

OAKTREE PRIMARY SCHOOL

An Athena Education School

INTERNAL CPDL POLICY

Continuing Professional Development and Learning

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1. Policy Statement

Oaktree Primary School, as part of Athena Education, believes that the quality of education depends on the quality of its staff, and that great teaching is learned and continually refined. We are committed to high-quality, sustained continuing professional development and learning (CPDL) for everyone who works at the School, so that staff keep growing and pupils benefit from the best possible teaching and support.

This policy sets out the School's internal CPDL offer, including its protected weekly structure of whole-school CPD, department CPD and PPA time, and how professional learning is planned, delivered and evaluated. It reflects the expectations of the KHDA, the UAE's professional standards for teachers, and the standards of Athena Education.

2. Purpose and Aims

Through this policy, the School aims to:

- Provide every member of staff with high-quality, relevant professional development;
- Improve the quality of teaching, learning and support, and so outcomes for pupils;
- Protect dedicated time each week for professional learning and collaboration;
- Align CPDL with the School's improvement priorities and individual appraisal goals;
- Develop expertise, leadership and career progression at every level;
- Build a collaborative, reflective professional culture;
- Evaluate the impact of CPDL on practice and on pupils' learning.

3. Scope

This policy applies to all members of staff — teachers, leaders, Teaching Assistants (TAs), Individual Learning Support Assistants (ILSAs) and support staff — and to all internal professional development, including the weekly CPDL programme, induction, coaching and collaborative learning. It complements wider professional development accessed externally or through Athena Education.

4. What is CPDL?

CPDL stands for Continuing Professional Development and Learning. The term reflects our belief that professional growth is not a one-off event but an ongoing process of learning, practising, reflecting and improving. CPDL at Oaktree Primary School includes structured training, collaborative work within teams, coaching and mentoring, time to plan and assess, and individual professional study — all focused on improving practice and outcomes for pupils.

5. Principles

The School's approach to CPDL is guided by the following principles:

- Entitlement — all staff are entitled to high-quality professional development;
- Sustained — learning is ongoing and revisited, not a single one-off session;
- Evidence-informed — CPDL draws on the best available evidence about effective practice;

- Aligned — connected to school improvement priorities and individual appraisal goals;
- Collaborative — staff learn together, sharing and refining practice;
- Impact-focused — success is judged by its effect on teaching and pupils' learning;
- Inclusive — relevant and accessible to all staff, including TAs and ILSAs.

6. Roles and Responsibilities

Role	Responsibility
Principal	Champions a strong professional learning culture and ensures CPDL is prioritised and resourced.
CPDL Lead	Plans, coordinates and quality-assures the CPDL programme, and evaluates its impact.
Vice Principal / SLT	Ensure CPDL aligns with improvement priorities and lead whole-school professional learning.
Department / Subject Leaders	Lead department CPD, developing subject knowledge, pedagogy and collaborative planning.
Head of Inclusion	Ensures CPDL develops inclusive practice and supports TAs and ILSAs.
All Staff	Engage actively in CPDL, apply their learning, reflect on impact, and contribute to others' development.

7. The Weekly CPDL Structure

The School protects dedicated time each week for professional learning and collaboration. The weekly structure comprises three protected hours:

Our protected weekly CPDL time

- One hour of whole-school CPD;
- One hour of department CPD;
- One hour of PPA (Planning, Preparation and Assessment).

This protected time ensures that professional development, collaborative working and high-quality planning are a consistent, valued part of every week, rather than being squeezed out by other demands. Appendix A summarises the structure.

8. Whole-School CPD

One hour each week is dedicated to whole-school CPD, led by the senior leadership team and the CPDL Lead. This time focuses on the School's shared priorities — such as effective pedagogy, teaching and learning strategies, assessment, inclusion, wellbeing, and statutory and safeguarding updates — building a consistent, shared language and approach across the School. Sessions are evidence-informed and, wherever possible, revisited over time so that learning is embedded rather than one-off.

9. Department CPD

One hour each week is dedicated to department CPD, led by department and subject leaders. This time is used to deepen subject knowledge and subject-specific pedagogy, to develop and refine the curriculum, to moderate pupils' work, and to plan collaboratively within teams. Department CPD ensures that whole-school priorities are translated into strong, subject-specific practice.

