

## Staff Development Update – June 2024

### INSET Days

#### INSET Day 1: Monday 4<sup>th</sup> September 2023 - School Matters

- The Year Ahead
- Results/Sixth Form Admissions
- Teaching and Learning – Ofsted, Marking/Feedback and CPD Priorities
- Curriculum – SIMS Update, KS5 Focus, Results Review
- Pastoral
- SEND
- Premises and IT Update
- HR – An Introduction to SAMPeople
- Time allocated to department meetings.

#### INSET Day 2: Tuesday 5<sup>th</sup> September 2023 - Student Matters

- PPG and Fair Access
- Safeguarding
- Change@CCHS
- Entrance Test Training
- Pastoral meetings
- School Development Leader Meetings

#### INSET Day 3: Friday 6<sup>th</sup> October 2023 - Performance Management

- Performance Management Meetings

#### INSET Day 4: Monday 12<sup>th</sup> February 2024 – School Development Day

- Adaptive Teaching Inset Day:
  - Colleagues from Inner Drive joined us to review the following adaptive teaching practices: Cognitive Load Theory; Checking for Understanding; Participation Ratio; and Questioning for Learning.
  - Afternoon Sessions were dedicated to the following areas:
    - Staff Workload Time;
    - Provision Map Training led by Melissa Mulgrew
    - Data and Excel Training led by Mark Rowell

#### INSET Day 5: Thursday 4<sup>th</sup> July 2024 – School Development Day

- The focus of the Inset day will be around Girls' Education, with sessions inspired by our work with the International Coalition of Girls' Schools.

The inset programme this academic year has been tailored to provide colleagues with CPD relating to areas identified in our School Development Plan, with a specific CPD focus of Adaptive Teaching. We have been able to provide colleagues with time dedicated to the Curriculum, SEND, Academic, Leadership as well as important Pastoral matters. We have also been able to allocate time to Departments and Year Leaders.

Our Continued Professional Development has so far focused on internal specialists delivering sessions designed to share insight and research as well as allowing colleagues to work in groups and departments to strengthen practice. All topics were selected to address key areas of our SEF and SDP.

Our INSET and Continued Professional Development Programme will continue throughout the year, with a key focus on evidence informed practice; specifically focusing on using Adaptive Teaching in the classroom. This has been informed by our work centred around the CCHS Achievement Strategy. Moreover, as outlined above, we plan to hold a day dedicated to our core values of educating young women to be the 'leaders of tomorrow'. SLT colleagues will present on issues and topics centred around Girls' education in the morning of the INSET day; with colleagues self-selecting workshops to attend in the afternoon. These workshops will centre around: careers, AI, anxiety and pastoral, monitoring student progress and communicating with parents.

Sessions throughout our Twilight CPD will focus on the following areas in relation to Adaptive Teaching: Adaptive Teaching as an Academic Concept; Adaptive Teaching for the More Able; Adaptive Teaching for SEND Students; Adaptive Teaching across the Curriculum; Key Strategies for Adaptive Teaching.

### **School Development Leaders**

School Development Leaders continue to have one assigned area of focus, allowing for a more sustained and consistent approach for school development. These colleagues, act as senior middle leaders, and members of the extended senior leadership team, to support and lead on key areas of school development.

With a key focus on teaching and learning the school development leaders take accountability for developing the practise of colleagues and impacting on the educational progress for our students beyond their immediate departments.

The roles and responsibilities of School Development Leaders are outlined below:

- Creativity (Arts Mark)
- SEND
- Teaching Standards (Classroom Practice)
- Learning Standards (Observations and Reviews)
- Assessment for Learning
- Data Literacy

School Development Leaders contribute to CPD at various intervals throughout the year, both during INSET, Twilight CPD Sessions, Staff Meetings and our Professional Studies sessions.

School Development Leaders have so far continued to:

#### Professional Studies:

- 11<sup>th</sup> October 2023 – *SEND* (Heidi Pocock)
- 15<sup>th</sup> November 2023 – *Marking Strategies* (Emily Manning)
- 10<sup>th</sup> January 2024 – *Values and Controversial Issues, Schooling, Recent Policy Changes and change @ CCHS* (Jonathan Harvey)
- 24<sup>th</sup> January 2024 – *Observing Teaching* (Graham Lodge)
- 24<sup>th</sup> April 2024 – *Effective Assessment Feedback* (Emily Manning)
- 15<sup>th</sup> May 2024 – *Resilience* (Matt Carter)

