

Shapinsay Community School

Safe, Healthy, Active, Part of the Community, Inclusive, Nurturing, Successful, Aiming High, YES WE ARE!

Standards and Quality Report 2017 - 2018 and School Improvement Plan 2018 - 2019



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 2017-18 was

Nursery / Preschool: 3 children

P1 - 3: 9 children

P4 - 7: 16 children

Support for learning for pupils in 2017-18 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 - 3 Class teacher

Anita Angier: P4 - 7 Class teacher

Leanne Bews: P1 - 3 Class teacher (1.5 days per week) and McCrone cover teacher (1 day per week)

Sue Brown: Early Years and Childcare worker (0.6) and Clerical Assistant (0.4)

Heather Robertson: Classroom Auxiliary (0.6)

Ian Brown: Janitor

We have 1.25 hours per week strings tuition in the school which P5, 6 and 7 pupils have 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 4
4. 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:

This is our community. We want the best for everyone.

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Our vision embraces many aspirational achievable ambitions. We believe that by working together we will support everyone to develop as **active, healthy** individuals who take **responsibility** for their own learning and **enjoy** learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, **respected** and **safe** by providing a tolerant, understanding and caring environment. We want everyone to do their **very best** in all that they do and we celebrate their successes individually and collectively.

They key aim of the Education, Leisure and Housing is:-

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help young people become:-

Successful learners

Confident individuals

Responsible citizens

Effective contributors

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

Our school Values

Safe

Healthy

Active

Part of the Community

Inclusive

Nurturing

Successful

Aiming High

YES WE ARE!

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 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, 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.

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 CPD 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 2017/18 School Improvement Priorities:

Priority 1: To begin the teaching of Language 3 (Spanish) as part of Languages 1+2

Progress

Spanish was started in the P4 - 7 class in October 2017. Anita Angier has been teaching herself Spanish using CGP and Duolingo. She is going to be doing an Open University course on learning more Spanish and teaching it in Primary school. She has also been on a leading languages course and was seconded to be the Languages Development Officer for OIC. Resources have been explored (for example, Lightbulb Languages and Rachel Hawkes, which are free but assume pedagogy). The Spanish is going well and the class have covered a range of topics and are learning to write in sentences. Language 2 (French) is also going well and we now have CGP resources to complement the rest of the resources used in P4 - 7. It is taught daily in short sessions in P1 - 3, with Nursery children included with singing.

Evidence

Class Planning and Curriculum Overviews.

Pupil Work.

CPD records (Anita Angier)

Development Needs

Staff learning of Spanish

Develop curriculum progression

Priority 2: To improve Health and Wellbeing through sport.

Progress:

The Gold Sports Award has been worked on all year and was submitted in June 2018. New clubs have started, such as netball and mini movers. Club links have been made with Orkney netball, Orkney Youth Development Group, Orkney badminton. The P7 Young Leaders led the Sports Relief week in March 2018. The community have come together with the Shapinsay 2020 vision project to develop the facilities in Shapinsay. Active Schools recognition of Leanne as Volunteer for Orkney Sports Awards, and as volunteer of the month.

Evidence:

Health and Wellbeing Progression

Class planning.

Sports Award

Priority 3: To improve learning in Maths and Numeracy.**Progress**

The Lynda Keith maths course in October 2017 confirmed that our current practice is appropriate. The Number Talks strategies are being used to support the development of mental maths. Moderation of maths took place in February 2018 which confirmed the levels of the children. We have now purchased SHM 6 and 7 which means we now have this scheme in place through the school. The STEAM project on Japan included maths. In Nursery counting rhymes and number songs have been very popular.

Evidence

Class planning

Moderated work

CPD folders

Development needs**Priority 4: To improve learning in science.****Progress**

The SSERC course was attended by Anita Angier and Emma Clements. This allowed time for CPD on the initial course and through further SSERC meets which all staff attended. We have new resources funded through the Edina Trust and the Japan project funds and these have had a positive impact in both classes. Nursery have also taken part in more science based play with potions particularly popular.

Science jotters are now in place in P1 -3 allowing progress to be seen more clearly. The STEAM Japan project allowed for a lot of science learning to be covered.

Evidence

Planning

CPD logs - SSERC

Children's work

Development needs

Continue to develop Science through further SSERC meets.

Successes and achievements

Evaluation of Performance

Formative and summative data would suggest that pupils are motivated and eager participants in their learning.

Through PIPs 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 so also includes children who are currently not accessing Pips assessments in Years 2, 4 & 6. 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.

Pips data is available for P1/3/5/7 for 2017/18. The **Performance Indicators in Primary Schools (PIPS)** Project provides a suite of assessment materials designed to monitor pupil achievement and progress throughout the primary phase.

This allows teachers to identify children that may well be underachieving in spite of relatively good attainment. Similarly it recognises achievements of low attaining pupils. In this way each PIPS test can be used as a stand-alone assessment. As the children are assessed biannually their results are linked together to provide a measure of progress over time. This is called prior value-added and provides a powerful record of individual achievement over time.

