



LYDIATE
LEARNING
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EMPOWER

CPDL Programme 2022/23



The Journey to Outstanding



ASSOCIATED
MERSEYSIDE
PARTNERSHIP
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CHILDWALL
SPORTS &
SCIENCE ACADEMY



DEYES HIGH
SCHOOL

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Introduction

Access to career-long professional development is the mainstay of so many professions and, as educators, such career-long professional development is rooted in our commitment to making a difference to the young people in our schools. Of paramount importance, is our endeavour to improve the life chances of all our students and ensure they become the best version of themselves and experience the best quality education they deserve, thus empowering all learners to become life-long learners.

To ensure our young people experience only the very best at a Lydiate Learning Trust, we must offer them only the very best. We must ensure that we, in our guise as teachers, tutors, supporters, champions and leaders, are committed to a journey of self-improvement and learning ourselves, so that our Continuing Professional Development and Learning (CPDL) really does make that difference.

Our approach to CPDL embodies the LLT culture and ethos, finding ways to address new issues, to do things differently to make continuous improvement. For the academic year 2022-23, a combination of “Morning Meetings” and Monday afternoon sessions will enhance our drive for excellence via our CPDL teams: Subject Leaders; Subject Teams; Collective Teams; and Pastoral Teams.

This brochure contains the detail of the programmes in terms of the rationale and scope for each Team. Each Team’s Rationale is research-rich and carefully interwoven with each Team in turn, so that there is a shared vision and ethos. Key Team Leaders across both Trust Schools have collaborated to create our CPDL programmes with a view to engage, enable and empower all as we journey towards our commitment to being outstanding.

It is so important to think of our careers as a journey on which we embark: developing, embedding, leading and collaborating within LLT and beyond. Our commitment to CPDL extends beyond our in-house CPDL programmes and this brochure details ways in which further career opportunities can be explored. On behalf of all members of the CPDL Team, we hope you enjoy you CPDL journey for the academic year 2022-2023.

Warmest wishes,

Suzanne Pountain
Executive Director Of School Improvement

Our Approach to Pedagogy

- i) Our approach to Teaching and Learning is underpinned by core principles informed by a wide evidence base of proven practice (including ECF and EEF).
- ii) Our Principles of Learning provide a common language that facilitates conversations about Teaching and Learning across LLT.
- iii) We create regular opportunities for teaching staff to see and learn from really great practice.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

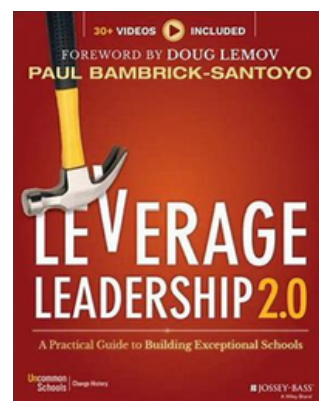
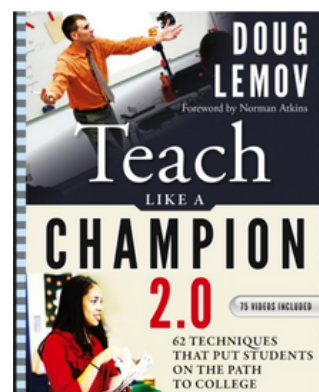
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



Lydiate Learning Trust

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We do this by:

- **Empowering individuals through learning**
- **Fostering a “can-do” attitude that leads to continuous improvement**
- **Producing confident young adults with high levels of perseverance, proficiency and integrity**
- **Encouraging families and our schools to work together to support student learning**
- **Providing a happy, safe, supportive environment where students can learn effectively**
- **Developing the whole child with a comprehensive offer of wider curriculum**
- **Engaging with our students to inspire, contribute and care**
- **Developing leadership at all levels for Students, Staff, Governors and our Communities**
- **Promoting an enterprise culture that creates close working partnerships with business and wider partners**
- **Committing to having honest conversations about our strengths and our opportunities for growth**

CPDL Vision

The Trust is founded on the core belief that every child should be afforded the very best opportunities in life.

