2016</b>	Embedding English and maths. Feedback on linear A Level strategies.
<b>09/03/2016</b>	Embedding EEE (QAA 2012 guide)
<b>20/04/2016</b>	Teaching students to evaluate for summer exams (share practice on differing approaches).
<b>04/05/2016</b>	Differentiated and higher order questioning techniques (demonstration in own subject area by applying) followed by own.
<b>08/06/2016</b>	Preparation for transition weeks



HUMS CPD Meeting				Minutes: ST
CPD 18th November 2015 – 15:40-16:30				Chaired: ST
Present				Agenda: Identifying and finding solutions for issues with marking
JL	✓	RD	Ap	
GB	✓	ML	Abs	
GR	✓	CD	Ap	
BM	✓	ZM	Ap	
CZ	✓	EB	Ap	
LC	✓	JD	Ap	
ST	✓			
RB	✓			
LS	✓			
DH	✓			

<b>Next Meeting Date:</b> 25th November 2015 15:40	<b>Chair:</b> CD
Hums Dept Meeting & Study programmes	<b>Minutes by:</b> CD

<p>Outcomes: BM, CZ, LC and ST</p> <ul style="list-style-type: none"> <li>Examined how to apply assessment objective weightings to mark schemes that lack the requisite specific or necessary grading framework to aid accuracy. The need for a more precise methodology to be implemented by BM.</li> <li>Looked at essays returned from the board and identified evaluation missed by examiners.</li> </ul> <p>RB, DH and LS</p> <ul style="list-style-type: none"> <li>Looked at using the relevant AO for marking purposes by putting them in the margin so that students can identify how marks are allocated.</li> <li>RB introduced a coding system for marking that is precise but reduces time required to mark. Will ask RB to explain at a later date</li> <li>Discussed different methods of peer marking.</li> </ul> <p>GR, GB and JL</p> <p>Problems identified:</p> <ul style="list-style-type: none"> <li>Duplication of generic feedback.</li> <li>Making up mark scheme for linear.</li> <li>Excessive written feedback.</li> </ul> <p>Suggested solutions:</p> <ul style="list-style-type: none"> <li>Typed KA's submitted electronically</li> <li>Collaborative/carouselled essays possibly using a Wikipage but this would require a laptop tower or use of a computer room.</li> <li>Again the use of coding arose with GB asking learners to colour code their own work before submission</li> </ul> <p style="text-align: center;">Actions for ST</p> <p>Ask both GB and RB to demonstrate marking codes for CPD on 15<sup>th</sup> December</p>
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HUMS CPD Meeting				Minutes: GB
CPD 20 <sup>th</sup> January 2016 – 15:40-16:30				Chaired: ST, Notice by CD
Present				Agenda: Delivering increased content of linear A Levels.
JL	✓	JD	✓	
GB	✓	NB	✓	
GR	✓			
BM	✓			
CZ	✓			
LC	✓			
ST	✓			
RB	✓			
DA	✓			
DH	✓			

<b>Next Meeting Date:</b> 27th January 2015 15:40	<b>Chair:</b> CD
Hums Dept Meeting	<b>Minutes by:</b> CD

Outcomes:

1. GR introduced article from Psychology Today that can be applied to the underperformance of boys across A Levels. Focus on structure and using verbal and written instructions together.
2. Agreed strategies agreed to tackle increased content of new linear A levels.
  - Utilisation and adaption of study skills resources on in humanities folder on V drive, to assist learners in taking responsibility for own learning.
  - Precise front loading of course content, including flipped learning and short lectures, for the purposes of assessment in the following lesson. LC uses separate activities for those who have not completed the preparation to change behaviour.

