

# Shapinsay Community School

Standards and Quality Report 2020 - 2021  
School Improvement Plan 2021 - 2022



# Shapinsay School Standards and Quality Report

## Introduction

The purpose of this document is to set the work of the school in the context of the national agenda for continuous improvement and through the process of self evaluation to set goals and targets for the future.

## School Context

Shapinsay School is a primary school which serves the island of Shapinsay. The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways.

The school roll in 2020 - 2021 was

Nursery / Preschool: 3 children

P1 - 4: 9 children

P5 - 7: 8 children

Support for learning for pupils in 2020 - 2021 was managed by the Headteacher. Support for Learning was carried out within classes by the class teacher and on an individual or small group basis by the Classroom Auxiliary.

Staff were as follows:

Emma Clements: Headteacher and P1 - 4 Class teacher

Anita Angier: P5 - 7 Class teacher

Leanne Bews: P1 - 4 Class teacher (0.3 days per week) and McCrone cover teacher (0.24)

Sue Brown: Early Years Lead Practitioner (0.6) and Clerical Assistant (0.4)

Laura Wishart: Early Years Practitioner (0.6)

Heather Robertson: Classroom Auxiliary (0.6)

Ian Brown: Janitor

Lynn Procter: Strings instructor

We had 3 hours per week strings tuition in the school which P5, 6 and 7 pupils had access to.

### **Promoting Equality**

The school is aware of its duties under the Race Relations Act, the Disability Act and the Equality Act 2006.

Equality issues are discussed, valued and promoted as a positive feature of the school. Within the school there are no barriers to pupil participation in activities.

All staff are informed about the legal aspects of racial discrimination and ensure that there is no harassment or sexual discrimination.

Equality issues are addressed through Health and Wellbeing lessons and other class activities. Bullying, racism and all other types of discrimination are discussed at assemblies and during class work.

Our children have equal access to sport and the Active School Co-ordinator plays a key role in our developments. There are presently no access problems although this continues to be reviewed on a regular basis.

### **Local Issues**

The School Improvement Plan is influenced by the Local Authority Service Improvement Plan.

### **National Issues**

National events, documents and advice also inform school improvement planning.

Key advice which has influenced our planning includes:

1. A Curriculum for Excellence Parts 1, 2, 3, 4, 5
2. The Journey to Excellence
3. How Good Is Our School 44. How Good Is Our Early Learning and Childcare
5. Getting It Right for Every Child
6. Assessment Is For Learning
7. National Improvement Framework

## Education, Housing and Leisure

### Vision, Values and Aims

#### **Vision**

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).

#### **Values**

This work is underpinned by a set of core values:-

Enjoyment;  
Respect, Responsibility;  
Being Healthy, Being Active, Being Safe;  
Being all we can be;  
And the belief that:  
This is our community,  
We want the very best for everyone.

#### **Aims**

Our schools are expected to prioritise their actions to ensure that, in particular, children and young people: - get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

## **Shapinsay School Values.**

During the 2019-20 and 2020-21 school years, the School Values have been being considered by pupils, parents, staff and other stakeholders. Due to the Covid-19 pandemic these took longer to finalise, but have now been agreed as:

**Safe**  
**Respectful**  
**Hardworking**

### **Our School Aims**

1. To provide a broad and balanced education which is accessible to all pupils.
2. To provide each child with the opportunity to reach his/her full potential.
3. To use a range of appropriate and effective teaching and learning methods.
4. To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens.
5. To promote an ethos of achievement for everyone.
6. To provide a safe, secure and stimulating environment for pupils and staff.
7. All teaching staff will review and evaluate all aspects of school life through continuous self evaluation.

## **School Self Evaluation**

Self-evaluation is essential in enabling us to reflect/review and target next steps for improvement in our school. This process will continue to be an ongoing development and priority for the school. Currently the following evidence have been utilised to evaluate against the quality indicators (taken from How Good Is our School 4 and How Good Is Our Early Learning and Childcare).