We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion.

Strategic Intent for CPDL

- To create a consistent pedagogical approach with a shared meta-language that is recognised and understood across LLT.**
- To promote effective self-evaluation for sustained improvement.**
- To support the development of Collective CPDL, Pastoral CPDL, Subject Leader CPDL and Subject Team CPDL, whilst supporting and growing leaders at all levels.**
- To ensure our approach is underpinned by the ECF and EEF guidance and research to support development and growth.**

Your Career Journey

•Deploying excellent practitioners across the Trust for school to school, support, co-coaching, CPDL planning and design.

•Providing Teacher education and effective mentoring and coaching to guide new entrants into the profession.

COLLABORATING
Cross Trust

DEVELOPING
SCITT, ECF

LEADING
Teaching Teams

EMBEDDING
Enhancing Pedagogy

•Development through facilitating Teacher Education and CPDL, coaching programmes and participating in team work.

•Utilising TLAC and Rosenshine's Principles of Instruction to develop expertise in the classroom.

CPDL Key Dates

September 2022

- 1 Training Day
- 2 Training Day
- 12 Subject Leader CPDL
- 19 Collective CPDL
- 23 INSET Action Research
- 26 Subject Team CPDL

October 2022

- 3 Pastoral Team CPDL
- 10 Subject Leader CPDL
- 17 Collective CPDL
- 31 Subject Team CPDL

November 2022

- 3 LOF S Lever INSET Twilight
- 14 Super Lever CPDL
- 21 Pastoral Team CPDL
- 28 Subject Leader CPDL

December 2022

- 12 Super Lever DDI

January 2023

- 4 INSET Day
- 9 Collective CPDL
- 16 Subject Team CPDL
- 23 Pastoral Team CPDL
- 30 Subject Leader CPDL

February 2023

- 2 Super Lever INSET Twilight
- 6 Super Lever CPDL
- 20 Trust Training Day
- 27 Collective CPDL

March 2023

- 13 Subject Team CPDL
- 20 Pastoral Team CPDL
- 27 Super Lever DDI

April 2023

- 28 Subject Leader CPDL

May 2023

- 8 Collective CPDL
- 22 Subject Team CPDL

June 2023

- 5 Pastoral Team CPDL
- 12 Subject Leader CPDL
- 19 Collective CPDL
- 22 Super Lever INSET Twilight
- 26 Super Lever CPDL

July 2023

- 3 Subject Team CPDL
- 10 Pastoral Team CPDL

Compliance Training

Safeguarding

Everyone working with children whether teaching, non-teaching, volunteers and other staff, will have safeguarding training at induction and this training is refreshed annually to comply with statutory guidance which stipulates that annual updates are necessary. In addition, Safeguarding Training is undertaken as and when required throughout the academic year.

Designated Safeguarding Leads will undertake specific training every two years at a minimum.

There are mechanisms in place, such as safeguarding updates and briefings, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education, 2022.

Furthermore, at least one member of any interview panel will have completed a Safer Recruitment course.

For more information, please refer to your school's annual safeguarding plan.

Health & Safety

In order to provide staff with a clear understanding of Health and Safety regulations within an educational environment, staff will undertake training modules on an annual basis, with appropriate re-visits as and when necessary.

This training will equip staff with the essential knowledge and understanding of the Health and Safety Policy, Fire Evacuations and other relevant Health and Safety Training.

GDPR

Staff will also undertake training in all relevant aspects of GDPR pertaining to their role. This training will be revisited as and when appropriate on an annual and bi-annual basis



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Collective CPDL



Terms of Reference

Purpose:

- To develop a culture of continuous professional development and learning for all teaching staff rooted in the practical operation of day-to-day teaching.
- To provide a consistent and collaborative continuation of the Lydiate Learning Trust CPDL Programme which seeks to ensure outstanding CPDL for all.
- To share best practice and celebrate success.
- To ensure all students irrespective of age, ability or background receive a quality education.