Assessment (including PIPs results) 2017 - 2018

These results indicate that:

Reading: Almost all children have made expected progress with their attainment with some children making good progress and exceeding their expected attainment. Most 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 have not made expected progress in their reading 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 through individual education plans (IEPs) for next academic year. 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 AGM was held in September 2017. 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.

Parental skills and interests are also appreciated and utilised within the life of the school e.g. parents have led the after school football training. Parents are always happy to support school initiatives e.g Open afternoons, assemblies, fundraising activities.

The Dragon Days production in March 2018 was an opportunity to showcase the children's musical and acting skills with all staff involved in the work towards the production. It was, as ever, very well supported by the community and received good feedback.

Other children's activities throughout the year:

Ongoing	Pupil Council
Bi-Monthly	Visit of the Mobile Library
August/September/October	Swimming Block (P4 - 7)
September	Tag Rugby Festival (P4-7)
November	Children In Need
December	Christmas Carol Service
March	Sports Relief
April	Bag the Bruck Rugby with peedie schools (P1 - 7)
May	Lagganlia trip (P7) Hoy trip (P4 - 7)
June	Transition Sport (P7)

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. The Pupil Council are now taking a much greater role in self evaluating with all pupils, including the Nursery.

1.3 Leadership of Change

All staff are involved in leading areas of the curriculum within Shapinsay School and with other schools in Orkney (eg French, P4C and Sciences). All members of staff have consistently high expectations of the children. All staff are committed to continuous improvement through CPD. This is evidenced through Languages, Sports, Science and Play on pedals courses amongst others. 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 now more involved with their children's learning through the SEESAW app.

Next steps: Self evaluation with the wider community.

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. Nursery children are becoming more familiar with setting their own targets through the use of video. 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 Logs are now being used from P1 - P7 and these are shared with parents twice a term, along with the Nursery Learning Folders. We have done some moderation within our own school but would like to moderate with other schools more.

Next steps: Increased opportunities for 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. 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.

Next steps: Use of PEF money to support those children who need extra support.

3.2 Raising attainment and achievement (Primary)

Our attainment and assessment data (underpinned by PIPs, 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. Staff have completed CPD looking at early literacy and numeracy and have taken positive action as a result. 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, for example coming in to stay and play sessions.

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. The academic year of 2018 -19 will continue with the same staff, enabling us to build on work already started.

Shapinsay School Improvement Plan 2018-19

Priority:		To ensure progression in Social Studies			
NIF priority: Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver/s School Improvement Assessment of Children's progress Parental Engagement			HGIOS4 QI Increasing creativity and employability 3.3 Curriculum 2.2 Management of resources to promote equity 1.5 Learning, Teaching and Assessment 2.3 Personalised Support 2.4 Raising attainment and achievement 3.2		
Outcomes for learners	<ul style="list-style-type: none"> Increased understanding of their own progress and achievement in Social Studies. Involvement in planning their learning in Social Studies. 		PEF funding allocation (if relevant)		
Identified responsibilities	Resp.	Actions	Time	Evaluation/Evidence expected	Evaluation
	EC / AA / LB /	Use of benchmarks to ensure progression. Moderation of work in Social Studies. Re-evaluate topic cycle to ensure coverage and progression. Lesson observations and feedback. Continue to explore opportunities to find out about the world of work.	Ongoing	Topic Cycle, Es and Os Planning folders Moderated work and next steps. Lesson feedback	
	Learners	Self and peer assessment in Social Studies Involvement in planning LI and SC.	Ongoing	Children's work Children's feedback	
	Nursery	Make links to children's own lives and experiences where these are appropriate, for example through visits.	Ongoing	Photos Planning and evaluations Children's learning stories.	
	Parents/ Carers/ Community	Share progress through SEE SAW app Display information for parents and wider community. Inviting visitors to help with learning.	Ongoing	SeeSaw App Photos	

Priority:		To ensure progression in RME			
NIF priority: Closing the attainment gap between the most and least disadvantaged children NIF Driver/s School Improvement Assessment of Children's progress Parental Engagement			HGIOS4 QI Curriculum 2.2 Management of resources to promote equity 1.5 Learning, Teaching and Assessment 2.3 Personalised Support 2.4 Raising attainment and achievement 3.2		
Outcomes for learners	<ul style="list-style-type: none"> Increased understanding of their own progress and achievement in RME. Involvement in planning their learning in RME. 		PEF funding allocation (if relevant)		
Identified responsibilities	Resp.	Actions	Time	Evaluation/Evidence expected	Evaluation
	EC / AA / LB / HR	Use of benchmarks to ensure progression. Moderation of work in RME Re-evaluate topic cycle to ensure coverage and progression. Lesson observations and feedback. Consult with Rev Julia Meason re RME	Ongoing Term 2 / 3	Topic Cycle, Es and Os Planning folders Moderated work and next steps. Lesson feedback	
	Learners	Self and peer assessment in RME Involvement in planning LI and SC.	Ongoing	Children's work Children's feedback	
	Nursery	Promote sharing and turn taking behaviour through games and play	Ongoing	Photos Planning and evaluations Children's learning stories.	
	Parents/ Carers/ Community	Share progress through SEE SAW app Display information for parents and wider community. Inviting visitors to help with learning.	Ongoing	SeeSaw App Photos	

