



## King Henry VIII School Professional Learning Plan (PLP)



**April 2019 – March 2020**

### Overview

1. All staff will have access to key messages and have access to individual and school priority professional learning (PL) activity aligned to the School Development Plan (SDP) and Welsh Government’s (WG) National Mission
2. Our Professional Learning Lead (PLL) will disseminate learning from the regional programme through Teaching & Learning briefings, use of subject development time, staff meetings and bespoke inservice training (INSET)
3. Our PLL will engage in with cluster developments through attending cluster events and through sharing of information.
4. Learners, governors and parents will be engaged through usual communication channels and bespoke one off events to share curriculum developments.
5. The senior leadership team will judge progress towards the success criteria identified in the PLP on a termly basis and report to the governing body (GB) through the Headteacher (HT) report.
6. The school is committed to working collaboratively across the region and Nationally through engagement in the Learning Network School (LNS) programme, National Professional Enquiry project (NPEP), National e-resources project, National Network for Expressive Arts, National Facilitator Training of Middle Leaders, Estyn HT Remit Group, cluster working and initial teacher education and training (ITET) to further its understanding of the WG National Mission, supporting full implementation of the Professional Teaching and Leadership Standards and the Curriculum for Wales.

Grant Planning Analysis - Professional Learning for Planned Grant - Financial Year 2019/20							
<b>School Name :</b>	King Henry VIII Comprehensive			<b>Grant Name</b>	<b>Grant Total</b>	<b>Planned Exp</b>	
<b>Challenge Adviser:</b>	Sally Speedy	PL Plan published on School Website:		<b>Professional Learning Grant</b>	£36,423	£36,423	
<b>Approved Date:</b>		<b>Published Date:</b>		(deadline 22/11/19)		£0	

						Grant Total		Planned Exp		
						£36,423		£36,423		
No.	National Mission (Predominant)	National Mission (Sub)	Planned Activity (Predominant)	Planned Activity (Sub)	Success Criteria	Funding Source	Type Spend 5r's	Cost £	Type Spend 5r's	Cost £
A	High quality education profession	Leaders working collaboratively to raise standards	16) Engagement with professional standards for teaching and learning programme.	16) Engagement with professional standards for teaching and learning programme.	SDP 5.1a & b Reports to SLT and HT reports to full GB. EAS NOV's & school categorisation evidence engagement with PTLs. Scrutiny of PM objectives evidences SMART leadership objectives with suitable activities identified to provide personalised feedback on performance. Action points from SLT & ML meetings document discussion of PTLs at subject level focussing on subject discipline/AoLE discussion on effective pedagogy.	Professional Learning Grant	Release	1,950		
B	High quality education profession	Leaders working collaboratively to raise standards	1) Access leadership programme to support Headship development, Aspiring Headteacher	1) Access leadership programme to support Headship development, Aspiring Headteacher	SDPP 5.1 c & d SDP RAG assessment and SDP evaluation PLG/KHS Professional Learning Plan and evaluation evidence engagement by HT and DHT of leadership development. DHT engaged in school to school working to further develop leadership skills in readiness for NPQH.	Professional Learning Grant	Release	1,950		
C	High quality education profession	Leaders working collaboratively to raise standards	6) Access leadership programme to support senior leadership development.	33) Other	SDP 5.1 c & d SDP RAG assessment and SDP evaluation PLG/KHS Professional Learning Plan and evaluation evidence senior leadership development activities and engagement in school to school working. Actions points from SLT document progress of school engagement in NPLP school work. Scrutiny of PLG/KHS	Professional Learning Grant	Release	980		

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					professional learning plan and evaluation. Revisited SLO audit summer 2020 evidences positive outcomes across all staff members on their access to appropriate PL					
D	High quality education profession	Leaders working collaboratively to raise standards	5) Access leadership programme to support middle leadership core development.	5) Access leadership programme to support middle leadership core development.	SDP 5.1 c & d SDP RAG assessment and SDP evaluation PLG/KHS Professional Learning Plan and evaluation evidence ML development through in house PL, school to school working and EAS PL offer. Actions points from SLT and link LM meetings document progress of school engagement in NPLP school work. Scrutiny of PLG/KHS professional learning plan and evaluation. Revisited SLO audit summer 2020 evidences positive outcomes across all staff members on their access to appropriate PL	Professional Learning Grant	Release	1,450		
E	High quality education profession	Leaders working collaboratively to raise standards	11) Allocate a PL lead role within the school.	11) Allocate a PL lead role within the school.	PL log of activities indicates engagement at National, regional, cluster and school level engagement and dissemination of resources and completion of gap tasks  PL reports and presentations to the GB evidence full engagement of the school  PL lead increases own leadership capacity		Re-structure			

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F	High quality education profession	Leaders working collaboratively to raise standards	22) Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.	22) Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.	LHS PL lead successfully leads Abergavenny and Monmouth cluster sessions. PLG/KHS Professional Learning Plan and evaluation indicate high levels of understanding across the school & cluster communities. Scrutiny of activity logs/reports	Professional Learning Grant	Release	3,900		
G	High quality education profession	Leaders working collaboratively to raise standards	33) Other	33) Other	SDP 4b) All staff have access to personalised professional learning as part of in school entitlement for NQTs, teachers, HLTAs, TAs, support staff and governors. Revisited SLO audit summer 2020 indicates positive feedback on PL offer and subsequent engagement.	Professional Learning Grant	Training / Development	3,900		
H	High quality education profession	Leaders working collaboratively to raise standards	15) Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies.	33) Other	SDP 5.1e) Summer 2019 SLO audit developments acted upon and Summer 2020 evidences further strengthening of the 7 dimensions and the school as a learning organisation.	Professional Learning Grant	Release	1,150	Training / Development	1,400
I	High quality education profession	Leaders working collaboratively to raise standards	16) Engagement with professional standards for teaching and learning programme.	33) Other	SDP 3.1b) Through engagement in EAS 'Pedagogies for the New Curriculum' training and development of teacher engagement in subject discipline/AoLE research and enquiry into the 12 pedagogical approaches teaching typicality exceeds 95% good or better and 65% excellent	Professional Learning Grant	Release			