#### INSET:

- 4<sup>th</sup> September 2023 – SIMS Update (Mark Rowell)
- 4<sup>th</sup> September 2023 – SEND Update (Heidi Pocock)
- 12<sup>th</sup> February 2024 – Data and Excel Training (Mark Rowell)

## **Curriculum/ Teaching and Learning**

This year, considering the success of our Achievement Strategy, and moreover, driven by the need to ensure that all students achieve their full potential, we have focused our whole school CPD priority around the concept of Adaptive Teaching. This is where colleagues make small adaptations to their lessons to support students who require additional scaffolding, but furthermore, make an adaptation to stretch the most able. Our first Twilight CPD session of the year centred around the academic concept of Adaptive Teaching, while also beginning to introduce colleagues to key research informed strategies. As previously cited, Adaptive Teaching will provide the sole focus of our Twilight CPD calendar, this year.

In addition to the outlined focus, colleagues continue to engage with self-selected professional development centred around Teaching, Learning and the Curriculum. Key colleagues across our languages departments continued to engage heavily with curriculum CPD over the past term to ensure they are ready to deliver the new set of languages courses, set to be delivered from September 2024. Moreover, the PE department continue to evolve their A Level practices, for their first year of curriculum delivery in Sixth Form, by attending appropriate specification training. Moreover, as AI continues to become more prevalent within education and society as whole, our Subject Leader for Latin attended CPD around using generative AI in Ancient Language Teaching.

## **Teaching School Alliances**

We remain strategic partners with three teaching school alliances: the Billericay Teaching School Alliance (BTSA), the Chelmsford Teaching School Alliance (CTSA) and the Saffron Teaching Schools Hub (STSH). Moreover, we continue to engage with the International Coalition of Girls' Schools (ICGS), The National Association of More-Able Children in Education (NACE), The Association of Secondary Headteachers in Essex (ASHE) and the Successful Selective Girls' Schools (SSGS). Colleagues continue to engage with research and training provided by these organisations. Our ECT colleagues and their mentors have attended training this term through the STSH. Moreover, Headteacher has attended an SSGS conference; the notes from which were shared and discussed at SLT meetings.

## **Virtual CPD**

We continue to maintain and develop resources available on our Microsoft Teams CPD, expanding the topics available to ensure we are addressing the needs of our colleagues. This allows information to be shared in a timely fashion and provides a quick reference point for key information. To date we have shared information, training videos and research on many topics including:

- Mental Health
- Change@CCHS
- HR
- IT
- Medical Information – Diabetes, Allergic Reactions and Anaphylaxis
- Teaching and Learning
- SEN
- Remote Schooling
- SIMS
- Digital learning

Furthermore, colleagues continue to be provided with a range of CPD advertisements and information through our staff briefing. As a school, we have also invested in an online CPD portal through the Times Educational Supplement. This allows colleagues to engage online with key resources and compliments our in person CPD provisions, as a school.

**Change@CCHS**

We remain committed to our Change@CCHS initiative and continue to be members of Equality and Diversity UK's school's network. As members of their network, we are able to access their expertise and benefit from their research, factsheets and quarterly newsletter on key issues and current topics. Previously, Heidi Pocock and Jonathan Harvey led on areas of Diversity, which formed their School Development Projects. While they have now moved away from these roles to focus on other areas of Teaching and Learning, they continue to contribute to this by sharing resources and delivering CPD as part of the Professional Studies Programme. Moreover, as a school we have signed up to a professional development platform, TES Develop. There are a range of resources around equality and diversity on this platform, that will be shared with staff throughout the year.

Meetings continue to be held regularly with the Change and Diversity prefects, supported by the Deputy Headteacher (Pastoral) and the Deputy Headteacher (Academic), and contributed to by staff and students. These meetings are vital in shaping the focus and direction of our Change@CCHS project. Furthermore, our Deputy Headteachers now work with an additional colleague to pioneer our work in this area, Sheri Watt. Planning is currently in place for a host of activities celebrating diversity across the next academic year.

We are continually look for ways to diversify our curriculum content. The English Department spent time last term researching a greater range of diverse texts to be taught in English. Time was then spent planning a Scheme of Work centred around the text 'Purple Hibiscus' by Chimamanda Ngozi Adichie. This unit of work was first taught this term and students demonstrated a real engagement and interest in the text. Moreover, The Drama Department have changed their GCSE set text to Noughts and Crosses by Dominic Cooke (adapted from the novel by Malorie Blackman). This text explores racial inequality within both its narrative and its themes.

