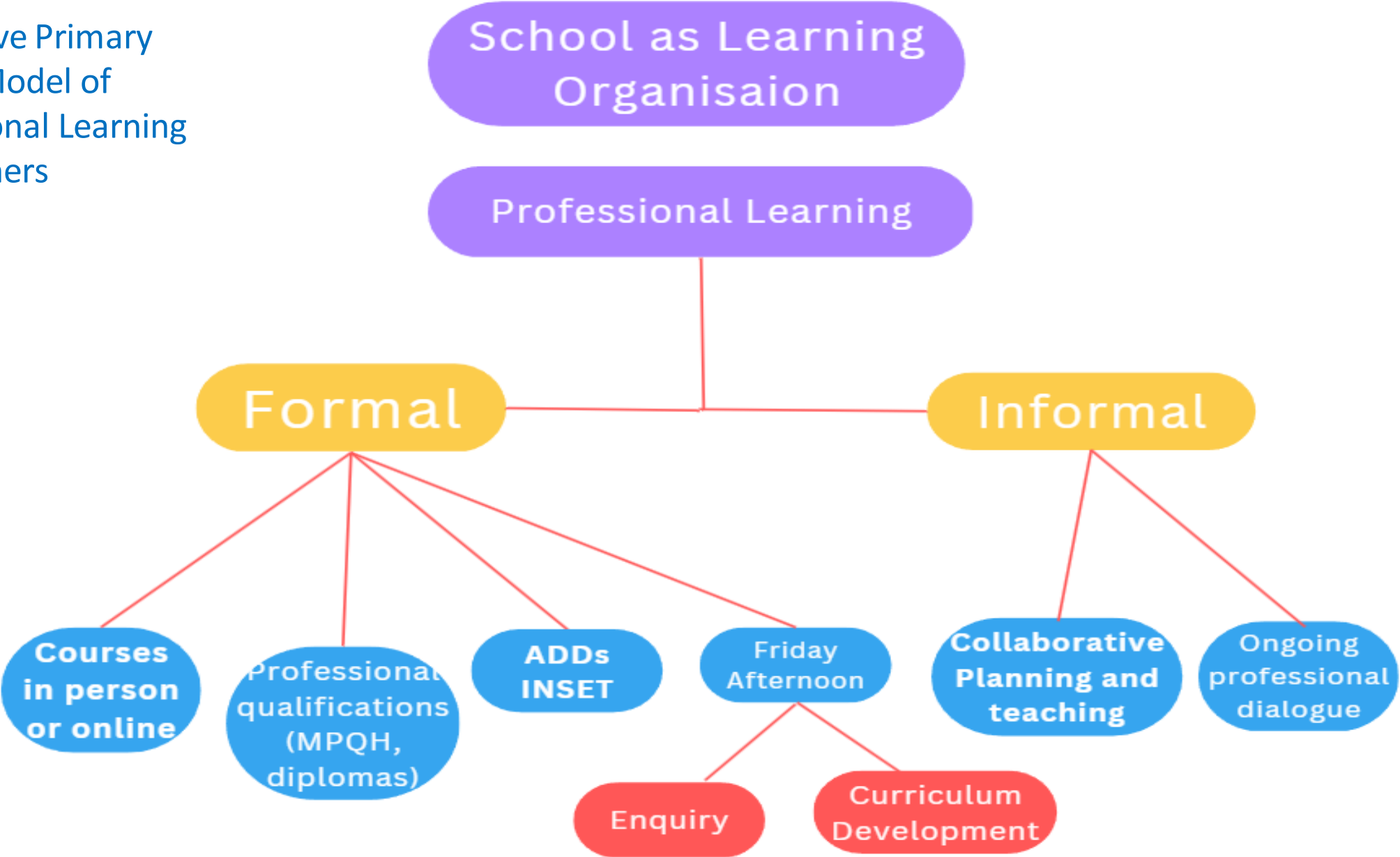


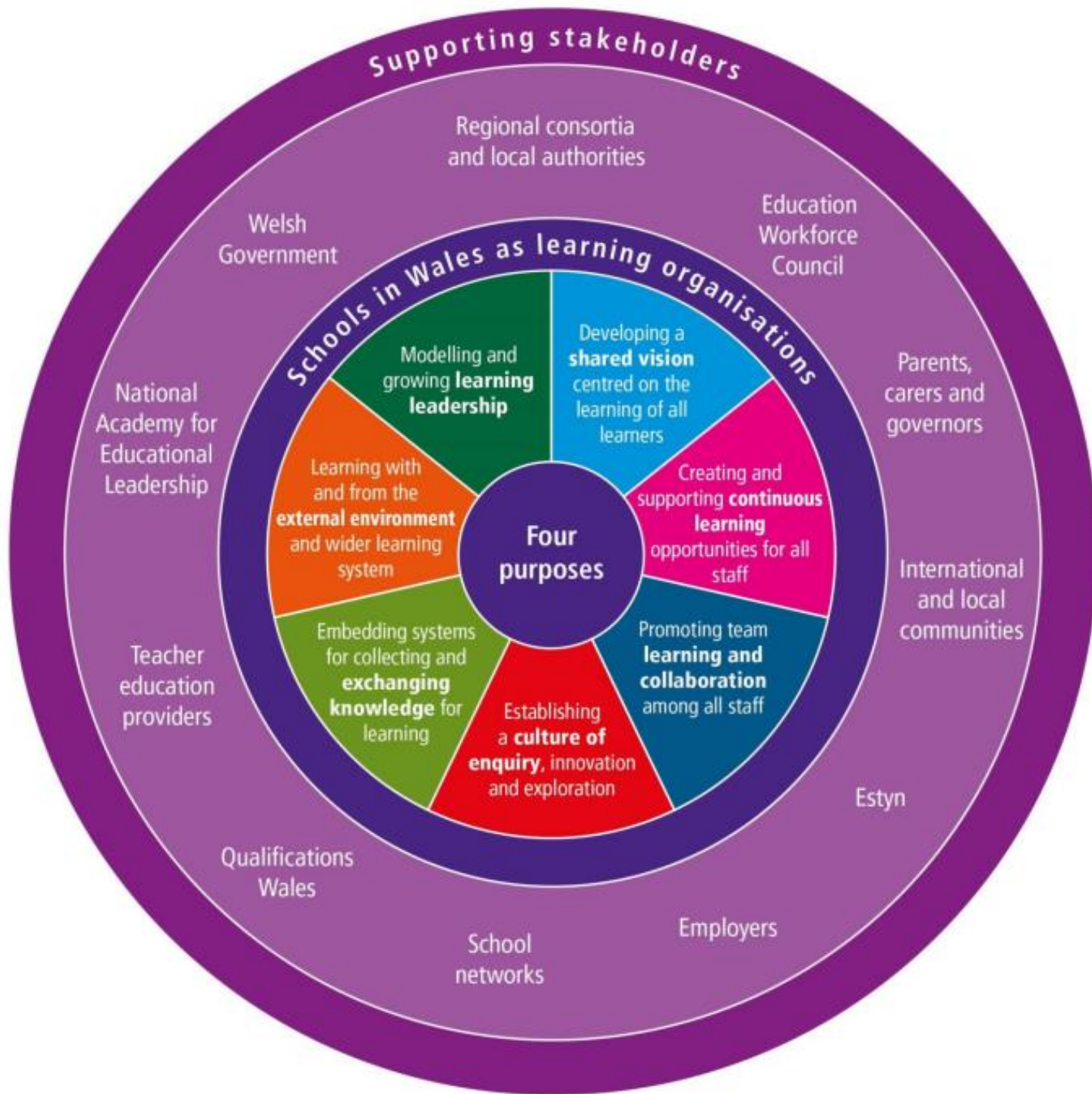
Professional  
Learning at  
Birchgrove  
Primary School

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Birchgrove Primary  
School Model of  
Professional Learning  
for Teachers





Birchgrove Primary School is a 'learning organisation.' The School as a Learning Organisation model was adopted in 2018 and is used to support the professional learning of staff.