- previous scip/SQR/PIPs data/teacher assessments (including formative and diagnostic tests)
- formal/informal discussion with staff, parents and children. This includes using the Self Evaluation form in staff meetings and in assembly and discussion with learners. Self evaluation also takes place termly at Parent Council meetings, and at least once a year with the community.
- formal observations/ discussion of learning with staff and pupils
- co-constructed self-evaluation with the Education Department.
- formal/informal discussions/meetings with partner agencies
- meetings with pupils, staff, parents and the wider community.
- Pupil Council led self evaluation with all children, including the Nursery.

## **Consultation**

### **Pupils**

Staff are in discussion with pupil continuously, both formally and informally, including during Pupil Council, other pupil groups, Assemblies and Circle time.

### **Parents**

Teachers meet with parents informally if children are taken to or collected from school.

Time is always made, whenever possible, for formal consultations with parents if they have immediate concerns/queries.

Consultation also takes place at Parent Council meetings and Parents' evenings.

Regular contact is also made through the Seesaw app and email.

### **Staff**

Staff have informal discussions on a daily basis, during intervals and at the beginning and end of each day.

There are formal meetings, once a week after school, for school development and other professional development opportunities. This also includes additional in depth development /consultation time during the 5 In-service days throughout the year.

### **Other partners**

Feedback from other partners occurs on a formal/informal basis. Through the review of individual children there is professional dialogue on how we can work more effectively as partners to improve the outcomes for the child.

At Shapinsay School we are all committed to helping all children achieve their full potential in partnership with parents/carers and other stakeholders. We will continue to develop the formal and informal feedback from all stakeholders as to how well we are meeting the needs of the children and how we can continue to improve our partnership working in the future.

### Review of 2020/21 School Improvement Priorities:

Target	Progress	Impact	Evidence
<p>To ensure the Health and Wellbeing of all learners and staff.</p>	<p>The school values have now been re-evaluated and agreed. A more rigorous timetable has been in place for those children with support for learning needs. Regular Child's Plans meetings have taken place.</p> <p>All primary pupils and teaching staff have taken part in the Zones of Regulation work. Pupil Council and JRSOs have continued to meet.</p> <p>Loose Parts Play has been developed across the school. Together Time was used to support children with social needs. More opportunities were given for the children to interact following the lockdowns.</p> <p>Play on Pedals and Bikeability work took place this session for all pupils.</p>	<p>School values work is now ready to be worked on during the 2021/22 session, developing understanding of what the values mean and look like. Timetable for SfL has enabled children to make better progress academically and allowed time for those children who need to talk with an adult individually.</p> <p>Children have more understanding of their own emotions following the Zones of Regulation work.</p> <p>Loose Parts play has been very successful, with lots of discussion and co-operation. It is proving a very rich experience for the children. Following lockdown it has allowed the children time to play together.</p> <p>Together Time was successful while it was needed.</p> <p>Children's confidence has increased after play on pedals and bikeability.</p> <p>There has been no dip in attainment despite more time on less structured activities, as we feel they learn different skills in these situations. The adult stepping back has allowed the children to develop negotiation skills.</p>	<p>CPD records Teacher plans Child's Plans Pupil Committee minutes Staff meeting minutes School Values work</p>

<p>To improve the outdoor learning opportunities for the children working at Early Level.</p>	<p>The redevelopment of the front area has been ongoing, and now includes a large sandpit, stage, several playhouses/sheds, blocks, tyres and more.</p> <p>Early years staff have ensured that Literacy and Numeracy are able to be developed using the outdoor space.</p> <p>The outdoor space is now used by all children from Nursery to P7.</p> <p>The polytunnel still needs to be recovered.</p> <p>Loose Parts Play is now outdoors as well as indoors.</p>	<p>There has been a lot more outdoor play because the children want to be outside. The sand is particularly popular. Direct access to the room means that more time can be spent outside.</p> <p>Younger children are developing their letter recognition and number recognition outside.</p> <p>The older primary children are able to use the outdoor learning environments for different purposes such as play, plant identification, creative work etc. We have also used the wider community environment and plan to do more as we are more familiar with Evolve.</p> <p>Some members of staff have also taken part in social studies in the environment CPD, and elements of this will be planned in as appropriate.</p>	<p>Photos Floorbook</p>
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### Successes and achievements

#### Evaluation of Performance

Formative and summative data would suggest that pupils are motivated and eager participants in their learning. Through SNSA data and tracking of progress within and between Curriculum for Excellence levels, ongoing assessments by staff, children and other partners, each child's progress is monitored and tracked throughout the year. We assess all children from P2 - P7 using the New Group Reading Test each session and use a variety of assessment methods throughout the year.

