



L.E.A.D.
Teaching School Hub
Lincolnshire

Quality Assurance of Professional Development

NPQs/ECF and CPD

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L.E.A.D. Teaching School Hub

POLICY DOCUMENT: Quality Assurance of Professional Development Policy

Introduction

“Effective engagement with high-quality CPD can lead to an increase in pupil attainment, has a strong impact on early career teachers and supports the recruitment and retention of teachers and leaders in our profession.” Cat Scutt, Director of Education and Research at Chartered College of Teaching

L.E.A.D. Teaching School Hub is committed to the highest quality CPD for all settings who wish to engage with its services. Believing firmly in the quote outlined above, L.E.A.D Teaching School Hub and partners are dedicated to a robust and meaningful quality assurance process, with the aim of designing, implementing and sustaining the highest quality CPD.

National professional qualifications (NPQs) are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. A reformed suite of NPQs have been developed in collaboration with the sector and are informed by the best available research and evidence. NPQs are designed to provide training and support for teachers and school leaders at all levels and deliver improved outcomes for young people.

Since September 2021 all schools have had a statutory responsibility to ensure that teachers in their first two years of teaching benefit from being a part of the rigorous requirements of the Early Career Framework (ECF). In essence, the Early Career Framework forms part of a high-quality two-year induction programme for newly qualified teachers. L.E.A.D. Teaching School Hub offers schools engaging with the Early Career Framework a pathway of support and CPD in relation to this.

Professional development is the third strand which L.E.A.D. Teaching School Hub aims to deliver and quality assure. As part of this, the Hub is responsible for programmes accredited by the DfE as well as self-accredited programmes. Both elements will be subject to quality assurance processes.

Overarching Aims:

Through rigorous quality assurance of all NPQ, ECF and CPD programmes, the aims are to ensure that:

- teachers, leaders and support staff are learning as a result of the professional development and that the learning is sustained over time.
- there is a deliberate and intended impact upon pupil outcomes and/or teacher outcomes as a result of the development.
- facilitation and strategies for delivery are enhanced, are of the highest quality and are evidence informed

- the NPQ, ECF or CPD experience is value for money and reflects the time invested
- the climate for learning generates maximum impact upon participants
- expectations from the DFE and lead provider are upheld
- a common language and framework is central to all partners and providers when striving for excellence in all outcomes

Who is providing the Professional Development and will they be subject to Quality Assurance procedures?

L.E.A.D. Teaching School Hub works in collaboration with a range of delivery partners, contributing to the effective construction, design and delivery of professional development. These include:

- **Lead Providers:** These are nationally designated providers for NPQ Programmes and the Early Career Framework. Lead providers have quality assurance processes which will align with the processes outlined within this document. Ofsted will quality assure their work and delivery. L.E.A.D. Teaching School Hub will quality assure the delivery of NPQ and ECF programmes in conjunction with this policy .

Visit the Link to view the Ofsted framework:

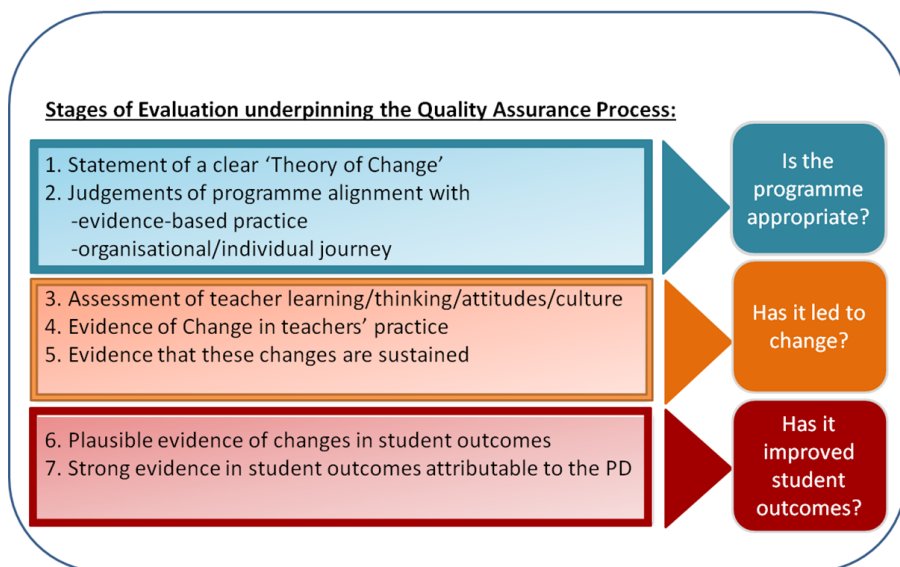
<https://www.gov.uk/government/publications/early-career-framework-and-national-professional-qualification-inspection-framework-and-handbook>

- **Partners:** This range of expertise will be working in collaboration to quality assure provision and facilitate delivery, acting on behalf of the Teaching School Hub.

The Underpinning principles:

'Great teaching is defined as that which leads to improved student progress. We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success.' Professor Rob Coe

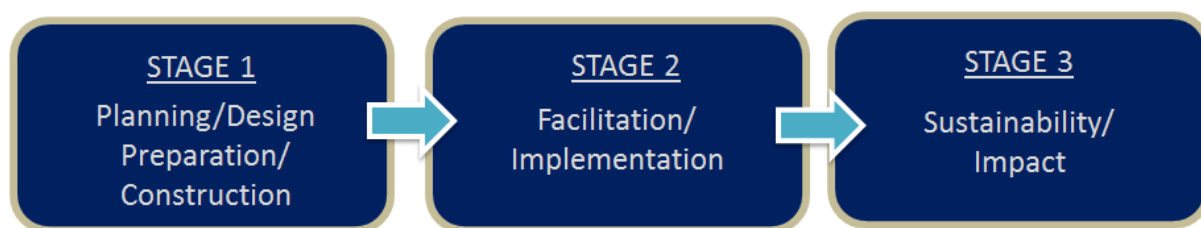
In designing the quality assurance process, this belief, stated by Rob Coe, forms the underlying concept. Therefore, the extent to which a teacher learns as a result of professional development, impacting upon pupil outcomes and future success is at the heart of the quality assurance process. The process outlined by Coe can be seen below and will be referred to within this document.



Source: Professor Rob Coe

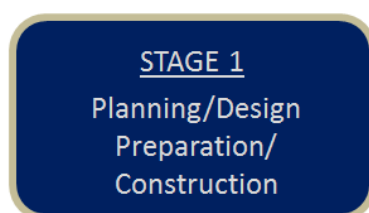
The Three Stages of Quality Assurance

Quality assurance with L.E.A.D. Teaching School Hub consists of three distinct components to the process, in conjunction with Professor Rob Coe's principles. At every stage, the outcomes of the process must be clear and meaningful:



<u>Stages of the Quality Assurance process</u>	<u>Description</u>	<u>Professor Rob Coe's Theory</u>
<div>STAGE 1</div> Planning/Design Preparation/ Construction	The overarching design and construction of the NPQ and ECF materials are subject to a rigorous approval process between the DfE and lead provider. This is then locally adapted and contextualised to meet the needs within Lincolnshire by the Teaching School Hub.	Is the programme appropriate to be delivered? Stages 1 and 2

<div> <div>STAGE 2</div> <div>Facilitation/ Implementation</div> </div>	<p>The delivery and implementation of professional development is crucial in bringing about effective change in the behaviour, learning and the attitudes of teachers, leaders and support staff. This stage is heavily centred around the quality of delivery, the participant support and the on-going learning/connections that are made in relation to the focus area. Feedback mechanisms to measure the learning are also factored into this stage. Between each session, Stage 1 may also be revisited to redesign aspects following the outcomes from each session.</p>	<p>Has it led to change? Stages 3 - 5</p>
<div> <div>STAGE 3</div> <div>Sustainability/ Impact</div> </div>	<p>The true aim of professional development is sustained impact upon the leader, teacher and pupil. This includes a change in behaviour, knowledge, skill, practice and/or attitude to the content and subject matter. This stage measures and outlines the impact beyond the life of the professional development, ECF,NPQ or CPD programme.</p>	<p>Has it improved student outcomes? Stages 6 and 7</p>



Stage One involves the planning and design phase. This is outlined below.

Nationally Written Content: ECF/NPQ

The DfE have approved content in relation to the national programmes- ECF and NPQ. The Teaching School Hub and facilitators are expected to retain fidelity to the content provided. Although the construction and planning of the content is predetermined, the Teaching School Hub is committed to adapting this content to meet the local needs of the participants.

Working in collaboration with the NPQ lead provider, further feedback is shared on the centrally produced materials to further enhance, develop and refine the content for future cohorts.

Local Adaptation

A rigorous needs analysis is conducted by the Teaching School Hub and Research School to identify the most prominent needs which require the implementation of professional

development. This needs analysis will support any local adaptation with regards to the NPQ programmes. Guest speakers and guest facilitators are added to the programmes to equally enhance the quality and meet the needs of local participants e.g. SEND, inclusion. This is mapped across the programmes strategically by the NPQ Committee to ensure that this is relevant and avoids duplication.

The Co-construction of delivery content

Once materials are received from the lead provider, the NPQ/ECF partnership committee work

with teams of facilitators to collectively adapt the materials and content with the aim of meeting the needs of each specific cohort of participants. During this adaptation, fidelity to the NPQ/ECF frameworks and evidence informed content is adhered to throughout. Quality assurance takes place at this point with the breadth of expertise involved in this journey of co-construction. Following this, the materials are stored on a central platform where further quality assurance takes place to ensure that there is fidelity with appropriate levels of enhancement and local adaptation of materials.

Induction/Training of the Facilitator

All facilitators undergo an induction process with the lead provider. This is then supplemented locally with an annual meeting to identify the theory of change, the QA policy and the expectations in relation to the NPQ/ECF programmes themselves, including locally recognised needs and approaches. Facilitators will equally identify strengths in practice when facilitating, having the opportunity to share this with others.

Standardised Slides

Slides are standardised to ensure that participants are exposed to a consistent message which is of the highest quality. This is in relation to the learning platform, progress measures, the values and approaches to the NPQ/ECF programmes. This is quality assured and checked by the NPQ/ECF committee.

Curriculum Overview/Alignment of Programmes

The overall programme delivery plan is mapped for each block within each NPQ. This allows for reflection on and adaptation to sequences of learning, and ensures progression between the specialist and leadership NPQs. The delivery team can also identify where there are links to make between content, and can draw on expertise in the wider facilitator team where necessary. The curriculum overview also provides shared visibility across the teams for identification of local case studies and speakers.

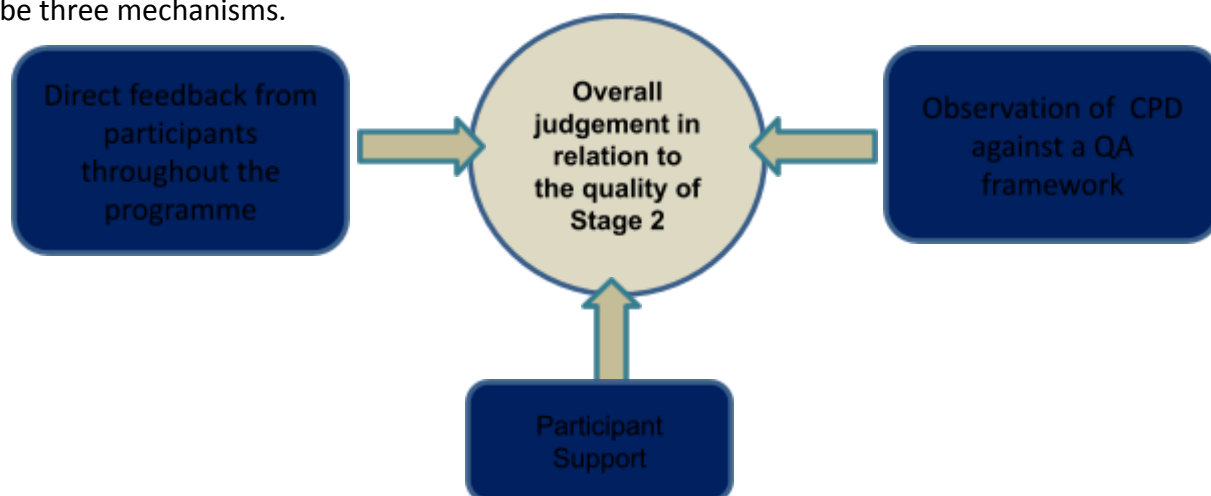
Planning and Design of CPD


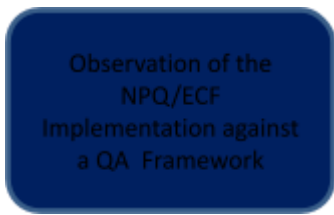
All CPD programmes are rigorously constructed and some of the CPD is sent to the DfE for approval and accreditation. The planning phase uses the same format as the DfE process in relation to robust evidence and expertise underpinning each programme.


STAGE 2 Facilitation/ Implementation

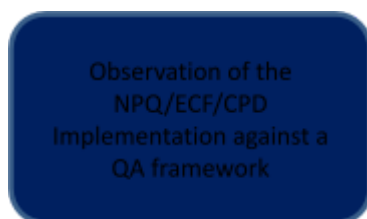
Overarching Process

To ensure that the quality of implementation is sufficient throughout the programme, there will be three mechanisms.



	Summary of each Aspect
	<p>Following each session, feedback from participants will be gained to measure the progress and learning throughout the programme. This is equivalent to formative assessment in a school environment and is shared with the lead provider. This is collated by the lead provider with questions which are pre-determined.</p> <p>This enables the facilitators to act on feedback promptly and adapt future sessions or communicate with participants to maximise the learning journey.</p> <p>Feedback will also be gained at the end of the programme and at the end of each academic year by the DfE, to gain an understanding of the impact of the programme overall. This is equivalent to summative assessment in a school environment.</p>
	<p>Facilitators will have input in relation to this framework so that they are clear about the expectation and the process. All observation of facilitation will be supportive and developmental, with self-reflection and review central to the process.</p> <p>Self and peer reflection against this framework occurs during each session of facilitation. These are recorded on the bottom of the curriculum maps for the leadership programmes.</p> <p>Observations in relation to the quality of NPQ/ECF or CPD delivery will not exceed three hours, having regard to the individual circumstances of the facilitator involved. In most instances this will be no longer than</p>

	an hour. In keeping with the commitment to wellbeing, those being observed will be notified in advance.
	Participants are assigned a link facilitator throughout their journey within the NPQ/ECF programmes. This role is an additional opportunity to check the quality of the programme from the feedback offered by the participant. It equally enhances the quality of the programme by allowing for 'regular check ins' with participants, identifying those who are not engaging successfully and offering additional support. Tracking systems with agreed indicators are in place to fully support this.



In ensuring that facilitation is conducted with the highest quality, a framework is necessary through which to observe to ensure consistency. The diagram below summarises this framework for observation and includes the components identified by the lead provider. As identified, this framework is aimed at providing a backbone to a developmental/ coaching conversation between the observer and facilitator where there is significant opportunity for self-reflection:



L.E.A.D. Teaching School Hub, believes that the following components are necessary as the characteristics for effective learning and improvement when facilitating an input. This has been constructed from a range of QA documents from a range of DfE accredited lead providers.

1. **Facilitator Behaviours:** Situational Interaction/Awareness and control of self
2. **Climate and Environment:** Supportive environments
3. **Learner Engagement:** How well is every learner engaged?
4. **Reflective Practice:** Are participants encouraged to reflect/make connections?
5. **Expert Knowledge and Challenge:** Is knowledge advancing the learners and are they being challenged fully?
6. **Application of the Policy/Impact:** Are the core policies for impact being shared?

Behaviours of the Facilitator

- **Self-awareness**

-*Self-Confidence:* Has presence which ensures that people want to listen.

-*Accurate Self-Assessment:* Actively seeks positive and developmental feedback about their performance.

- **Self-management**

-*Self-Control:* Stays composed and positive in stressful, challenging or emotional situations.

-*Adaptability:* Adapts overall strategy, goals and plans to fit the situation and to cope with unexpected or challenging circumstances. Can manage multiple demands.

- **Social awareness**

-*Empathy:* Uses different viewpoints and perspectives to extend or deepen learning and understanding. Understands the uniqueness of individuals

-*Contextual Awareness:* Challenges the prevailing culture, values, norms and unspoken rules of the group when necessary to generate learning.

▪ **Relationship Management**

-*Group Management*: Balances the diverse learning needs of individuals, ensuring that everyone has appropriate opportunities to make their contributions.

-*Developing Others*: Creates an environment that provides others with opportunities to learn and develop new skills, provides timely and specific feedback on what is done well and opportunities for improvement. Offers encouragement, affirmation and challenge, but does not take over and offer the solution.

Climate/Environment	Learner Engagement
<ul style="list-style-type: none"> Pre-programme information is shared if necessary, to enhance learning on the day ICT equipment is checked and is working sufficiently Safety procedures are shared with participants Catering and expectations are made clear to participants Initial set-up/room layout enhances/enables learning Time management is accurate and enhances learning Management of resources and the medium for delivery is fit for purpose and enhances learning-Whether face to face or virtual, session design employs a variety and appropriate blend of inputs, materials, and activities. 	<ul style="list-style-type: none"> Most participants are engaged in the learning throughout the session The facilitator enables understanding of key concepts through clarity of delivery and sequential presentation of information, thus engaging learners Facilitator checks understanding and manages responses effectively Facilitator actively listens to responses and values input Clarity of roles assigned in group activities Responds to individual needs effectively throughout the session Recognises possible tensions within the group and addresses it Changes pace/activity to increase engagement where necessary
Expert Knowledge and Challenging Learners	Encouraging Reflective Practice/Connections
<ul style="list-style-type: none"> Develops exiting knowledge of participants Demonstrates/imparts expert knowledge which challenges learners Gaps in learner knowledge are addressed Challenges and probes with high expectations of learners with thought provoking questions, initiating and inviting debate Enables candidates to challenge each other safely, engaging in evidence- informed dialogue on professional practice Knows which candidate contributions to build into the learning process Appropriately challenges expectations which are low in aspirations for pupils/other staff, as benchmarked against the national standards (research/data/frameworks/TS Standards.) Uses evidence informed/expert led examples. 	<ul style="list-style-type: none"> Time is created for effective reflection and consolidation of key learning in context Links learning back to the intended outcomes and objectives Supports participants to link the concepts and make connections effectively e.g. between their knowledge and the evidence/prior learning. Grounds concepts in 'contextual examples' and ensures that individuals can link theory and learning to own circumstances Encouragement to evaluate own and group outcomes Signposts to a further reading/support/challenge opportunities
Application of the Policy/Key Components/Learning	
<ul style="list-style-type: none"> Opportunity for participants to deliberately practice skills where appropriate The approach remains rooted in evidence and the key elements of effective learning, explicitly shared with participants Baseline and assessment of the starting point of participants- this may be longer term but needs to be referred to Clarity over the change process and intended impact by the end of the session including gap task It is sequenced so that new knowledge builds on what has been taught before Clarity over the change process and impact upon the wider impact upon pupils (by the end of the programme to include the bigger picture) Fidelity to an approach, curriculum or DfE expectation where appropriate Dual or co-facilitation demonstrates a positive relationship between facilitators and impact upon learners through effective delivery as a team. 	

ECF/NPQ : Framework for Quality Assurance and Observation of Facilitation

<https://drive.google.com/file/d/1VPsSFo9LPFIOWWTIQKXaL1by0pJfOtGB/view?usp=sharing>

Observation Proforma for Quality Assurance of Training Sessions ECF/NPQ

Delivery Partner			
Observer Name and Role			
Date of Session			
Start Time		End Time	
ECPDP or NPQ?			
Dual Observer Name and Role (if applicable)			
Facilitator Name(s)			
Facilitator School (if appropriate)			
Facilitator Status	Choose an item.		
Observation Type	Choose an item.		
Location of Session / Virtual			
Session Title			
Number of Participants Expected			
Number of Participants Present			

Context of the Session
<i>Please detail information regarding the make-up of the attendees. E.g., mixed group, primary phase, SEND, etc.</i>
<i>Please detail subcontractor information, if applicable.</i>

How well prepared is the facilitator for the session?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the facilitator clearly familiar with the structure of the session? • Does the facilitator have the resources they need to effectively deliver the session? • Can the facilitator demonstrate a good understanding of the structure of the delivery model? • Can the facilitator articulate where this session fits in the curriculum?

How is the facilitator creating an effective climate for professional learning?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the set up for the session effective in ensuring a positive welcome? • Are the participants welcomed appropriately? • Does the session start on time? • Does the facilitator model desired behaviours? • Does the facilitator set expectations ensuring trust and mutual respect in the session? • Are positive relationships forged? • If the session is online/virtual, does the facilitator make good use of the technology available? E.g., Polls and breakout rooms.

Does the facilitator apply a robust understanding of the science of learning?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • How does the facilitator establish opportunities for the participants to deliberately practise? • How does the facilitator consider the prior learning of participants? • How does the facilitator support the participants to make effective links between theory and practice? • How does the facilitator support participants to make connections between their knowledge and the wider evidence base?

How does the facilitator demonstrate adaptive teaching? (Flex, fidelity and contextualisation)
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the pitch, pace and register appropriate for the group of participants to support progress and learning? • How does the facilitator support the participants to apply the framework content and knowledge confidently in their own context? • How effective is the facilitator in facilitating dialogue, debate and personal reflection that integrates participant experience, expert challenge and the wider evidence base? • Does the facilitator make any adaptations or contextualisation of the materials to suit the needs of the group whilst ensuring fidelity to the curriculum?

Reflective Conversation with the Facilitator
<i>This section is to be completed by the observer.</i>

Next Steps		
<i>Where there are appropriate next steps or key improvement opportunities they should be detailed in this section.</i>		
Area	Action	Target / Review Date

Establishing the Climate for Observation:

The Teaching School Hub and Partners are committed to ensuring that QA observation sessions are completed in a joint manner between observer and facilitator. This allows for reflective practice and a joint/coaching conversation. This is developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- ensure that this is approached with coaching at the centre, enabling the facilitator to reflect and input jointly into the recorded aspects of strength and development.
- seek to reach agreement in advance on how QA observations are to be carried out (i.e. contract the observation so that the facilitator knows who to expect, when and for what duration)
- evaluate objectively
- report accurately and fairly against the agreed criteria
- respect the confidentiality of the information gained
- Ensure that the facilitators have an understanding of the QA process and that they are familiar with the developmental nature of this alongside the criteria.
- Ensure that both observer and facilitator are aware of the partnership behaviours and values and that these are adhered to rigorously throughout the process. See below:

 L.E.A.D. Teaching School Hub : The 7 Pillars of Partnership <i>Behaviours and Principles</i>	
Commitment	Commitment to the pupils in Lincolnshire and to developing the highest quality provision through professional and leadership development.
Collaboration	Value the work of others, challenging and engaging colleagues in a supportive and professional manner, harnessing and maximising the collective impact upon pupils, teachers and leaders.
Resilience	Determination to reduce obstacles and to overcome challenging, adverse or uncertain circumstances.
Awareness	Knowing ourselves and each other in order to reflect and improve.
Integrity	Acting with honesty, transparency and mutual trust, remaining focused on the interests of pupils in Lincolnshire.
Respect	Fully inclusive and respectful of the rights, views, feelings, beliefs and faiths of pupils, colleagues and partners.
Ambition	Determination to achieve excellence in every aspect of our work, deploying creative, problem-solving approaches.

Contextualise the feedback:

The session is triangulated with participant feedback, the materials and the programme as a whole i.e. this is one session at a specific point in time, on a specific day.

Robust Dialogue/ Healthy Challenge/ Debate:

Ensure that both observer and facilitator have the opportunity to share their thoughts and opinions about the session, this cannot be dominated by one party alone.

e.g.

Observer: How effective was the level of challenge from your viewpoint and what evidence do you have to support that?

Facilitator: "I thought that the level of challenge around the approach to instructional coaching was effective because I received a response and I didn't accept this and just move on. I asked a further question which invited participants to use their experience and evidence to challenge that thought. This sparked a debate which then led to participants deepen their thinking and viewpoint about their use of instructional coaching in their own setting."

Depersonalise Feedback and be Specific:

Make it clear that the participants and their learning were the focus for observation, against the criteria.

e.g. in relation to the QA criteria....

'talk to me about'

'what were your thoughts about the response to...'

'where do you think there was evidence of xxx in the session?' Why? What was the impact?

Be Positive and emphasise strengths against the Criteria:

Draw attention to the successful parts of the lesson. Wherever you can, use the strengths in the session to support feedback in relation to the aspects for development.

Be Positive and emphasise strengths against the Criteria:

Draw attention to the successful parts of the session. Wherever you can, use the strengths in the session to support feedback in relation to the aspects for development.

e.g. It was very effective when you asked participants to rank their ideas because it led to a healthy debate between them and justification of their views/beliefs. Were there any other tasks which also led to this in your opinion?

Make constructive suggestions and clear action points:

Suggest ways for improving the participants learning and focus on the impact of the facilitator in this process. Ideally, the action points will have emerged during the course of the discussion and feedback. The observer is aiming for the facilitator to 'own' these themselves to develop their professional journey.

e.g.

From our discussion, let's look at the criteria and reflect on xxx . Are we both saying XXX as a focus area? What are your thoughts around this aspect? What difference will this make? How will you know that you have included this? What will you do differently? What will you see the participants doing?

Respond sensitively to negative reactions:

Ensure that negative reactions are met with a focus on the values, the purpose and evidence against the criteria. Distinguish between the session and the facilitators by reminding the facilitator that you are not evaluating them as a person; you are evaluating one session, against the criteria and values.

Direct feedback from
participants
throughout the
programme

Feedback will be gathered from participants throughout the programme to monitor the quality of the programme. This will be used to:

- gauge the learning of the participants
- gauge the satisfaction of the participants
- gauge the overall impact of the programme on participants
- identify any gaps and next steps
- analyse the quality of the facilitation and input

A copy of this format can be found in **APPENDIX 2 at the end of the document**

At the end of the programme, a summative feedback form with content devised by the DfE will be shared with participants for completion. This will measure the overall impact of the programme upon the participants.

A copy of this format can be found in **APPENDIX 3 at the end of the document**

Analysis

Each feedback form will be analysed and summarised according to the % identified as 5+ and 6+ in outcomes. This will support reporting to the DfE and governing bodies. Written feedback will also be shared with facilitators and line managers of facilitators to strengthen practice following the input.

Further Evidence for Stage 2

Retention on the programme and participation in the independent learning is tracked continually as part of the ECF and NPQ participant journey. This is then used as further evidence of engagement within stage 2 of the QA document. The planning stage may need to be revisited to plan for future sessions.

The sustainability of programmes and the level of impact is a vital factor in the quality assurance process.

Facilitators will be invited to work with the Teaching School Hub to have an evaluation and debrief session which will analyse the QA documentation collated throughout the lifetime of the project and inform any next steps.

Following a programme, there will be network opportunities and communities established to gain longer term impact in relation to the specific area.

At the end of each programme, participants should be clear about the next steps and the way in which teacher practice and/or pupil impact can be measured. The feedback mechanism for this as a collective group will also be defined clearly by the facilitator.

The Teaching School Hub will seek to collate the impact measures over a more sustained period of time, building case studies against each programme. This will then be captured, presented and published on the Teaching School Hub website as appropriate. This will be captured in a format such as the one below:

What was implemented?	The actions which have been undertaken to generate an impact	Impact in the short term- a few months after the programme	Medium Term impact- 6 months later	Longer term impact- 1 year later
Any published results against a baseline which demonstrate the impact?				

Further Tracking

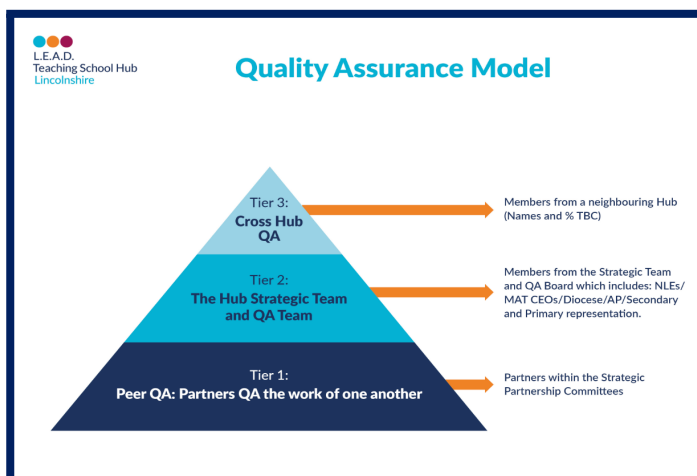
In addition to this, tracking progress against the national programmes can also be undertaken by the Hub e.g. % of participants who have progressed or sustained a leadership position after undertaking an NPQ. There will be the opportunity for the participants to be tracked a year after the completion of the programme to track progression to leadership beyond their current role or progression within the role at a greater level. This is then recorded and an overall measure of impact is identified.

Who is the QA process conducted by and how?

The Quality Assurance Model

The quality assurance model includes 3 distinct layers as identified in the diagram below. This is to ensure that assessment is:

- undertaken by well-trained, suitably experienced assessors
- rigorous and fair
- not insular, biased or privilege certain types of content, provision or providers



The process at every level will ensure that all forms of CPD are evaluated thoroughly with a developmental and supportive approach. The QA process aims to ensure that those involved in the process will:

- carry out the role of quality assurance with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and respect the confidentiality of the information gained;
- report without bias or conflict with the organisation to which they belong;

- align with the Teaching School Hub vision, values and behaviours;

A framework of observation is constructed at the beginning of each academic year to ensure coverage across the programmes and facilitators.

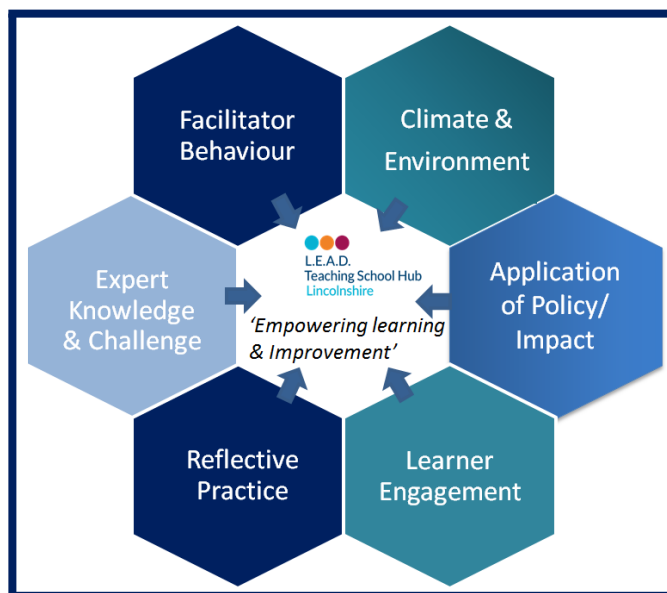
Other Aspects

- Information gathered during the QA process will be used, as appropriate, for a variety of purposes including informing the Teaching School Hub KPIs including strengths and overall aspects for development, in accordance with the Teaching School Hubs unwavering commitment for self-reflection and drive for improvement.
- The Teaching School Hub Director or Deputy Director has a duty to evaluate the standards of facilitation and participant learning and to ensure that proper standards of professional performance are established and maintained.
- Guidance should be provided to schools to support them, in using the outcomes of the process to support the commissioning of high quality CPD. Therefore a summary of each programme and the related impact will be produced at the end of each programme.
- For continuity , QA specialists from Tier 2 can be assigned to specific areas of CPD, ensuring that the progression across the framework can be analysed fully.

APPENDICES 1-3

[Find all Appendices linked here:](#)

APPENDIX 1



NAME OF FACILITATOR:	TITLE OF TRAINING:	DATE:
NUMBER OF DELEGATES PRESENT:	IS THIS IN A SERIES OF SESSIONS /WHICH SECTION:	DURATION:

Self Assessment for the Facilitator: Following the session rag rate the statements on the next page

Observer: During the session, rag rate the criteria on the following page

- 1 RED: Not Present
 - 2 AMBER: Some evidence of this statement
 - 3 GREEN: Evidence of this statement
 - 4 DARK GREEN: Very strong evidence of this statement
- Use this to form the discussion with the observer.

- **Self-awareness**

-*Self-Confidence*: Has presence which ensures that people want to listen.

-*Accurate Self-Assessment*: Actively seeks positive and developmental feedback about their performance.

- **Self-management**

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-*Developing Others*: Creates an environment that provides others with opportunities to learn and develop new skills, provides timely and specific feedback on what is done well and opportunities for improvement. Offers encouragement, affirmation and challenge, but does not take over and offer the solution.

Climate/Environment	Learner Engagement
<ul style="list-style-type: none"> ▪ Pre-programme information is shared if necessary, to enhance learning on the day ▪ ICT equipment is checked and is working sufficiently ▪ Safety procedures are shared with participants ▪ Catering and expectations are made clear to participants ▪ Initial set-up/room layout enhances/enables learning ▪ Time management is accurate and enhances learning ▪ Management of resources and the medium for delivery is fit for purpose and enhances learning-Whether face to face or virtual, session design employs a variety and appropriate blend of inputs, materials, and activities. 	<ul style="list-style-type: none"> ▪ Most participants are engaged in the learning throughout the session ▪ The facilitator enables understanding of key concepts through clarity of delivery and sequential presentation of information, thus engaging learners ▪ Facilitator checks understanding and manages responses effectively ▪ Facilitator actively listens to responses and values input ▪ Clarity of roles assigned in group activities ▪ Responds to individual needs effectively throughout the session ▪ Recognises possible tensions within the group and addresses it ▪ Changes pace/activity to increase engagement where necessary
Expert Knowledge and Challenging Learners	Encouraging Reflective Practice/Connections
<ul style="list-style-type: none"> ▪ Develops exiting knowledge of participants ▪ Demonstrates/imparts expert knowledge which challenges learners ▪ Gaps in learner knowledge are addressed ▪ Challenges and probes with high expectations of learners with thought provoking questions, initiating and inviting debate ▪ Enables candidates to challenge each other safely, engaging in evidence- informed dialogue on professional practice ▪ Knows which candidate contributions to build into the learning process ▪ Appropriately challenges expectations which are low in aspirations for pupils/other staff, as benchmarked against the national standards (research/data/frameworks/TS Standards.) ▪ Uses evidence informed/expert led examples. 	<ul style="list-style-type: none"> ▪ Time is created for effective reflection and consolidation of key learning in context ▪ Links learning back to the intended outcomes and objectives at all times ▪ Supports participants to link the concepts and make connections effectively e.g. between their knowledge and the evidence/prior learning. ▪ Grounds concepts in 'contextual examples' and ensures that individuals can link theory and learning to own circumstances ▪ Encouragement to evaluate own and group outcomes ▪ Signposts to a further reading/support/challenge opportunities

Application of the Policy/Key Components/Learning

- Opportunity for participants to deliberately practice skills where appropriate
- The approach remains rooted in evidence and the key elements of effective learning, explicitly shared with participants
- Baseline and assessment of the starting point of participants- this may be longer term but needs to be referred to
- Clarity over the change process and intended impact by the end of the session including gap task
- It is sequenced so that new knowledge builds on what has been taught before

- Clarity over the change process and impact upon the wider impact upon pupils (by the end of the programme to include the bigger picture)
- Fidelity to an approach, curriculum or DfE expectation where appropriate
- Dual or co-facilitation demonstrates a positive relationship between facilitators and impact upon learners through effective delivery as a team.

Additional notes during the observation if necessary:

Views of learners spoken to

Through discussion, identify the following and complete the grid:

KEY CHARACTERISTICS reflection outcome(s) (Following your RAG rating above please complete the 3 columns below)		
Identify below no more than 3 things you feel you do well in your facilitation of learning against the framework	Identify below no more than 3 areas you will need to improve in your facilitation against the framework	What difference will this make to your overall effectiveness and participant learning?
1	1	
2	2	
3	3	

Any additional comments:

Name of Facilitator and Date:

Observation Proforma for Quality Assurance of Training Sessions ECF/NPQ

Delivery Partner			
Observer Name and Role			
Date of Session			
Start Time		End Time	
ECPDP or NPQ?			
Dual Observer Name and Role (if applicable)			
Facilitator Name(s)			
Facilitator School (if appropriate)			
Facilitator Status	Choose an item.		
Observation Type	Choose an item.		
Location of Session / Virtual			
Session Title			
Number of Participants Expected			
Number of Participants Present			

Context of the Session <i>Please detail information regarding the make-up of the attendees. E.g., mixed group, primary phase, SEND, etc.</i> <i>Please detail subcontractor information, if applicable.</i>

How well prepared is the facilitator for the session?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the facilitator clearly familiar with the structure of the session? • Does the facilitator have the resources they need to effectively deliver the session? • Can the facilitator demonstrate a good understanding of the structure of the delivery model? • Can the facilitator articulate where this session fits in the curriculum?

How is the facilitator creating an effective climate for professional learning?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the set up for the session effective in ensuring a positive welcome? • Are the participants welcomed appropriately? • Does the session start on time? • Does the facilitator model desired behaviours? • Does the facilitator set expectations ensuring trust and mutual respect in the session? • Are positive relationships forged? • If the session is online/virtual, does the facilitator make good use of the technology available? E.g., Polls and breakout rooms.

Does the facilitator apply a robust understanding of the science of learning?
<i>Questions to consider:</i> <ul style="list-style-type: none"> • How does the facilitator establish opportunities for the participants to deliberately practise? • How does the facilitator consider the prior learning of participants? • How does the facilitator support the participants to make effective links between theory and practice? • How does the facilitator support participants to make connections between their knowledge and the wider evidence base?

How does the facilitator demonstrate adaptive teaching? (Flex, fidelity and contextualisation)
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Is the pitch, pace and register appropriate for the group of participants to support progress and learning? • How does the facilitator support the participants to apply the framework content and knowledge confidently in their own context? • How effective is the facilitator in facilitating dialogue, debate and personal reflection that integrates participant experience, expert challenge and the wider evidence base? • Does the facilitator make any adaptations or contextualisation of the materials to suit the needs of the group whilst ensuring fidelity to the curriculum?

Reflective Conversation with the Facilitator
<i>This section is to be completed by the observer.</i>

Next Steps		
<i>Where there are appropriate next steps or key improvement opportunities they should be detailed in this section.</i>		
Area	Action	Target / Review Date

Training, Learning and Development - Feedback Form

To be completed after each the implementation of each session

Name:	
Date:	
Email Address:	
School/ Academy Name:	
Phase of your school Primary, Secondary, Special, AP, Nursery	
Your role: Select one option that best describes your role:	
Qualified Teacher (e.g. classroom teacher, supply teacher, cover teacher)	
Middle leader (e.g. head of department/year, subject, team or phase leader)	
Senior leader (e.g. headteacher, principal or director, deputy or assistant headteacher, or other member of the Senior Leadership Team)	
Learning Support Staff (e.g teaching assistant, 1:1 support assistant)	
Other role (e.g. school business manager) if other please add title of job role here	

Comment on the aspect/s which you are likely to do differently following today?							
1. Please rate the organisation of the training	Poor	Satisfactory		Good	Very Good		
2. Please rate the quality of the facilitation/training on this session	Poor	Satisfactory		Good	Very Good		
3. The training fulfilled the session's learning objectives	Strongly Disagree	Disagree		Agree	Strongly Agree		
4. I feel able to apply what I've learned in this session to my role	Strongly Disagree	Disagree		Agree	Strongly Agree		
Which part of the training did you find most useful and why?:							
5. I felt that there was a good opportunity for <u>collaboration and challenge</u>	Strongly Disagree	Disagree		Agree	Strongly Agree		
	Disagree		Neutral	Agree			
6 Overall, how would you rate your experience of being involved in this programme today?	1	2	3	4	5	6	7

7. Optional Question:

Any overall or further comments which you have not been able to include?

How can we best support you in your learning, within the next session?

DfE Instruction TSH CPD Participant Survey

Introductory note:

- This survey should be sent out at the end of the summer term to all schools where staff have accessed any
- aspect of the TSH's offer. This includes ECF and NPQ delivery, ITT, AB services and additional CPD.
- One member of the senior leadership team from each school that receives the survey should complete it at
- the end of the summer term to cover the full academic year. The survey is designed to be quick to complete.
- During this academic year (2021/22) we are seeking ECF and NPQ information directly from TSH, however
- this may change in years 2 and 3.
- It is up to hubs to choose the appropriate evaluation tool when issuing and collating survey responses.
- Whatever format you choose to use, school leaders should be able to submit their responses anonymously. Please give respondents additional space to develop their answers should they wish.
- For ease of reference for school leader survey participants, please provide brief lines about your TSH offer:

Summative CPD Feedback form

To be completed at the end of the programme

Introduction: Your feedback is vital to the on-going quality assurance of professional development programmes. As a result of your feedback, we conduct a thorough analysis to ensure that the Teaching School Hubs impact can be further strengthened.

Teaching School Hub:	
Name of Programme:	
Dates of the Programme:	
Phase of your school Primary, Secondary, Special, AP, Nursery	
Your role: Select one option that best describes your role:	
Qualified Teacher (e.g. classroom teacher, supply teacher, cover teacher)	
Middle leader (e.g. head of department/year, subject, team or phase leader)	
Senior leader (e.g. headteacher, principal or director, deputy or assistant headteacher, or other member of the Senior Leadership Team)	
Learning Support Staff (e.g. teaching assistant, 1:1 support assistant)	
Other role (e.g. school business manager) if other please add title of job role here	
Why did you choose to attend this programme?	

Standardised CPD participant survey questions - **compulsory**

Part 1 - Engagement information

1. In academic year 2021/22, my school has accessed the following aspects of the TSH offer:

Please check relevant boxes from the table below.

TSH offer	Yes
Early Career Framework	
National Professional Qualifications	
Initial Teacher Training	
Appropriate Body services	
Additional CPD	

2. My school has engaged with the TSH in delivery of programmes and services. Please check the relevant box(es) from the table below:

ITT	Type of activities	
	My school hosts ITT trainees for this TSH's ITT provision	
	My school is a SCITT / part of an ITT partnership and the TSH is one of my partners	
	My school recruits/will recruit early career teachers trained by this TSH	
	My school accesses other ITT services provided by this TSH, e.g. support with ITT recruitment; best practice sharing	
	My school is involved in ITT but not with this TSH	
	My school is not involved in ITT	
	Other	

AB	Type of services	
	ECT registration with TRA	
	Information or support re meeting induction requirements	

Additional CPD	Type of professional development activity	
	Courses/seminars attended in person	
	Online courses/seminars	
	Education conferences where teachers and/or researchers present their research or discuss educational issues	
	Participation in a network of teachers formed specifically for the professional development of teachers by TSH	

	Other	

	Disagree		Neutral	Agree	
1. I have been able to access professional development relevant to my setting's needs and development goals.	1	2	3	4	5
2. I am satisfied with my school's overall experience of working with the teaching school hub this year.	1	2	3	4	5
3. The professional development (including ITT) delivered by the hub has had a positive impact on my school's workforce in the past academic year	1	2	3	4	5
4. The training delivered by the hub has been of a high quality.	1	2	3	4	5
5. The training delivered by the TSH is likely to have had some positive impact on pupil's attainment.	1	2	3	4	5
4. I would recommend this TSH to another school.	1	2	3	4	5
5. I am satisfied with the level and quality of support from the TSH as an Appropriate Body (if relevant).	1	2	3	4	5
6. I am satisfied with the frequency and quality of communication from the TSH as an Appropriate Body (if relevant).	1	2	3	4	5
	Disagree		Neutral	Agree	
1. Overall, how would you rate your experience of being involved with the TS Hub?	1	2	3	4	5

Optional - If you have any other feedback that you have not been able to include anywhere else, please provide it here.