Item	Action	By Whom	By When
CPD	Feedback in CPD session regarding the success of strategies to tackle increased linear content.	All delivering linear subjects	2 <sup>nd</sup> March
Notices and reminders were read out and will appear in the HUMS Update			
Notifying students of absence when attending CPD	A discussion on whether to notify students or not was lively	Decision deferred. CD to monitor attendance in those sessions where we notify	27 <sup>th</sup> June

## Humanities CPD 2015-16

Date	Delivered by	Training
18/11/2015	Simon Tracey	Addressing the challenges of marking to new linear specifications
18/12/2015	Simon Tracey	College CPD
06/01/2016	Simon Tracey	Lesson planning essentials
13/11/2016	Simon Tracey	Room plans and classroom management
20/01/2016	Simon Tracey	Delivering increased content of linear A Levels.
	Glyn Randall	Getting the best from Boys
	Lucy Capes	Flipped learning
27/01/2016	Mark Lickley	Q&A VLE session for assessment
24/02/2016	Nelson Bayomy	Introduction of SPAG marking system (embedding English).
	Simon Tracey	Online Course Standards (Moodle).
02/03/2016	Simon Tracey	Feedback on linear A Level strategies.
09/03/2016	Simon Tracey	Peer observation feedback from GR and JL.
20/04/2016	Simon Tracey	Teaching students to evaluate for summer exams (share practice on differing approaches).
04/05/2016	Simon Tracey	Differentiated and higher order questioning techniques (demonstration in own subject area by applying) followed by own.
08/06/2016	Simon Tracey	Preparation for transition weeks. Embedding EEE (QAA 2012 guide)

The team have undertaken 13 Peer Observations so far this academic year. The areas of focus and identified strengths from these observations have been stretch and challenge, using questioning techniques, classroom management, pace of lessons and use of resources. These have not always been the strengths observed in HOD observations, so the sharing of good practice in these areas has been very useful.

The subjects to cover in CPD have been drawn from observations, Student Voice feedback, raised by staff or introduced by other team members.

As a focus, Linear specifications were overt and pervasive need for most of the team.

Simon and I felt the team should receive 'Lesson planning essentials' every year. Apart from an opportunity to remind all of expectations, it is also an opportunity to thread in new initiatives, this year for example a centrally produced Class profile.

The College was without SPAG correction procedures. These was introduced across the college thought not at the beginning of the year so have been only partially successful. Its re-introduction in September should be more successful.

Effective use and indeed just basic use of the VLE and ILT has been generally erratic. Mapping of current skills against new standards will help deliver this.

Differentiation is improving but as a much used phrase is perhaps losing impact. The key focus of assisting every single student to move demonstrably forward is perhaps a better way of doing things.

## PROGRESSION

NB: Following the below being discussed and agreed with LT, KW, JI and GM – formalised CPD weekly plan will be created, to include proposed impact and actual impact.

CPD TOPIC	DETAIL	ACTION	WHOM	DEADLINE
<b>PEER 2 PEER OBSERVATIONS (P2P)</b>	All Progression Department staff are to take part in a P2P	P2P Schedule to be written	LT	09.03.2016
<b>VLE DEVELOPMENT</b>	VLE 1 <sup>st</sup> Development session – recap ‘How To’	HOD of KL to be contacted to confirm that KL can lead/be given time to run a VLE CPD session	LT	
	VLE 2 <sup>nd</sup> Development session - focused session based on Progressions staff identified areas for development	VLE CPD date to be decided	LT	
<b>SHARING 10</b>	Sharing 10 at the start of weekly Progression Department meeting to restart	Weekly lucky dip to be created	LT	16.03.16
		Shared with all department staff	LT	16.03.16
		First member of staff chosen and to share on 13.04.16 – This process is to continue weekly	LT / Chosen member of staff	16.03.16
<b>CROSS DEPARTMENT SUPPORT</b>	All departments are to support Progression CPD	Identify CPD via SAR/Learning & Development observations	LT	13.04.16
	Topics / CPD sessions that have been delivered within departments will be identified via the college CPD plan and delivered to the Progression Department	Create Progression Department CPD weekly plan for remainder of academic year	LT	13.04.16 or 20.04.16
<b>BOOK CLUB (CHALLENGE &amp; REFLECTION)</b>	Selected reading = Challenge Feedback / Lightbulb Moment = Reflection	Identify relevant reading	LT / JI / KW	