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J	High quality education profession	High quality education profession	9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc.	9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc.	SDP 3.1c) Through our in house Peer Enquiry Cycle all teachers engage in professional research enquiry and understand the impact on pedagogies within their own classroom and within their subject discipline/AoLE.	Professional Learning Grant	Release	6,200		
K	High quality education profession	Transformational Curriculum	33) Other	33) Other	SDP 3.2a & b Reports to SLT evidence PEC driving engagement and enquiry of the new Curriculum for Wales. Scrutiny of publications evidence communications with parents and the local community. Reports to SLT and GB Teaching, Learning and Assessment Committee document engagement in Curriculum for Wales developments at a school, local and National level. Evaluation of progress towards KHS key milestones evidences progress towards implementation of the Curriculum for Wales.	Professional Learning Grant	Release	5,293		

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L	Transformational Curriculum	Transformational Curriculum	33) Other	33) Other	SDP 3.2a) Evaluation of year 2 implementation of the Curriculum for Wales Strategic plan (inc KHS Key milestones planning document) evidences: i. Four purposes referenced in lessons ii. And three cross-curricular skills (SDP 1.3 & 3.3) iii. Trial and refine collaborative AoLE experiences iv. Evaluate AoLE experiences and develop aspects of the SsoL for year 7 that includes considering different curriculum models of delivery for trialling Sept 2020. v. Communicate progress towards implementation to parents and pupils.	Professional Learning Grant		1,950		
M	High quality education profession	High quality education profession	33) Other	33) Other	SDP 5.4a) Engagement in the National Professional Learning Model including: i. As a National Professional Learning Pioneer School (NPLP) ii. In National Network Expressive Arts iii. In Development of digital curriculum resources iv. As a EAS LNS schools: Art, maths and good schools v. And sharing of effective use of the ETLF on-line tool vi. As a lead professional enquiry school. vii. And use of professional learning passport evidences all staff and members of the governing body are developing as a high quality educational professionals. SLO audit summer 2020 indicates KHS is a strong learning organisation.	Professional Learning Grant		1,950		

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N	High quality education profession	Leaders working collaboratively to raise standards	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	Engagement in LNS programme: i. Improves standards in identified subject areas. ii. Increases leadership capacity	Professional Learning Grant	Release	1,500		
O	Leaders working collaboratively to raise standards	Leaders working collaboratively to raise standards	14) Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.	33) Other	HT reports to staff, parents, GB and local community document engagement in CfW developments. SDP 3.2a) Evaluation of year 2 implementation of the Curriculum for Wales Strategic plan (inc KHS Key milestones planning document) evidences: i. Four purposes referenced in lessons ii. And three cross curricular skills iii. Trial and refine collaborative AoLE experiences iv. Evaluate AoLE experiences and develop aspects of the SsoL for year 7 that includes considering different curriculum models of delivery for trialling Sept 2020. v. Communicate progress towards implementation to parents and pupils.	Professional Learning Grant	Release	1,500		
P	Excellence, Equity and Wellbeing	Excellence, Equity and Wellbeing	32) The Wellbeing Lead will attend regional workshops to support the ACE developments.	31) The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy.	SDP 4.1c) Further ACE professional learning underpins increased capacity of all staff and the school to support and guide vulnerable learners. Cluster actions points document development of cluster wellbeing approaches.	Professional Learning Grant	Release	150		

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Q	Excellence, Equity and Wellbeing	Excellence, Equity and Wellbeing	29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.	29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.	EKS3 TA outcomes in all subjects demonstrate nearly all eFSM pupils make expected progress and 40% above expected progress. The achievement gap between eFSM/EMA and nFSM/nEMA demonstrate a reduction and is smallest when compared to similar schools. There is negligible variation in achievement and progress seen in lessons by all groups of learners with most being excellent. eFSM pupil attendance exceeds 92 %	Professional Learning Grant	Release	450		
R	Excellence, Equity and Wellbeing	Excellence, Equity and Wellbeing	20) Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	SDP 4.1b) Increased capacity of the wellbeing team to provide support and guidance for our vulnerable learners through: i. Early intervention mental health support and ii. knowledge of THRIVE as a tool to increase the effective of our support and guidance provision SDP 2.3c) i - end of year evaluation evidences effectiveness of LAC cluster mentor,.	Professional Learning Grant	Release	300		
S	Excellence, Equity and Wellbeing	Leaders working collaboratively to raise standards	28) The school will begin the work on the cluster More Able developments.	33) Other	KHS is accredited as a NACE school. Listening to learner activities across the cluster evidence increase levels of aspiration. Common procedures for MAT pupil identification and tracking in place.	Professional Learning Grant	Release	150		



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T	Excellence, Equity and Wellbeing	High quality education profession	26) The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.	10) All staff will have access to PL to support the introduction of the new Bill.	SDP 3.1e) , 4.4d) & 5.4c) Increased capacity of all staff leading to improved outcomes and engagement for all ALN learners. Dissemination and effective use of 'Step Back' approaches. All staff, governing body and parents have increased awareness and are developing additional practices in line with the demands of the new ALN act and code of practice.	Professional Learning Grant	Release	300		