Scope: Members of the Collective CPDL Team will contribute to the wider school improvement agenda; subject specific development and improvement; and personal improvement and learning. Quality first teaching will centre around utilising Rosenshine's Principles of Instruction and TLaC strategies to ensure consistency of excellence in all classrooms.

Membership: All Teachers of all Subjects, all Leaders.

Meeting arrangements: Collective CPDL Teams will convene as referenced in the Academic Calendar.

Reporting: Members will report to Line Managers (Subject Leaders) within the cycle and then, as stipulated by CPDL lead (s) to upload/share best practice via Microsoft Teams/other platforms.

Deliverables: Subject Teachers to contribute to the shared LLT Vision and ethos for Teaching and Learning; achieve bespoke personalised growth objectives related to their CPDL areas of growth; and to ensure subject improvement priorities stipulated by Line Managers are achieved.

Collective CPDL Course Overview

Date	CSSA Session Focus
19.09.22	Introduction: Deliberate Practice and Instructional Coaching
17.10.22	Lesson Observation and Feedback: Highest Leverage Action Steps
09.01.23	Project L: Providing Opportunities for Structured Talk
27.02.23	Lesson Observation and Feedback
08.05.23	Project L: Combining Writing Instruction with Reading in all Subjects
19.06.23	Lesson Observation and Feedback

Collective CPDL Course Overview

Date	DHS Session Focus
19.09.22	Action-Research Communities (1)
17.10.22	Project A: Defining our Collective Ambitious Mindset for the More Able
09.01.23	Project L: Providing Opportunities for Structured Talk
27.02.23	Project A: Accessible Challenge in all Subjects
08.05.23	Project L: Combining Writing Instruction with Reading in all Subjects
19.06.23	Action-Research Communities (4): Preparing to Present Research Outcomes in readiness for Twilight Celebration Event (22.06.23)



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Subject Leader CPDL



Terms of Reference

Purpose:

- To develop a culture of continuous (and collaborative) professional learning for Subject Leaders rooted in the practical operation of leading a subject area.
- To provide an opportunity to engage Subject Leaders with the Lydiate Learning Trust Leadership Programme.
- To utilise forum to share best practice and celebrate success.
- To ensure that the quality of education provided reveals a commitment to our journey to outstanding.

Scope: Members of the Subject Leader CPDL Team will contribute to the wider School Improvement agenda whilst leading subject specific development and improvement as per whole school subject responsibility and department priorities.

Membership: All Leaders of all Subjects, Senior CPDL Lead/s, Senior Leaders/Line Managers

Meeting arrangements: Subject Leaders will convene as referenced in the Academic Calendar.

Reporting: Subject Leaders will report to Line Managers within the cycle; and then (via Microsoft Teams or an otherwise directed platform) upload any relevant required documentation and/or share best practice as referenced by the relevant CPDL Team Leader(s).

Deliverables: Subject Leaders to deliver bespoke personalised leadership objectives pertaining to their own CPDL areas of growth; and to ensure subject improvement priorities, as co-constructed with Line Managers, are achieved. Subject Leaders to deliver on a quality education within their subject area in order to provide an outstanding school experience for all students.