F. Learning with and from the external environment and wider learning system

Each year,  
school staff  
anonymously  
complete the  
Schools as  
Learning  
Organisation  
survey.

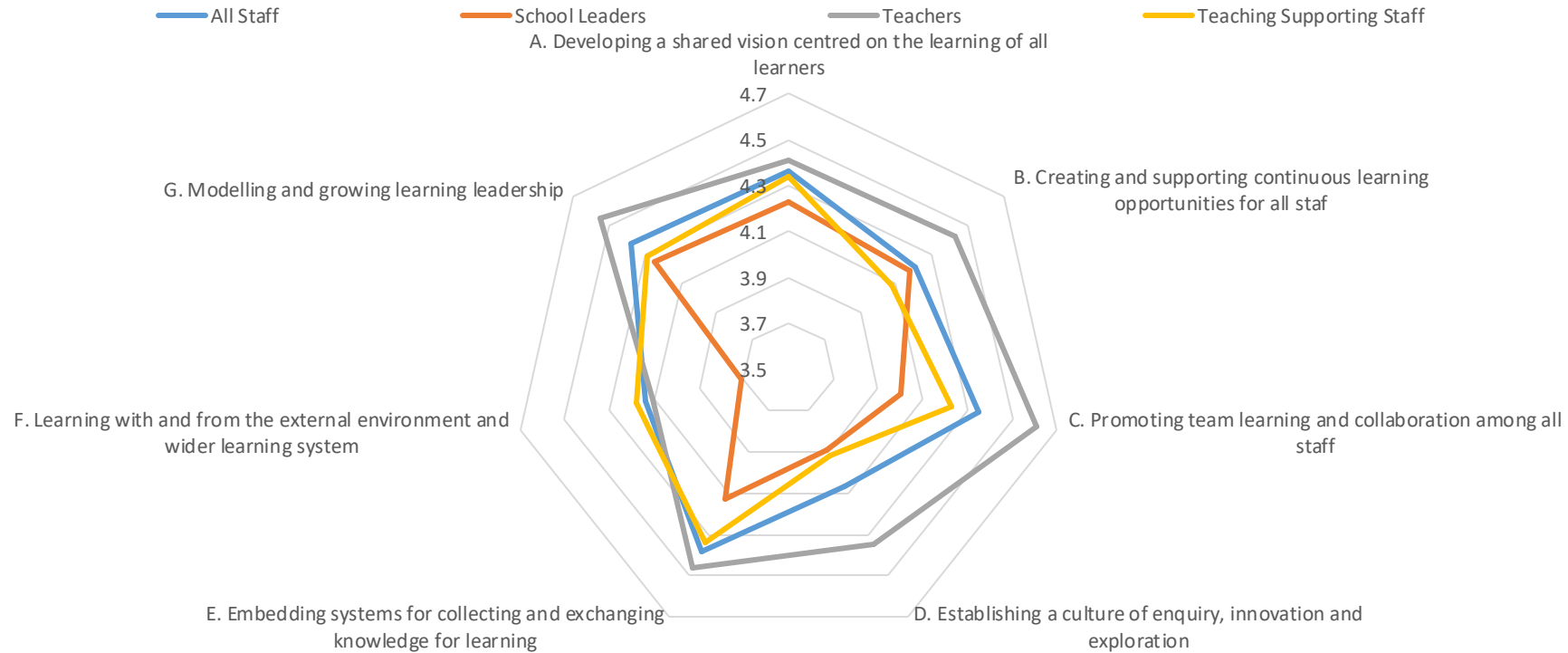
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
F1. In my school, opportunities and threats outside the school are monitored continuously to improve our practice.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F2. In my school, staff collaborate, learn and share knowledge with peers in other schools.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F3. In my school, the school as a whole is involved in school-to-school networks or collaborations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F4. In my school, parents/guardians are partners in the school's organisational and educational processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
F5. In my school, staff actively collaborate with social and health services to better respond to learners' needs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F6. In my school, staff actively collaborate with higher education institutions to deepen staff and learner learning.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F7. In my school, staff actively collaborate with other external partners to deepen staff and learner learning.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# The results of the survey are used to identify strengths and areas for development.