## Progression Department - Peer Lesson Observations

### Schedule March/April 2016

OBSERVER	WHO	DATE	TIME	ROOM	GROUP
<b>GILLY</b>	Paul	Friday 15 <sup>th</sup> April	10:00 – 11:00	A340	PSDVE3 Gr1
<b>JAN</b>	Dave	Monday 11 <sup>th</sup> April	10:00 – 11:00	A339	EPESOL 2D
<b>NADINE</b>	Mark	Friday 15 <sup>th</sup> April	09:00 – 10:00	A340	FS1MAT ES1B
<b>MARK</b>	Irian	Wednesday 23 <sup>rd</sup> March	10:00 – 11:00	A338	EPESOL 1A
<b>DAVE</b>	Jan	Monday 11 <sup>th</sup> April	15:30 – 16:30	A336	FSMAT ES2D
<b>NAZ</b>	Nadine	Thursday 14 <sup>th</sup> April	13:30 – 14:30	A334	D1CARE
<b>IRIAN</b>	Faye	Monday 11 <sup>th</sup> April	14:30 – 15:30	A335	FLABADE Gr1
<b>PAUL</b>	Naz	Wednesday 23 <sup>rd</sup> March	11:30 – 12:30	A337	EPESOL 2B
<b>FAYE</b>	Gilly	Thursday 14 <sup>th</sup> April	13:30 – 14:30	B033B	N1HAIR
<b>LAURA</b>	Gordon	Thursday 21 <sup>st</sup> April	10:00 – 11:00	A341	FSTENG PR3

NB: This P2P Schedule will be shared with the Progression Department on Wednesday 16<sup>th</sup> March 2016

- The Hackney Learning Trust Science Adviser is working with the teams: schemes of learning; independent learning and homework; moderation of assessments; technical support and observations.

DATE	ACTION
<b>SCHEMES OF LEARNING</b>	
<b>BIOLOGY</b>	
11.09.15	Review of scheme of learning
10.11.15	Review schemes of learning
6.01.16	Review of detail in the schemes of learning
<b>CHEMISTRY</b>	
21.09.15	Review of schemes of learning including workbooks and practicals
07.01.16	Review of detail in the schemes of learning
<b>INDEPENDENT LEARNING</b>	
<b>BIOLOGY</b>	
15.10.15	Folder scrutiny for AS and A2
05.11.15	Feedback on folder scrutiny: students to be given a checklist of what makes a good folder
10.12.15	Folder scrutiny: these were generally found to be much improved
<b>CHEMISTRY</b>	
15/10/15	Folder scrutiny for AS and A2
20.10.15	Feedback on folder scrutiny: students to be given a checklist of what makes a good folder
<b>ASSESSMENT</b>	
<b>BIOLOGY</b>	
05.11.15	Discussion and moderation of AS/A2
10/11/15	Review of Key Assessments against Minimum Acceptable Grades
19/11/15	Session on how to make students more evaluative when marking exam questions

<b>CHEMISTRY</b>	
<b>10/11/15</b>	Review of Key Assessments against Minimum Acceptable Grades
<b>24.11.15</b>	Moderation of A2 Key Assessments: found to be generally too generous. reviews with teachers
<b>10.12.15</b>	Review of AS mock with mark scheme
<b>19.01.16</b>	CPD on how to work with different groups of students after the mock exams Moderation of AS papers Topic planning with one teacher
<b>TECHNICAL SUPPORT</b>	
<b>BIOLOGY</b>	
<b>24.09.15</b>	How best to deliver an AS practical using beetroot and spectrophotometry
<b>05.11.15</b>	Team meeting with teachers and technicians
<b>10.11.15</b>	Team meeting with teachers and technicians
<b>10.12.15</b>	Team meeting with technicians: one teacher to take responsibility for PAGs
<b>OBSERVATIONS</b>	
<b>24.11.15</b>	Observations of agency teachers in Chemistry and Biology. Recommendation not to appoint
<b>10.12.15</b>	Observations of agency teachers in chemistry and Biology. Appointments made

#### PHYSICS TEAM: SUMMARY OF CPD JAN 2016

<b>DATE</b>	<b>ACTIVITY</b>
<b>18.9.2015</b>	Use of student folders & checking CGP resources OCR training for new linear specification
<b>25.9.2015</b>	Use of stroboscopic photography for accelerated motion
<b>2.10.2015</b>	Use of VLE for BTEC/ practical assessment/ course notes Centre of gravity using lamina sheets
<b>9.10.2015</b>	Use of OCR tracker for practical endorsement Falling ball in liquid using timers/ video
<b>6.11.2015</b>	Good practice in Physics – resources, IT, collaboration
<b>13.11.2015</b>	(Skills London Event – Physics at STEM stall)