Courses relevant to equality and diversity continue to be shared with staff in our weekly briefing minutes. For example, the Assistant Headteacher (Teaching and Learning & Staff Development) shared courses focused on microaggressions and equality impact assessments.

### **Leadership Development**

The CCHS Leadership Programme concluded this term with seven colleagues completing our internal leadership course. SLT delivered six modules, which are framed by our CCHS Leadership Profiles. As stated in the training section of this document, many colleagues continue to utilise the government funded National Professional Qualifications to support their own leadership development; these sessions aim to complement key ideas covered in these qualifications. To note, Sheri Watt, Teacher of English, completed her National Professional Qualification in Leading Teacher Development this term. She has formerly been involved in the CCHS Leadership Programme.

Resources on mental health and staff well-being continue to be provided for line managers on our Teams CPD and through our staff briefing. Additional leadership opportunities are available, such as, leading research projects within departments and shadowing senior colleagues.

### **Mental Health**

We continue to develop our staff Mental Health First Aider team. We now have a team of six colleagues who hold fortnightly Mental Health First Aid (MHFA) drop-in sessions.

Weekly Mental Health First Aid Sessions are offered to our students and are run by colleagues with the MHFA qualification. As a growing school, we recognise a need to enhance this provision, by training additional staff to support this important work. This training will continue over the next year, with Brad Copper, Claire Fairchild and Charlotte Burnham all having completed Mental Health first aid courses since the beginning of the year.

The following colleagues have undertaken professional development this half-term to support the mental health and wellbeing of our students: Jo Stevens, Year Leader for Year 10, attended professional

development centred around reflective practice, with our other Year Leader for Year 10, Victoria Goksel attending training focused on spotting eating disorders.

### **Early Career Teachers**

Last year saw a transition from the ECT services provided by the Harris Federation and UCL, to a service offered by Saffron Teaching Schools Hub and the Education Development Trust. Early Career Teachers now use this agency as their training, development and accreditation provider. It has been noted by our provider, Saffron Teaching Schools Hub, that they are transitioning between training providers for the next academic year. ECT colleagues will now receive training from University College London, opposed to the Education Development Trust. This training will now be subject specific opposed to inter-departmental (as took place with the Education Development Trust).

The colleagues undertaking provisions in relation to Early Career Teaching, this year, are: Kathryn Hunt (Year 2) and Amanda Guilloux (Year 2) and Marnie Guy (Year 1). Kathryn Hunt and Amanda Guilloux are expected to complete their ECT training by the end of the academic year, with Marnie Guy, successfully graduating the second year of programme. We have no new ECT colleagues set to join us in September 2024.

### **Initial Teacher Training**

Due to our ambition to grow our training provisions as a school, Initial Teacher Training provisions are now being overseen by Jo Broughton. She manages the day-to-day running of ITT, including mentoring, observations and recruitment.

All trainee colleagues have now completed our Professional Studies Programme as part of their in school training with CCHS. Our Latin ITT colleague, Erin Evett, has completed her training with us and was successful in gaining a position as a Teacher of Latin and Classics at St. Mary's School, Cambridge. Our two additional ITT colleagues are due to complete their training at the end of June and both have been successful in gaining employment. Our Languages ITT colleague, Lois Hardy, has gained a part-time position as Teacher of German and Spanish at Felstead School; with our English ITT colleague, Rachael White, joining Brentwood Ursuline Covent High School from July 2024 as a Teacher of English.

We are due to welcome seven ITT colleagues next year in the following departments: English, Latin, History, Art, Psychology, Physics and Religious Studies.

### **Training**

The direct links between departments and SLT continue to allow us to engage directly with the needs of individuals and departments to ensure that money is being spent on key training priorities across the year in support of the School Development Plan. Where appropriate subject and course related training is taking place to strengthen our provision.

Colleagues who are undertaking training through the National Professional Qualification (NPQ) programme are now fully enrolled in their courses and continue to attend monthly seminars. Sheri Watt completed her qualification this term. Teaching staff, this term, were involved in training led by Heidi Pocock, our SEND Coordinator. This centre around adapting your teaching to focus on the needs of students with SEND. Colleagues across the school, both support and teaching staff, will be invited to self-select CPD sessions run by a range of colleagues. This will be part of our Educating Girls INSET Day. These sessions centre around: careers, AI, anxiety and pastoral, monitoring student progress and communicating with parents.

We continue to promote training opportunities to our colleagues on a regular basis. The Assistant Headteacher, Teaching and Learning & Staff Development populates the Staff Briefing Minutes with courses and training that may be interested to colleagues across the school.