## Assessment (including SNSA results) 2020 - 2021

These results indicate that:

**Reading:** All children have made expected progress with their attainment with some children making good progress and exceeding their expected attainment. Almost all children are attaining the appropriate level for their age, with some exceeding the level expected for their age.

**Writing:** All children have made progress. Almost all children are attaining the appropriate level for their age, with some exceeding the level expected for their age.

**Maths:** Almost all children have made expected progress whilst again some have made good progress and exceeded their expected attainment.

Children who are not attaining appropriately for their age have been previously identified and currently receive additional support either within a class setting or with additional Support for Learning input. Further input/support will be planned for individual pupils where this is needed. Teaching is always differentiated to ensure that children's learning needs are met appropriately.

## Work and life of Shapinsay School

We strive to be the best school we can be so that the pupils in our care are given a positive start to a lifetime of learning. We aim to reflect the four capacities of 'A Curriculum for Excellence' (successful learners, effective contributors, confident individuals, responsible citizens) in all we do and by doing so hope to send well rounded individuals to KGS at the end of their Primary School experience.

We have very active and motivated parents at Shapinsay School and this is clearly shown in the work of the Parent Council. They are a significant support to the school in many ways including fundraising/volunteering to help with various projects and within a consultative role. The Parent Council seeks to encourage all parents to participate in the life of the school and is keen to support the work of the school staff and pupils. The support and commitment of the Parent Council is greatly appreciated by the school.

Other children's activities throughout the year (these have been limited due to the Covid-19 pandemic):

<b>Ongoing</b>	<b>Pupil Council / Junior Road Safety Officers</b>
<b>Bi-Monthly</b>	<b>Visit of the Mobile Library</b>
<b>October</b>	<b>Show racism the red card</b>
<b>November</b>	<b>Children In Need</b>
<b>December</b>	<b>Christmas events</b>
<b>March</b>	<b>Comic Relief</b>
<b>May</b>	<b>Bikeability and Play on Pedals Outdoor Learning days</b>

**Covid-19 pandemic**

Our recovery work following the Covid-19 pandemic is ongoing, with allowing children time for creativity and opportunities to work together. We will also focus on children who have any attainment gap following the pandemic.

## Self Evaluation against the core Quality Indicators from How Good Is Our School 4 and How Good Is Our Early Learning and Childcare 4.

Self evaluation has been carried out with staff, parents and pupils.

### 1.3 Leadership of Change

All staff are involved in leading areas of the curriculum within Shapinsay School. All members of staff have consistently high expectations of the children. All staff are committed to continuous improvement through CPD, attending training and doing research. All of these have had a positive impact on learning. The Nursery is included as part of whole school self evaluation. Parents feel that all staff are involved in leadership and taking responsibility for different areas of learning. They also recognise that the school is connected with the wider community. Parents feel involved with the work of the school, with the SCIP being shared at Parent Council meetings each term along with progress made. Parents are involved with their children's learning through the SEESAW app. In 2020 we started work to evaluate our school values with all stakeholders and the wider community and this has now been completed. The new values are Safe, Respectful and Hardworking.

Next steps: Self evaluation to continue, with this continuing to feed into the School Improvement Plan.

### 2.3 Learning, Teaching and Assessment

The positive ethos of the school is consistently commented on by visitors to the school. The children are happy, engaged and enjoy school. Children's rights are visited through the curriculum. Learning across the school and Nursery is active and children in the primary stages are confident in setting their own Learning Intentions and Success Criteria across the curriculum. Our attainment and achievement results are consistently good, with almost all children making good progress. Children contribute well to community life, through performances and through the Shapinsay Sound each month. Learning is shared with parents through the SeeSaw App. Some moderation opportunities are now taking place across Orkney schools which shows that children are attaining well.

Next steps: Continue to develop moderation across schools.