SLO Survey 2018-19





As an effective Learning Organisation,  
professional learning at Birchgrove Primary  
School is based on:



TRUST



MUTUAL  
INTERACTION



COLLABORATION



COMMUNICATION

# The School Vision

The vision is centred on the learning of all learners

The vision is created collaboratively between school staff, parents, governors, pupils and the wider community

The vision is realised every day through the work of the school

## Our Vision



Our vision for Birchgrove Primary School is that, as a Learning Organisation, it becomes a community of excellence where all are entitled and encouraged to :-

Become well rounded, ambitious, capable learners who are ready to learn. Learners who are enterprising, creative contributors, ready to play a full part in life and work.

Achieve their full potential through an inclusive, safe, happy learning environment that recognises that each child is unique and valued.

Be tolerant, respectful and accepting of others, promote sustainable development, are ethically informed and persevere and develop a positive mindset to become resilient lifelong learners.

Participate in a broad, balanced, relevant curriculum through providing a wide range of learning experiences, including independent experiential learning, which focus on the needs of the individual who become digitally competent, preparing children for an ever evolving world.

Continually reflect and evaluate progress within a culture of trust, honesty and openness, so that the quality of teaching and learning within our school, continues to improve.



# Looking Outwards

The school collaborates with parents and carers and the whole community

Opportunities are taken to work with a wide range of organisations, in order to realise the schools' vision

Strong links are made with higher education institutions to develop professional learning of all staff



PARTNERIAETH

SONY



COLLECTIVE LEARNING



Collective Learning  
Dysgu Ar y Cym



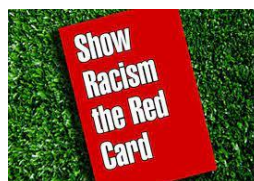
Urdd



UNDERSTANDING YOUR CHILD



OSPRESYS



SOLIHULL APPROACH



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David



Cardiff  
Metropolitan  
University



Academi Genedlaethol ar gyfer  
Arweinyddiaeth Addysgol Cymru  
National Academy for  
Educational Leadership Wales

# Professional Enquiry

The enquiry process is used as a tool for teachers to experiment with and to innovate practice

All teachers carry out their own professional enquiry each year

Enquiry is focused on learner experiences and outcomes

# Enquiry Journey

2018/19 - Enquiry model introduced, Literacy and Numeracy Coordinators as early adopters

2019/20 – All teaching staff generate own/paired/group enquiry question (COVID)

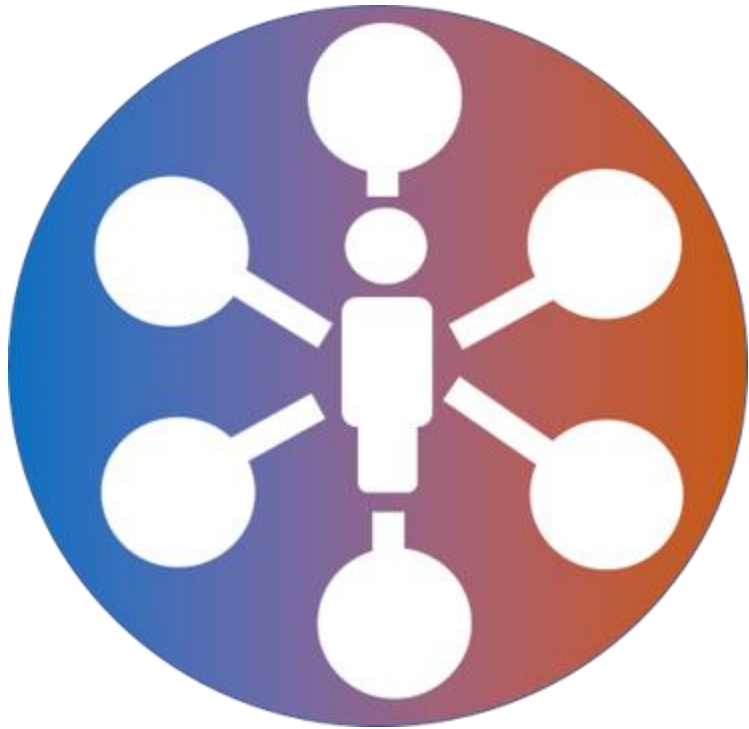
2020/21 - NPEP, shared area of individual/group enquiry, school priority, linked to performance management, Professional Learning Pitstops