<b>20.11.2015</b>	Maths/ Physics teams – teaching of mechanics, sharing of resources
<b>27.11.2015</b>	Use of data loggers/ timing gates for collisions
<b>4.12.2015</b>	CGP resources/ additional books via library Maths for Physics – use of Maths Skills Handbook
<b>11.12.2015</b>	BTEC practicals for Unit 14
<b>8.1.2016</b>	Use of Kerboodle site & resources Linear air track
<b>15.1.2016</b>	Kerboodle – resources for HW Drift velocity in ionic solutions

#### MATHS DEPT. CPD RECORD 2015-2016

##### Meeting 1: 11/09/15

We discussed **observations** and issues raised in our **1-1 meetings**. Various issues arose including difficulties with differentiation and lack of student interaction during exposition. PK then discussed use of 'pre-telling' ('flipped') homework to assist with differentiation; all members of the department decided to try using them over the coming weeks.

##### Meeting 2: 18/09/15

We discussed **planning** (in relation to teaching C1 quadratics). What examples might we use? Could we use ideas from variation theory, how/should we get students to generate their own examples? We discussed the '*Thinking Through a Lesson Protocol*': <http://app.education.pitt.edu/teacherprep/root/Mathematics%20Education/Smith,Bill%26Hughes-TTLP.pdf>

##### Meeting 3: 25/9/15

We discussed '*a conversation with Wali*': <http://www.squeaktime.com/blog/lesson-feedback>: The main theme being **difficulties around weaker students**, and our frustrations with students (which we may or may not take personally). DB introduced John Mason's '**Discipline of noticing**' which provides a framework for noticing the dilemmas we are facing. All teachers decided to start noticing the recurrence of certain dilemmas around differentiation and discuss at next session.

##### Meeting 4: 2/10/15

Following observations in which low student participation, and ongoing difficulties with meeting the needs of weaker students, DB discussed idea of '**learning communities**': <http://www.squeaktime.com/blog/learning-as-a-community> in which we might consider creating a culture of 'integration' as opposed to differentiation, where students work together on difficult problems. Also we discussed 'how to teach function transformations. All teachers agreed to observe each other once in the coming week.

##### Meeting 5: 9/10/15



We **discussed peer observations**; a key theme that arose was that students might not be **listening** to teachers or each other as well as they might: <http://www.squeaktime.com/blog/listening-to-listening> and <http://www.squeaktime.com/blog/more-thoughts-on-listening>

#### **Meeting 6: 16/10/15**

We worked on the rectangle problem; implicitly, this session was about creating activities that require students to use **problem solving** abilities: <http://www.squeaktime.com/blog/archives/10-2015>

#### **Meeting 7: 6/11/15**

Where are we at? We discussed all the things we have been working on, through the discipline of noticing, in preparation for 18/11/15 'showcase'...

- RW: using ss as a resource
- MT: differentiation, lesson structure
- CS: use of examples, helping 'bottom' students
- PK: flipped h/w
- WS: frustration at students forgetting/not understanding (differentiation)?

#### **Meeting 8: 18/11/15**

**Maths showcase** – see SCIM meeting notes.

#### **Meeting 9: 25/11/15**

We had a **joint meeting with Physics** to discuss teaching mechanics; paired teachers agreed to work together on planning, including use of shared terminology, in coming weeks.

#### **Meeting 10: 2/12/15**

We discussed **giving feedback on KAs**, and acting on it. We developed a scheme where feedback is given to KAs and students do corrections on blue paper. All teachers agreed to implement the new system.

#### **Meeting 11: 9/12/15**

We discussed the **psychology of the child** and the possible impact of shared vocabulary across mathematical and non-mathematical discourses. We agreed to come back to this at a later date.

#### **Meeting 12: 15/01/16**

We discussed **homework schedules** – two sets of homework a week from bank of exam questions to be marked (one pure, one applied) with full feedback and acted on. All teachers agreed to implement this.