### 3.1 Improving wellbeing, equality and inclusion

Comments from visitors are consistently positive. The dignity of the children is always considered and children feel safe and respected. This was highlighted by self evaluation work done using the wellbeing indicators. Positive views about different faiths and beliefs are reinforced both through the curriculum and informal discussions. Children are encouraged to form their own opinions while respecting those of others. Issues with individual children are picked up quickly and actioned. Outdoor spaces are used well to promote health and wellbeing across the curriculum. Children, parents and the wider community are involved in

the planning of these spaces. The Pupil Council is working well and children have a voice, and this is enhanced through the development of other pupil committees. Parents feel that children with additional needs are supported well. Children of all ages play together and this working together continues as they move to KGS. The Nursery is included with the rest of the children in the school and transition between Nursery and P1 is straightforward. Whole staff training on additional support needs is helping to support individual children.

Next steps: Continue to develop outdoor learning opportunities, particularly in the wider community. More work to embed values.

### 3.2 Raising attainment and achievement (Primary)

Our attainment and assessment data (underpinned by SNSAs, Reading Assessments, Maths Assessments and other Assessment for Learning techniques to support teacher judgement) shows that children make good progress and this is consistent over time. Children who are not making appropriate progress or attaining the appropriate level for their stage are quickly identified and given appropriate support. The progress of these children is then tracked and almost all children reach the appropriate levels or beyond by the time they leave P7. Our tracking and monitoring system is simple to use. Children are confident and able to take responsibility in a variety of ways. Leavers from KGS that attended Shapinsay School consistently go to positive destinations.

Next steps: Continue to explore ways of tracking children's progress which would be consistent across all Orkney schools.

### 3.2 Securing Children's Progress (Early Learning and Childcare)

Children are very happy in Nursery and all communicate well. All children are happy to try new things. Children's progress is recorded through learning stories and these are shared with parents. Children share in the life of the school and are encouraged to be independent. Parents feel included, and there is an opportunity for informal chat outside each day. The SeeSaw App is used to share learning with families at home, with children helping to choose what they want to share. Tracking of the children's development takes place termly and then influences planning.

Quality Indicator	Grade given through self evaluation
1.3 Leadership of Change.	5 - Very Good
2.3 Learning, Teaching and Assessment	5 - Very Good
3.1 Improving wellbeing, equality and inclusion	5 - Very Good
3.2 Raising attainment and achievement / Securing Children's Progress	5 - Very Good

### **Vision and Leadership**

Each teacher is a leader in his/her own right and each has continued to manage the process of change within a Curriculum for Excellence effectively to improve learning. All staff are involved with the School Improvement Plan and staff have various roles and responsibilities within it. The children have also further become leaders of their own learning through having opportunities to plan what and how they learn and also to begin to set targets for themselves.

### **Capacity for further improvement**

The ethos of the school has continued to remain positive with all stakeholders very eager to continue to develop and improve the learning experiences of the children, ensuring that they are fully supported and challenged. There will be some change in staffing next year, and we will need to ensure that new staff have an induction programme.

# Shapinsay School Improvement Plan 2021 - 2022

Priority: To develop the engineering curriculum across the primary classes.

Data / Evidence which informs this priority: The school has previously focused on other STEM subjects, but has not yet had a focus on engineering. We recognise that there are many career opportunities involving engineering and want to ensure that all children recognise and are prepared for the World of Work.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> <li>What do we want to improve / change?</li> <li>Who is the target group?</li> <li>By how much?</li> <li>By when?</li> </ul>	Interventions <ul style="list-style-type: none"> <li>What are we going to do?</li> <li>How are we going to do it?</li> </ul>	Measures <ul style="list-style-type: none"> <li>How will we measure this?</li> <li>What does "better" look like?</li> <li>How will we recognise "better" when we see it?</li> </ul>	Funding <ul style="list-style-type: none"> <li>PEF?</li> <li>Any other money needs, and where will this come from?</li> <li>Are there any funding opportunities?</li> <li>Is any time needed for this?</li> </ul>	Impact <ul style="list-style-type: none"> <li>What was successful?</li> <li>Ongoing challenges?</li> <li>Future planning and actions?</li> </ul>
Teacher professionalism. Assessment of children's progress. School improvement. Performance information.	1.2 2.2 2.3 3.3	Provide increased opportunities for learning, using and applying engineering skills for P1 - P7.	Explore opportunities for Engineering challenges.	Children are more able to apply problem solving skills to challenges.	Time for staff to research challenges. Resources to take part.	
		Ensure that the engineering curriculum is progressive across the school.	Staff time to plan together. Moderation using benchmarks.	Our curriculum for engineering has a clear progression of skills, including ways in which they can be assessed. All staff are confident in using this.	Staff time to plan and moderate. Explore time to work with Colin Nisbet.	
		Ensure that the curriculum links to the world of work.	Make links with careers and real life engineering.	Children are able to make links to careers using skills.	Time for visits and visitors if allowed.	