2021/22 - As above plus asymmetric week, enquiry area decided by teacher, linked to needs of class/AOLE/SDP

2022/23 - As above plus NPEP lead school



# NPEP – National Professional Enquiry Project



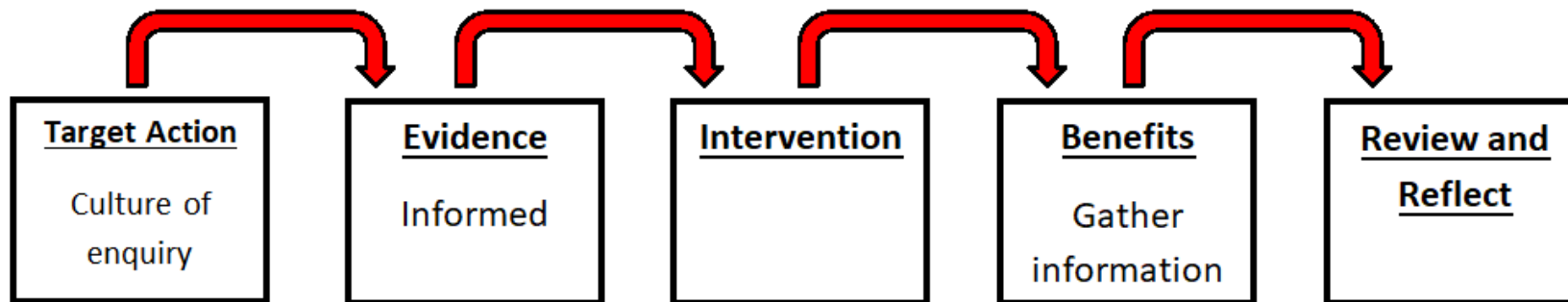
Birchgrove Primary School has taken part in the Welsh Government project since 2020. The project is funded, this means that resources can be purchased for enquiry work. Additionally, professional learning opportunities are provided by universities. Birchgrove is now a lead NPEP school, supporting other schools with their enquiry work.

# Birchgrove Primary School Culture of Enquiry Model



## Developing a Culture of Enquiry

To facilitate and implement a model for school-based enquiry approaches that supports teachers to develop a specific area of improvement.





## Birchgrove Primary School Developing a Culture of Enquiry



To facilitate and implement a model for school-based enquiry approaches that supports teachers to develop a specific area of improvement.

Target/Action		
Evidence	Intervention	Benefits
Review and Reflect		

Teachers use the school's enquiry template throughout the enquiry process. This is then shared with staff through professional learning sessions and then stored, for future reference, in a digital professional learning library.

# 2022-23 Enquiry Questions

Does increased parental engagement affect children's attitudes to learning?

'What impact does the 'Think Equal', social and emotional learning programme, have at Birchgrove?

What impact will STAR (Interactive Read Aloud) have on developing the pupils' understanding of values?

How does the teaching of Design Thinking help children in Year 3 develop the attributes of 'Enterprising, Creative Contributors'?

How effective is professional learning at Birchgrove Primary School in achieving its objectives?

To what extent does a less-punitive approach to behaviour management support pupils' well-being in Year 5?

To what extent does teaching in smaller groups using a rotational system (of independent, semi-independent and teacher led sessions) prepare Year 6 learners to take responsibility for their own learning in preparation for Year 7?