Priority:		To enhance Literacy at Early, First and Second Level			
NIF priority: Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver/s School Improvement Assessment of Children's progress Parental Engagement			HGIOS4 QI Increasing creativity and employability 3.3 Curriculum 2.2 Management of resources to promote equity 1.5 Learning, Teaching and Assessment 2.3 Personalised Support 2.4 Raising attainment and achievement 3.2		
Outcomes for learners	<ul style="list-style-type: none"> • Increased attainment in Literacy at all stages. • Increased enjoyment in reading for all children. • Increased understanding of their own attainment in Literacy and Numeracy 		PEF funding allocation (if relevant) LK course costs Exploration of further resources to support individuals (eg fine motor resources, Speech and Language resources). One to one time for children with significant needs.		
Identified responsibilities	Resp.	Actions	Time	Evaluation/Evidence expected	Evaluation
	EC / AA / LB / HR	Lynda Keith course – Second Level Literacy (AA) P4C training for all staff (EC) Speech and Language / Fine Motor skills / Dyslexia Support for those who need it. Observations and feedback in Literacy	Ongoing	AA CPD notes Photos P4C training evaluations Individual children learning plans Observation records	
	Learners	Library group to take responsibility for the school library. Self and peer assessment in reading and writing.	From Term 1	Photos Children's work and evaluations	
	Nursery	Create more story sacks and promote their use with children and parents. Special book display in Nursery with props. Audit of all learning areas (including outside), ensuring opportunities for mark making are available.	From Term 2	Photos Nursery audit	
Parents/ Carers/ Community	Shared reading with parents and the community (eg Lunch Club) Increased understanding with parents of literacy at different stages, particularly opportunities for writing in real life.	Ongoing	Displays Photos Parent Council minutes.		

Priority:		To give learners more opportunities for leadership.			
NIF priority: Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver/s School Improvement Assessment of Children's progress Parental Engagement		HGIOS4 QI Increasing creativity and employability 3.3 Learning, Teaching and Assessment 2.3 Raising attainment and achievement 3.2 Leadership of learning 1.2 Leadership of change 1.3 Self evaluation for self improvement 1.1			
Outcomes for learners	<ul style="list-style-type: none"> • Opportunities to take responsibility across the school. • Able to make a difference to our school. 		PEF funding allocation (if relevant)		
Identified responsibilities	Resp.	Actions	Time	Evaluation/Evidence expected	Evaluation
	Pupil Council	<ul style="list-style-type: none"> • Lead Self evaluation with pupils across the school. • Improve games at playtime. • Organise Children in Need and Comic Relief fundraising. • Help to fundraise for other things for school. 		Pupil Council minutes. Feedback from pupils. Fundraising photos, plans and totals raised.	
	Junior Road Safety Officers	<ul style="list-style-type: none"> • Help people keep safe on the roads • Organise competitions • Create and maintain the JRSO board. • Lead some assemblies 		Assembly plans Competitions and winners Photos of board	
	IT Support	<ul style="list-style-type: none"> • Help people with the laptops and other technology • Organise the IT equipment and make sure it is charging • Help to maintain the school website • Help to raise awareness of online safety 		School website Online safety assembly plans Photos	
	Eco Committee	<ul style="list-style-type: none"> • Increased planting around the school. • Create areas for wild flowers to encourage bees. • Improve the area outside the polytunnel. • Make and use bird feeders. • Monitor the bird boxes. • Litter picking. • Encourage recycling (and use money saved from beige bags towards eco projects). • Research school pets. • Create and use a compost system. 		Photos. New areas created. Wildlife monitoring. Money spent on beige bags.	
	Sports Committee	<ul style="list-style-type: none"> • Create a display with the Significant Aspects of Learning (using animals) • Create a display showing sports in Shapinsay. • Invite Orkney club coaches to the school to work with pupils. • Organise a PE cupboard cleaning rota. 		Minutes of meetings Displays Photos	
	Library Group	<ul style="list-style-type: none"> • Help more people to like reading. • Organise World Book Day. • Liaise with Kirkwall library to share events and to borrow books. • Get more books for the library. 		Reading survey World Book Day plan Photos Books.	

2018/19

Summative Assessment
Language 1 + 2 -embed Language 3
Community Involvement

2019/20

English and Literacy
Expressive Arts
Science

2020/21

Health and Wellbeing
Maths and Numeracy

SHAPINSAY SCHOOL'S WORKING HOURS AGREEMENT AUGUST 2018-19

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.

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.

Activity	Allocation	Allocation (hours per annum)	On-site
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
TOTAL	195	

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.