Priority: To develop woodworking skills across the Early Level.

Data / Evidence which informs this priority: Children working at the Early Level would benefit from developing physical manipulation skills. Staff have been trained in woodworking and we would like to put this into practice.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> <li>• What do we want to improve / change?</li> <li>• Who is the target group?</li> <li>• By how much?</li> <li>• By when?</li> </ul>	Interventions <ul style="list-style-type: none"> <li>• What are we going to do?</li> <li>• How are we going to do it?</li> </ul>	Measures <ul style="list-style-type: none"> <li>• How will we measure this?</li> <li>• What does "better" look like?</li> <li>• How will we recognise "better" when we see it?</li> </ul>	Funding <ul style="list-style-type: none"> <li>• PEF?</li> <li>• Any other money needs, and where will this come from?</li> <li>• Are there any funding opportunities?</li> <li>• Is any time needed for this?</li> </ul>	Impact <ul style="list-style-type: none"> <li>• What was successful?</li> <li>• Ongoing challenges?</li> <li>• Future planning and actions?</li> </ul>
Teacher professionalis m. Assessment of children's progress. School improvement.	1.2 2.2 2.3 3.3	Children working in Nursery and P1 are more confident with using the workbench and tools. Children are able to develop their own skills in woodworking. Children are able to keep themselves safe while working and can use tools safely. Staff plan opportunities for woodworking, as well as free play.	Introduce the new workbench and tools. Risk benefit assessment with the children. Plan in time for the children to use the tools and different materials.	Evaluate woodworking with the children throughout the session. Take photos and use to create a progression of how the children's skills are developing.	Materials for woodworking. Safety goggles. New tools if needed (such as Japanese saw)	

Priority: To ensure teacher judgement of attainment is consistent with other schools.

Data / Evidence which informs this priority: Across Orkney schools, there is a gap in attainment at Primary 4. While this is not the case in Shapinsay School, we want to ensure that teacher judgements are consistent with other schools, and be able to learn from good practise in other schools.

NIF Key Driver	HGIOS4 HGIOELC QIs	<b>Outcome</b> <ul style="list-style-type: none"> <li>• What do we want to improve / change?</li> <li>• Who is the target group?</li> <li>• By how much?</li> <li>• By when?</li> </ul>	<b>Interventions</b> <ul style="list-style-type: none"> <li>• What are we going to do?</li> <li>• How are we going to do it?</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>• How will we measure this?</li> <li>• What does "better" look like?</li> <li>• How will we recognise "better" when we see it?</li> </ul>	<b>Funding</b> <ul style="list-style-type: none"> <li>• PEF?</li> <li>• Any other money needs, and where will this come from?</li> <li>• Are there any funding opportunities?</li> <li>• Is any time needed for this?</li> </ul>	<b>Impact</b> <ul style="list-style-type: none"> <li>• What was successful?</li> <li>• Ongoing challenges?</li> <li>• Future planning and actions?</li> </ul>
School leadership. Teacher professionalism. Assessment of children's progress. School improvement. Performance information.	1.2 2.2 2.3 2.4 3.2	Teacher judgement of children achieving First Level is consistent with other Orkney schools.	P4 moderation opportunities looking at planning, teaching and assessment.  Continued involvement in the Orkney Learning, Teaching and Assessment Group.  Possible involvement in QAMSO training.	Judgement of what achievement of First Level looks like is consistent and agreed with other Orkney schools.  Achievement of First Level continues to be by the end of P4 for almost all children.	Time for planning and moderation meetings.  Possible use of PEF money for additional resources at First Level if required.  Time for QAMSO training.	

Priority: To be recredited with the Gold Award from Sport Scotland.