APPENDIX 2: INDIVIDUAL, EXTERNALLY-DELIVERED, CPD

Priority	Surname	Forename	Dept	start date	Provider	Title of training	Reason for training
1	Beal	Emma	HUMS	26/01/2016	OCR	First Teaching 2015 OCR GCE English Language and Literature: Teaching AS and A Level - ideas and approaches	Enable expertise and bring clarity to my NQT year of teaching Eng Lang and Lit. Improving delivery and understanding of the current OCR HO74 syllabus. Sharing ideas and resources with other teacher and OCR experts.
1	Beal	Emma	HUMS	04/03/2016		Teaching Drama Texts and A Level English Literature and Language and Literature	To gain further knowledge and strategies into teaching drama texts to benefit AS and A2 Eng. Lit and Lit and Lang students.
2	Graham Green	Tunicea	HSPS	17/09/2015	Hackney Community College	Introduction of Counselling Skills	This course will equip me with the needed skills to be able to effectively communicate and support vulnerable students in the college. The course will be beneficial and advantageous to my role in the safeguarding team as well as my support and teaching roles.
2	Graham Green	Tunicea	HSPS	24/02/2016	Hackney Community College	Counselling introduction: advance	This course will equip me with the needed skills to be able to effectively communicate and support vulnerable students in the college. The course will be beneficial and advantageous for my role in the safeguarding team as well as my support and teaching roles.
2	Jones	Sarah	SMT	03/11/2015		Refresher: Safeguarding children shared responsibility	
2	Graham Green	Tunicea	HSPS	03/11/2015	Safe and Equal Partnership	Inspection 2015	This course will equip me with the needed skills to lead the safeguarding team at the college in line with Ofsted requirements
3	Choat	Georgina	HUM	09-Dec	English & Maths Centre	Choosing and Planning for the New A Level	Prepare and plan for 2015 - improve success for FS
3	Bayomy	Nelson	HUMS	27/01/2016		Stylistics for Lang/Lit - Practical Approaches	This course will enable me to have a clear focus of what this particular board is asking for which will in turn improve my delivery of the course.
4	Zekraoui	Cheikh	HUMS	21/01/2016		Preparing students to meet the challenges of the new AS Business examinations in 2016	Understanding the assessment objectives, Unpicking the exact requirements of different question types, Preparing students for multiple choice (AQA only), Developing confidence with a range of familiar and unfamiliar contexts, Strategies for extended writing, Review of sample answers and applying the mark schemes, Active revision.
5	Foteinaki	Foteini	CIND	22-Nov	Royal Academy of Arts	Lino Cutting with Anne Desmet Teacher's Workshop	I will be teaching the CDBARTYY1 the subject after Christmas Holidays.

Priority	Surname	Forename	Dept	start date	Provider	Title of training	Reason for training
5	O'Brien	M	SCIM	01/10/2015	OCR	OCR GCE Biology, GCE Chemistry and GCE Physics: Managing the Practical Endorsement	Familiarity with the practical endorsement documentary requirements Applying the common practical assessment criteria (CPAC) Monitoring process, Maintaining the standards , Successfully implementing the practical endorsement.
5	Blake	A	SCIM	01/10/2015	OCR	Additional session OCR GCE Biology GCE Chemistry and GCE Physics: managing the Practical Endorsement.	Familiarity with the practical endorsement documentary requirements Applying the common practical assessment criteria (CPAC) Monitoring process, Maintaining the standards , Successfully implementing the practical endorsement.
5	Webb	Katherine	CIND	11th October		Ceramics 2 day course	As the art and design department expands its use of 3d techniques, this course will improve and build on the knowledge of ceramics. This will mean that at college students will be able to use ceramics in their work and we will be able to use our Kiln more. It will be very useful for VAL level 3 Unit 4 = Introduction to materials, process and technical skills.
5	Graham Green	Tunicea	HSPS	09/10/2015	CACHE	Continuing Professional Development Know Your Theorists	This course will enable me to enhance my teaching skills and be effective in delivering lessons that relate to the units I will be teaching in . It will enhance my CPD and my knowledge of theoretical perspectives which link to Units 3.3 of the CACHE qualification I will be delivering.
5	Zekraqui	Cheikh	HUMS	05-Mar	A-Z Business Training Ltd	AQA Unit 4 Research Task for June 2013	Insight into Unit 4 strategies - should boost results
5	Laffety	Steven	SCIM	19/11/2015	Keynote education	Improving performance of lower attaining AS/A2 Biology	With the training we are looking to strategies of improving the colleges pass rate a A Level which is currently an issue which needs resolving.
5	Elegbede	Adedayo	SCIM	07/10/2015		3rd Teaching Physics (H156/H1556) - DFSCA KA01	This training is essential to support the Physics department in delivery of the new AS linear specification.
5	Parsons	Bryan	CIND	23/11/2015		Raising attainment: context and critical research skills.	I deliver contextual studies for four out of six courses. We are moving to UAL qualifications with higher contextual requirements The training will enhance the existing provision and enable me to cascade any new requirements, strategies and ideas for delivery on courses.
5	McKay	Zelda	HUMS	12/11/2015		Approaches to Lysistrata and Unit 4 of Edexcel's Drama and Theatre Studies specification	