Subject Leader Course Overview

Date	CSSA Session Focus
12.09.22	Data-Driven Instruction: Lesson Observation and Culture
10.10.22	Data-Driven Instruction: Effective QA, Modelling and Deliberate Practice
28.11.22	Data-Driven Instruction: Training and modelling of Expectations for Super Lever DDI Teams
30.01.23	Data-Driven Instruction: Curriculum (Intent, Implementation and Impact)
24.04.23	Data-Driven Instruction: Developing our Teams
12.06.23	Data-Driven Instruction: Reflective Practice - Subject Development Plans (SDPs)

Subject Leader Course Overview

Date	DHS Session Focus
12.09.22	Effective Quality Assurance: Achieving Consistency
10.10.22	Data-Driven Instruction: Planning the Re-Teach
28.11.22	Data-Driven Instruction: Reviewing Books - using DDI to Adapt Planning
30.01.23	Data-Driven Instruction: Post DDI - supporting Subject Teachers to enable all students to meet expectations
24.04.23	Data-Driven Instruction: Embedded Practice Check - Evidence of Impact?
12.06.23	Data-Driven Instruction: Reflective Practice - Subject Development Plans (SDPs)



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Subject Team

CPDL



Terms of Reference

Purpose:

- To develop a culture of continuous professional learning for subject team members rooted in the practicalities of teaching their subject.
- To provide an opportunity to focus on subject specific CPDL which will lead to sustained improvement and growth of that subject.
- To enable subject teams to collaborate on both operational and strategic development of a subject area.
- To utilise this forum to share best practice and celebrate success.

Scope: Members of the Subject Leader CPDL Team will contribute to the wider School Improvement agenda whilst driving subject specific development and improvement as per their subject responsibility as specified in the Teacher Standards. Team work will drive the pursuit of everyday excellence in the classroom.

Membership: Subject Teachers, Subject Leaders of Subject Teams, Senior Line Managers Meeting arrangements: Subject Teams will meet as referenced in the Academic Calendar.

Reporting: Subject Teachers will report to Line Managers.

Deliverables: Subject Teachers and Subject Leaders to deliver on bespoke personalised objectives pertaining to their own CPDL areas of growth; and to ensure subject improvement priorities, as stipulated by Line Managers, are achieved.

Both Subject Teachers and Subject Leaders to deliver on quality first teaching making explicit reference to CPDL priorities in relation to Rosenshine's Principles and TLaC strategies.

Subject Teams Course Overview

Date	CSSA Session Focus
26.09.22	Planning: Subject Development Planning to reflect School-Wide Foci and Highest Leverage Action Steps (HLAS)
31.10.22	DDI Response Planning: Closing the Gaps (to include SEND, PP, MA, Literacy) via the DDI Implementation Model
16.01.23	Impact and Actions via Leader Book Studies: ensuing HLAS for individual members of the Subject Team
13.03.23	Impact of DDI to-date and Next Steps
22.05.23	CPDL Strategy: Implementation and Impact
03.07.23	Review and Reflection: Subject Teams - Impact and Evaluation

Subject Teams Course Overview

Date	DHS Session Focus
26.09.22	Planning: Subject Development Planning to reflect School-Wide Foci and Highest Leverage Action Steps (HLAS)
31.10.22	DDI Response Planning: Closing the Gaps (to include SEND, PP, MA, Literacy) via the DDI Implementation Model
16.01.23	Impact and Actions via Leader Book Studies: ensuing HLAS for individual members of the Subject Team
13.03.23	Impact of DDI to-date and Next Steps
22.05.23	CPDL Strategy: Implementation and Impact
03.07.23	Review and Reflection: Subject Teams - Impact and Evaluation



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Pastoral Team CPDL



Terms of Reference

Purpose:

- To develop a culture of continuous professional learning for Pastoral Leaders, Year Leaders and Form Tutors rooted in the practicalities of day-to-day operational and strategic Pastoral priorities.
- To provide an opportunity to focus on pastoral specific CPDL which will lead to sustained improvement and link to our Trust-wide Project A.

Scope: Members of the Pastoral CPDL Team will contribute to the wider School Improvement Pastoral agenda (to include Project A) whilst leading specific pastoral development and improvement as per their specific pastoral responsibility.

Membership: All Pastoral Leaders, Year Leaders, Form Tutors, Attendance Leads and Senior Leaders (as appropriate).