Data / Evidence which informs this priority: Shapinsay School achieved the Gold Sports award in 2018. It is now time for this award to be recredited. Following the Covid-19 pandemic, a number of sporting opportunities have not been able to take place. We want to ensure that as many opportunities for sports are available as possible to the children of Shapinsay School, as well as to the wider community.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> <li>• What do we want to improve / change?</li> <li>• Who is the target group?</li> <li>• By how much?</li> <li>• By when?</li> </ul>	Interventions <ul style="list-style-type: none"> <li>• What are we going to do?</li> <li>• How are we going to do it?</li> </ul>	Measures <ul style="list-style-type: none"> <li>• How will we measure this?</li> <li>• What does "better" look like?</li> <li>• How will we recognise "better" when we see it?</li> </ul>	Funding <ul style="list-style-type: none"> <li>• PEF?</li> <li>• Any other money needs, and where will this come from?</li> <li>• Are there any funding opportunities?</li> <li>• Is any time needed for this?</li> </ul>	Impact <ul style="list-style-type: none"> <li>• What was successful?</li> <li>• Ongoing challenges?</li> <li>• Future planning and actions?</li> </ul>
School leadership. Teacher professionalism. Parental engagement. School improvement.	1.2 1.5 2.2 2.3 2.5 2.7 3.1	Ensuring that the PE provision in the school is as good as it can be.	Re-evaluation of PE curriculum with pupils, staff and Active Schools.	Self evaluation with stake holders shows that the PE curriculum is progressive. PE lesson observations.	Time for staff to work with Active Schools. Possible training opportunities.	
		Increased opportunities for sporting clubs.	Introduce clubs with the support of the Community Association and Active Schools.	More clubs are taking place, and are attended.	Possible resources needed for clubs. Time if run by staff from the school.	
		Reaccreditation of Sport Scotland Gold Award.	Set up Sports Committee, including all stakeholders. Sports Committee to lead school through reaccreditation.	Gold Sports Award is achieved.	Time for Sports Committee.	

## SHAPINSAY SCHOOL'S WORKING HOURS AGREEMENT AUGUST 2021-22

### The Agreement

This school agreement has to be adopted by the whole staff. Once signed by the Head Teacher and the School's Trade Union Representative it is submitted to the Joint Secretaries of the Local Negotiating Committee for Teachers.

The agreement covers class contact time, personal preparation and correction time, residual time and CPD time.

### Class Contact Time

All teaching staff have a 22.5 hr contact week, or the FTE if they are not full time.

### Personal Preparation and Correction Time

One third of class contact time is given as an 'entitlement' as stated in the National Agreement. This equates to 7.5 hrs per week.

All personal preparation and correction time is covered by the National Agreement which states:

*'If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line managers of their intentions in this respect.'*

### Residual Time

Residual time is the 35 hr week minus the combined class contact (22.5 hrs) and preparation / correction allowance (7.5 hrs).

Residual time is intended to include a range of activities as outlined in Annex D of the National Agreement. The amount of time available for these activities this year is 5hrs per week or 195 hrs per year. Of this 195 hrs residual time Staff Meetings and Parent/Teacher Meetings are directed times.

<b>Activity</b>	<b>Allocation</b>	<b>Allocation</b> (hours per annum)	<b>On-site</b>
Class contact time	22.5 hours pw		✓ x
Personal time	7.5 hours pw		x
Remaining time (see below)	39 x 5 = 195 hours pa		✓ x
Parents' meetings		15	✓
Report writing		24	x

Staff meetings	34	✓
Development meetings	29	✓
Forward planning	40	x
Staff review	5	✓
Additional CPD time		✓ x
Additional development time eg Working Groups		✓
Additional pupil supervised activities		
• Out of school hours learning		✓
• 'extra-curricular'		✓
Formal assessments		✓
Meetings eg case conferences		✓
Additional personal time (preparation and correction)		x
Trade Union meetings		✓ x
Flexibility	48	✓ x
<b>TOTAL</b>	<b>195</b>	

### CPD

All staff have an annual allocation of 35hrs CPD. This requires to be agreed with their appropriate line manager. The forum for agreeing this CPD plan will be an Annual Review and through Professional Update. To facilitate this review process, and allow for pre-review preparation, 2hrs will be set against each teacher's 35hrs CPD.