Priority	Surname	Forename	Dept	start date	Provider	Title of training	Reason for training
5	Shafi	Farida	SCIM	12/11/2015	Keynote education	A/A* strategies for AS/A Biology: Challenging able biologists to reach the highest grades	
5	Laffety	Steven	SCIM	16/11/2015	Keynote education	Improving the performance of lower attaining AS and A2 Biology Students: Making the Biology more accessible.	
5	Liiv	Angela	SCIM	20/11/2015		Improving the performance of lower attaining A level chemistry students: making the chemistry more accessible.	It will enable me to be more supportive of the students who start their AS chemistry with a Grade C at GCSE in science. Hopefully it will help me understand it will help me understanding the fundamental concepts of the subject and effectively monitor them to ensure progress in occurring.
5	Webb	Katherine	CIND	01/12/2015		AQA/ AS/A-Level Photography Fundamentals	This training will help me teach on the AS Photography course. This is a new course within the college and will provide vital training and information for delivering this new course, direct from the course provider.
5	Silvester	Tobias	CIND	13-Dec	Allhemea	WGIL 101 + Apple Certification	Keep up to date with latest software developments + other apple certification to students
5	Foteinaki	Foteini	CIND		Academy Class		Photoshop 301: Black Belt ACE Photoshop Certification Exam
5	Loxton	Adam	SCIM	07/10/2015		1st Teaching Physics (H156/H1556) - DFSCA KA01	This training is essential to support the Physics department in delivery of the new AS linear specification.
5	O'Brien	Mike	SCIM	07/10/2015		2nd Teaching Physics (H156/H1556) - DFSCA KA01	This training is essential to support the Physics department in delivery of the new AS linear specification.
5	Barry	Hugh	SCIM	12/11/2015	Keynote education	A/A* strategies for AS/A Biology: Challenging able biologists to reach the highest grades	To increase the percentage of high achievers in BSIX for the 2015/2015 academic year.
3	Lissamore	Katie	LIBRARY		Opening the Book Ltd	Creating Powerful Promotions	Will help with promoting library events/services to students. Also to assist in creating effective displays to supplement BSeven themes/events within the library with liked reading material.
3	Lissamore	Katie	LIBRARY		Opening the Book Ltd	Creating Powerful Promotions	Will help with promoting library events/services to students. Also to assist in creating effective displays to supplement BSeven themes/events within the library with liked reading material.

Priority	Surname	Forename	Dept	start date	Provider	Title of training	Reason for training
5	Heppolette	Dareen	CIND		EDEXCEL	Keynote Training AS Drama and Theatre Studies	The AS Drama and Theatre Studies course specification is new
4	Davis	Barnes	Student Development Centre	23/09/2015		Setting up a mentoring /befriending programme	The training will help me with the setting up of the Peer to Peer Mentoring Programme.
4	Leaves	Koren	BUIT	09/11/2015		Visible Learning plus Foundation Day with John Hattie	This training will link into the Teaching Fellow role, it will identify strategies and monitoring tools which are not currently used.
2	Sacco	Jane		25/01/2016		IOSH Managing Safely	The 4 day course is to qualify me as H&S inspector in order to ensure that provision to BSix students to Work experience are going to be conducted appropriately and Health and Safety checks can be conducted during all year.