10. PPA — Planning, Preparation and Assessment

One hour each week is protected for PPA — Planning, Preparation and Assessment. This is dedicated time for teachers to plan high-quality lessons, prepare resources, and assess and respond to pupils' work. PPA is often used collaboratively within year-group or subject teams, so that planning is shared, consistent and informed by assessment, reducing workload while raising quality.

11. Induction and Early Career Development

New staff receive a thorough induction to the School's vision, values, policies and ways of working, and are supported to settle quickly and effectively. Teachers in the early stages of their careers, and staff new to a role, receive additional mentoring and development. The School supports staff in meeting the UAE's professional standards and licensure requirements where applicable.

12. Coaching, Mentoring and Collaborative Learning

Alongside the weekly structure, the School develops practice through coaching, mentoring and collaborative learning — including peer observation, the sharing of effective practice, joint planning, and approaches such as instructional coaching and lesson study. These supportive, non-judgemental approaches help staff to refine specific aspects of their practice and to learn from one another.

13. CPDL, Appraisal and Wider Professional Learning

CPDL is closely linked to the School's appraisal and performance management arrangements: professional development supports staff to meet their appraisal goals and the School's priorities. Beyond the internal programme, staff also access wider professional learning — external courses, qualifications, conferences, networks and the shared expertise and CPD of Athena Education — and are encouraged to bring their learning back to share with colleagues.

14. Professional Portfolios (CPDL and PDP)

Every teacher creates and maintains two complementary professional portfolios that together document their growth and plan their next steps:

- A CPDL Portfolio, which records professional learning over time — the development undertaken (whole-school, department, coaching and external), the key learning gained, supporting evidence, and reflection on the impact on practice and on pupils. It builds a cumulative picture of professional growth and supports appraisal, licensure and career progression;

- A PDP (Professional Development Plan) Portfolio, a forward-looking plan setting out professional development goals — linked to appraisal targets and the School's priorities — with the actions and CPDL planned to achieve them, timescales, and a record of progress.

Together, the PDP sets the direction while the CPDL Portfolio captures the journey and its impact. Both are owned by the teacher and reviewed with their appraiser through the appraisal cycle. Templates to support these portfolios are provided in Appendix B (CPDL record and reflection) and Appendix C (PDP).

15. Evaluating the Impact of CPDL

The School evaluates the impact of CPDL on professional practice and, ultimately, on pupils' learning — rather than simply recording participation. Evaluation draws on evidence such as changes in classroom practice, the quality of pupils' work and outcomes, staff reflection (see Appendix B), and feedback. What is learned is used to shape future CPDL so that it remains relevant and effective.

16. Monitoring and Review

The CPDL Lead, supported by the senior leadership team, monitors the quality, reach and impact of the CPDL programme and reports to the Principal. This policy is reviewed at least annually, or sooner in response to changes in school priorities, KHDA requirements, the standards of Athena Education, or learning from practice.

17. Related Policies and Documents

This policy should be read in conjunction with the following School policies and documents:

- Appraisal / Performance Management Policy
- Teaching, Learning and Assessment Policy
- Curriculum Design, Adaptation and Modification Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School Leader Succession Policy
- School Development / Improvement Plan

Appendix A: Weekly CPDL Structure (Overview)

The School protects three hours each week for professional learning, collaboration and planning, as summarised below.

Session	Duration	Focus	Led by
Whole-School CPD	1 hour (weekly)	Shared priorities: pedagogy, teaching and learning, assessment, inclusion, wellbeing, and statutory/safeguarding updates.	SLT / CPDL Lead
Department CPD	1 hour (weekly)	Subject knowledge and pedagogy, curriculum development, moderation and collaborative planning.	Department / Subject Leaders
PPA	1 hour (weekly)	Planning, Preparation and Assessment — often collaborative within year-group or subject teams.	Teachers (within teams)

Appendix B: CPDL Record & Reflection Log

Use this log to record professional learning and reflect on its impact on your practice and on pupils' learning. Completed logs form part of your CPDL Portfolio.

Name and role:
Date and CPDL activity / session:
Focus / objective (and link to appraisal or school priority):
Key learning:
Impact on my practice and on pupils:
Next steps:

Appendix C: Professional Development Plan (PDP) Template

Use this template to plan and review your professional development. The completed plan forms part of your PDP Portfolio and is reviewed with your appraiser through the appraisal cycle.

Name and role:

Review period / academic year:

Development goal(s) — linked to appraisal and school priorities:

Success criteria (what success will look like):

Planned actions and CPDL to achieve the goal(s):

Timescale / milestones:

Progress and review notes:
