**Planning and Measuring the Impact of Professional Development**

Effective PD is based around these four mechanisms:

* **Building knowledge** (managing cognitive load; revisiting prior learning)
* **Motivating staff** (setting and agreeing on goals; presenting information from a credible source; providing affirmation and reinforcement after progress)
* **Developing teaching techniques** (instruction; social support; modelling; monitoring and feedback; rehearsal)
* **Embedding practice** (providing prompts and clues; prompting action planning; encouraging monitoring; prompting context specific repetition)

*Taken from EEF Effective Professional Development Recommendations.*[*https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)

It is important that school leaders consider how each of these will be addressed for any PD that staff are engaged in.

All professional development should align with the identified needs of the school.

All professional development should consider the time constraints faced by teachers. Professional development should be critically assessed to see how it can fit in with the school routine.

**Planning and Evaluating Professional Development**

Aspect of professional development including evidence for this need:

Potential barriers to improvement in this area and how these are mitigated:

Timescale of professional development:

Anticipated impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Mechanism** | **How the PD will address each mechanism** | | |
| Building knowledge |  | | |
| Motivating staff |  | | |
| Developing teaching techniques |  | | |
| Embedding practice |  | | |
| **Actions** | **Impact of PD including evidence** (to be reviewed termly) | | |
| **Impact on whole school** | **Impact on quality of teaching** | **Impact on children** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| **Future actions/next steps** | | | |
| **Autumn review:** |  | | |
| **Spring review:** |  | | |
| **Summer review:** |  | | |