## Support Staff Training

We have now embedded support staff CPD in our training plans, which allows us to look across all areas of staff training and determine professional development needs across the whole staff body. We used time allocated on our previous INSET Day to consult with support and teaching staff in relation to our SEF; it is vital that contributions from this important area come from the entire staff body. Colleagues in the support staff team, also continue to use professional development to enhance their practices. For example, two of our support staff have received Health and Safety training in relation to managing equipment in our STEM room. Our Business Manager has undertaken Level 3 First Aid training to support in managing high level first aid incidents. Moreover, our Admission Officer is due to undertake admissions training in July.

Looking ahead, also, support staff colleagues will be involved in our INSET Day in the summer term centred around Girls' Education.

### Staff Training Courses – March 2024 – June 2024

22.03.2024	all day	Jo Broughton	CRE	NPQLTD Day Conference	Saffron Teaching Hub/Teach First
27.03.2024	3 hrs	Jo Stevens	CRE	Articulate reflective practice professional support session	Jayne McConkey - Articulate
27.03.2024	all day	Jo Cross	GEN	NPQH Conference days	Saffron Teaching Hub
27.03.2024	all day	Victoria Goksel	GEN	Spotting the signs - Eating Disorders	BEAT
28.03.2024	1hr 30min	Julie Bennett	LAN	Spotlight on the New Pearson Edexcel GCSE MFL (2024) Paper 4, Writing	Pearson Edexcel
16.04.2024	all day	Alex Hiner	GEN	Careers Leader Training CDI level 6	CDI
23.04.2024	all day	Lena Madle	SUP	DATA H&S Accreditation	DATA
23.04.2024	all day	Peter Nicholls	SUP	DATA H&S Accreditation	DATA
23.04.2024	all day	Mark Rowell	SCI	DATA H&S Accreditation	DATA
01.05.2024	1hr	Emma Hiett	SCI	NPQSL Seminars 1-5	Saffron Teaching Schools Hub / Teach First
07.05.2024	all day	Adam Selby	GEN	AI in Education: Practical Insights and Innovations	Brentwood School
07.05.2024	all day	Martin Jones	GEN	AI in Education: Practical Insights and Innovations	Brentwood School
14.05.2024	1hr 30min	Julie Bennett	LAN	Teaching Goodbye, Lenin! for KS5 German – includes Scheme of Learning resource	British Film Institute
15.05.2024	2 hrs	Aleks Goodier	MAT	Encouraging Girls into Computer Science	National Centre for Computing Education

21.05.2024	3hr 30 min	Graham Lodge	LAN	Using Generative AI to Support Ancient Language Teaching	Reading University Classics Department
21.05.2024	all day	Marion Chumbley	MAT	Leading school attendance improvement summit: Working together to implement change	Education Conferences UK
04.06.2024	all day	Nina Lewis	MAT	Object oriented programming (OOP) in A Level computer science	National Centre for Computing Education
05.06.2024	5 hours	Jo Cross	MAT	PTI Calibration day	PTI
5th, 13th & 14th June 2024	3 day	Charlotte Burnham	GEN	First Aid at Work Level 3 (3 day)	ProTrainings
5th, 13th & 14th June 2024	3 day	Georgie Sales	GEN	First Aid at Work Level 3 (3 day)	ProTrainings
5th, 13th & 14th June 2024	3 day	Sarah Belamy	GEN	First Aid at Work Level 3 (3 day)	ProTrainings
5th, 13th & 14th June 2024	3 day	Melissa Mulgrew	GEN	First Aid at Work Level 3 (3 day)	ProTrainings
17.06.2024	all day	Nina Lewis	MAT	Data structures in A Level computer science	National Centre for Computing Education
17.06.2024	5hrs	Emma Cope	LAN	Mentor Training	University of Cambridge
21.06.2024	3 hrs	Rupert Thompson	HUM	ECT mentor training	Saffron Teaching Hub
22.06.2024	all day	Graham Lodge	LAN	Hands Up Summer Conference	Hands Up
24.06.2024	All Day	Chris Lamberti	CRE	Essex Music Curriculum Conference	Essex Music Hub
25.06.2024	2hr 30min	Clair Maslin	SUP	Admission Training	VWV Plus (eventbrite)
27.06.2024	2hr 30min	Clair Maslin	SUP	Admission Training	VWV Plus (eventbrite)
28.06.2024	all day	Jonathan Harvey	CRE	Heads of Art Summer Conference 2024	Specialist Art Conferences - Mandy Mills