Meeting arrangements: Pastoral Teams will convene as referenced in the Academic Calendar.

Reporting: Pastoral Teams will report to Line Managers within the cycle.

Deliverables: Pastoral Teams to deliver on objectives relating to whole school Pastoral agenda; and to ensure pastoral improvement priorities, as referenced by Line Managers, are achieved.

Pastoral Teams Course Overview

Date	CSSA Session Focus
03.10.22	School Culture: In-Class Behaviour
21.11.22	School Culture: Praise and Rewards
23.01.23	School Culture: Empowering Routines
20.03.23	School Culture: Student Compliance
05.06.23	School Culture: Empowering Routines
10.07.23	School Culture: Praise and Rewards

Pastoral Teams Course Overview

Date	DHS Session Focus
03.10.22	Culture and Values: Transforming Behaviour via Deliberate Practice
21.11.22	Culture and Values: Creating Positive Behaviours via Praise and Rewards
23.01.23	Culture and Values: Attendance - QA - the role we play as Form Tutors and as Subject Teams
20.03.23	Culture and Values: Safeguarding - Key Themes and Links from KCSIE
05.06.23	Culture and Values: Focus on Students
10.07.23	Culture and Values: Communication with Stakeholders



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Super-Lever Twilights



Super-Lever Twilights

Course Overview

Date	CSSA Session Focus
03.11.22	Lesson Observation and Feedback: utilising HLAS and Deliberate Practice
02.02.23	Lesson Observation and Feedback: Perfecting Plans by Pushing for Precision
22.06.23	Lesson Observation and Feedback: Reflection - Stretching Practice and Adding Layers of Complexity

Super-Lever Twilights

Course Overview

Date	DHS Session Focus
03.11.22	Action-Research Communities (2): Sharing Research and Refining Plans
02.02.23	Action-Research Communities (3): BPLS/Coaching - Feedback to Subject Teams
22.06.23	Action-Research Communities (5): Presentation of Research Findings - Market-Place Celebration



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Further CPDL Opportunities



Lydiate Learning Trust is proud to be a delivery partner for Best Practice Network.

NPQs provide world-class training for all teachers and leaders are currently available for free. They've been designed by teachers and education experts to help you to improve your classroom practice or develop as a leader and they're flexible around your personal and professional responsibilities.

Broaden your classroom expertise with specialist NPQs

- Leading teacher development– learn how to support teachers in your school to expand their skills
- Leading teaching– learn how to lead the teaching and learning of a subject, year group or phase
- Leading behaviour and culture– learn how to create a culture of good behaviour and high expectations in which staff and pupils can thrive
- Leading literacy– learn how to effectively teach and promote literacy across the whole school, year group, key stage or phase

Boost your knowledge and confidence with leadership NPQs

- Senior leadership– develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school
- Headship– develop the knowledge that underpins expert school leadership and apply it to become an outstanding headteacher
- Executive leadership– develop the expertise you need to become an outstanding executive leader, leading change and improvement across your group of schools or multi-academy trust
- Early years leadership– develop expertise in leading high-quality early years education and care, as well as effective staff and organisational management

Please discuss with your Headteacher or line manager if you are interested in any of these opportunities.

Chartered Status



Chartered Teacher Status recognise the knowledge, skills and behaviours of highly accomplished teachers and school leaders focusing on developing and recognising high quality teacher and leadership practice.

Lydiat Learning Trust are delighted to partner with the Chartered College of Teaching to empower our colleagues through this career development opportunity.