# Professional Learning Sessions are focused on the school priorities – 2022-23 Friday afternoons

<b>Autumn</b>	Learning Environment audit <b>SDP 2/4</b>	Enquiry Launch <b>SDP 5</b>	Collaborative session Pupil Voice and Deepening understanding of progression in C4W <b>SDP 1</b>	Enquiry <b>SDP 5</b>	Progressional Profession Discussion Design Thinking <b>SDP 1</b>	Progression in RVE <b>SDP 1</b>	Enquiry <b>SDP 5</b>
<b>Spring</b>	Progression in LLC & Numeracy presentation and discussion with staff/Pupil Progress <b>SDP 1</b>	PLP -Trust teams for trauma informed practice work <b>SDP 2/4</b>	Enquiry <b>SDP 5</b>	Maths and Numeracy training on WM2 Algebra <b>SDP 1</b>	Enquiry <b>SDP 5</b>	Maths and Numeracy target update/Action Plan updates <b>SDP 1</b>	
<b>Summer</b>	Enquiry <b>SDP 5</b>	Reporting to parents within the AoLEs <b>SDP 1</b>	Enquiry <b>SDP 5</b>	Positive Relationships Policy / Paul Dix research conversation <b>SDP 2/4</b>	Enquiry Rounding off and completing reports <b>SDP 5</b>	Positive Behaviour Refining ways forward <b>SDP 2/4</b>	

## AUTUMN TERM – MONDAY PROFESSIONAL LEARNING SESSIONS

1	AoLE Action Planning Evaluation of previous year and forward planning <b>1</b>	Training on circular Economy Paper waste target <b>3</b>	RSE Annual Map for provision and learning experiences <b>1</b>	Science and Technology Design Thinking Training <b>1</b>	ASD Accreditation <b>2/4</b>		
2	Exploring performance management targets <b>1</b>	Parents Eve	RVE <b>1</b>	Anxiety in the classroom (CAMHS) <b>2/4</b>	Refine Staff Wellbeing policy Whole School charter for Trauma Informed Approach <b>2/4</b>	Peer and self work scrutiny <b>1</b>	Reflection on AoLE action plans and update milestones <b>1</b>

## SPRING TERM – MONDAY PROFESSIONAL LEARNING SESSIONS

1	Update Progression for writing criteria <b>1</b>	Update Progression for writing criteria <b>1</b>	Peer work scrutiny <b>1</b>	RVE Planning and Progression <b>1</b>	Performance management mid year review
2	Maths and Numeracy WM2 – Algebra staff training <b>1</b>	Parents evening <b>5</b>	Self work scrutiny <b>1</b>	Maths and Numeracy Target setting launch <b>1</b>	

## SUMMER TERM- MONDAY PROFESSIONAL LEARNING SESSIONS

1	Science and Technology feedback (design thinking) PL Pit Stop Trust Teams <b>1</b>		BH	BH	Positive behaviour policy development professional discussion <b>2/4</b>	Surgery session for report writing using new format <b>1</b>
2	Language, Literacy and Communication feedback on progression in writing <b>1</b>		SLO Survey Enrichment Friday discussion and planning <b>2/4</b>	Enquiry findings to be shared <b>5</b>	Maths and Numeracy monitoring feedback (algebra) Performance management review <b>1</b>	Self and peer work scrutiny <b>1</b>

# INSET DAYS 2022-23

INSET 1	INSET 2	INSET 3	INSET 4	INSET 5
<p>Curriculum Day AoLE Leaders</p> <p>Setting expectations I Wonder</p> <p><b>SDP 1</b></p>	<p>Well-being Focus Trauma Informed Schools ASD training for TAs</p> <p><b>SDP 2/4</b></p>	<p>Expressive Arts Creative Movement</p> <p>TAs – Trauma Informed Charter</p> <p>Creativity in the curriculum</p> <p><b>SDP 1,2,4</b></p>	<p>Cluster AM- Health and Well-being (poverty proofing)</p> <p>PM- AoLE networking</p> <p><b>SDP 1,2,4</b></p>	<p>Curriculum for Wales advancing planning to focus on deep learning</p> <p>TAs – First Aid</p> <p>Climate change education (Tom Basher)</p> <p><b>SDP 5</b></p>