Chartered Status is a self-paced pathway, enabling teachers to work towards Chartered Status by successfully completing four units:

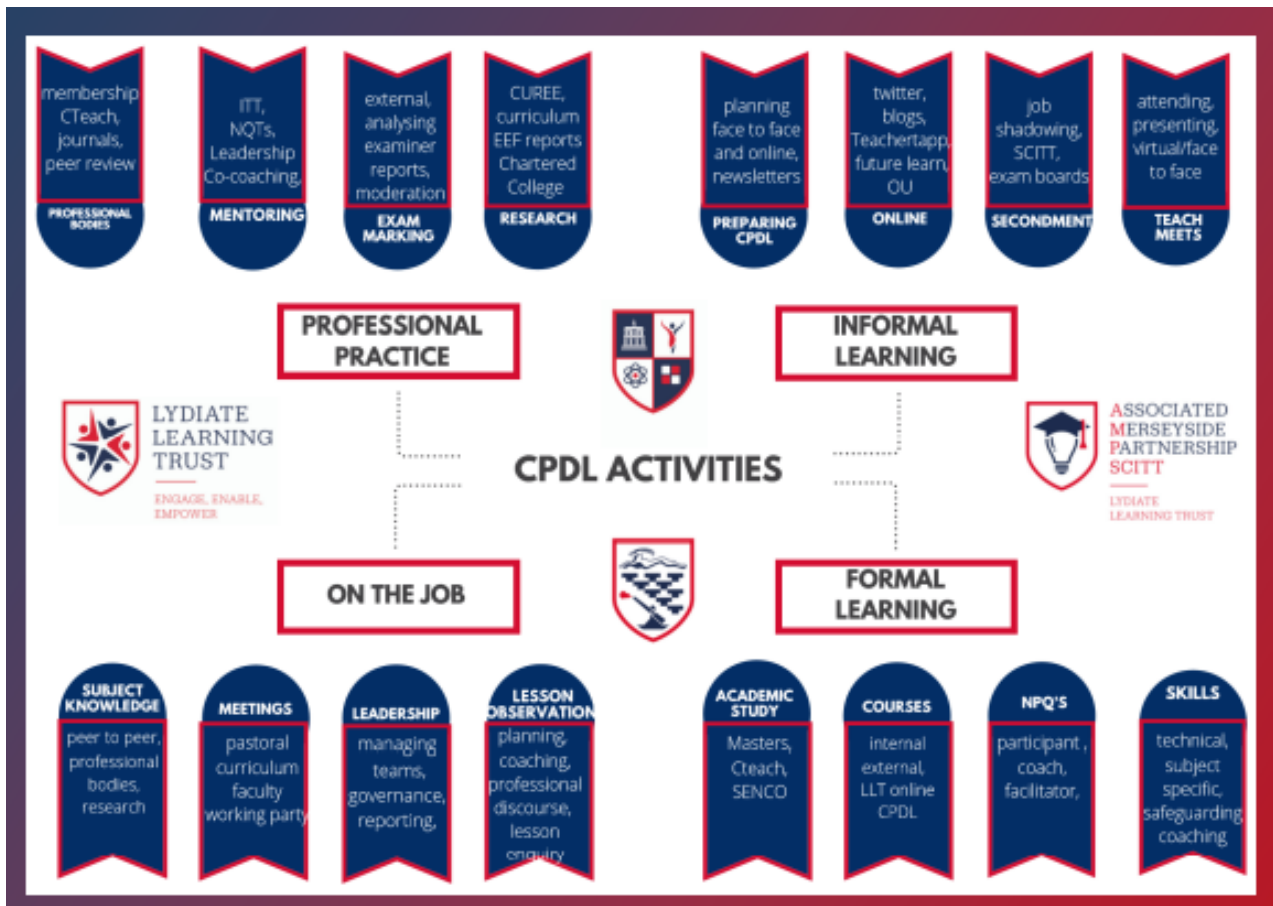
1. Certificate in Evidence-Informed Practice
2. Development of Teaching Practice Award
3. Certificate in Educational Research and Inquiry
4. Professional Knowledge (Examinations) Award

Each unit is certified by the Chartered College of Teaching and will be accessed through an online platform.



If you are interested in Chartered status, please discuss with your Headteacher.

CPDL Map





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