#  **After CPD-Action and Impact toolkit**

This form helps you to plan your actions after your CPD. You need to define your objectives, actions to be taken, the potential barriers to success, the likely impact of your actions, types of evidence of the impact and the resources you will need.

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| **Title of CPD** | **Date of CPD** | **Your Name** | **Name of School/Organisation** | **E-mail address** |
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Your role is: Teacher/Senior Leader/School leader/Support Staff/HOC/HOD/MOE staff

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| **What will be your overarching objective / what do you want to achieve as a result of your action plan?** |
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Please prioritise the action(s) you want to take, when you will complete them, the resources (time, people, and materials) required, potential challenges/barriers and sources of support. Depending on the type of CPD, you may have just **one or several actions**. Be realistic about what you can achieve and include action points in priority order. You may want to finish this back at your school and discuss with your Head Teacher/Head of Department.

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| **Action Point 1** |
| What will you do? |  |
| What are the success criteria? (How will you know that you have succeeded?) |  |
| Key dates and timings |  |
| Resources required (including time and materials) |  |
| Potential challenges and barriers |  |
| Sources of support needed *(i.e. other members of staff)* |  |

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| **Action Point 2** |
| What will you do? |  |
| What are the success criteria? *(How will you know that you have succeeded?)* |  |
| Key dates and timings |  |
| Resources required *(including time and materials)* |  |
| Potential challenges and barriers |  |
| Sources of support needed *(i.e. other members of staff)* |  |

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| **Action Point 3** |
| What will you do? |  |
| What are the success criteria? *(How will you know that you have succeeded?)* |  |
| Key dates and timings |  |
| Resources required *(including time and materials)* |  |
| Potential challenges and barriers |  |
| Sources of support needed *(i.e. other members of staff)* |  |

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| **EXPECTED IMPACT ON (TICK APPROPRIATE STATMENTS)** |
| **YOU** | **STUDENTS** | **COLLEAGUES AND SCHOOL** |
| Improved enthusiasm and confidence | Improved students' attainment in knowledge, skills and/or understanding | Improved quality of teaching |
| Improved knowledge and skills in leadership and management | Improved students' progress in knowledge, skills and/or understanding | Improved support to leadership of department/ curriculums |
| Increased pedagogy knowledge, skills and understanding | Confidence, motivation and engagement in lessons | Improved student progress and attainment |
| Improved subject knowledge and understanding | Behaviour and safe working | Raised profile/priority of curriculum area |
| Use of new subject and pedagogy knowledge, skills and understanding | Other (specify) | Sharing of effective practice and resources |
| Use of new leadership and management skills |  | Other ( specify) |
| Other (specify) |  |  |

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| **EVIDENCE THAT YOU PLAN TO COLLECT REGARDING IMPACT ON (TICK APPROPRIATE STATEMENTS)** |
| **YOU** | **STUDENTS** | **COLLEAGUES AND SCHOOL** |
| Feedback from external observations of lesson (e.g. colleague, inspectors) | Progress data | Student progress or/and attainment data |
| Feedback from colleague/head of department/senior teacher | Attainment data | Documented student feedback (e.g. surveys, interviews) |
| Changes to schemes of work/ learning design/assessment methods/resources | Feedback from external observation of lessons (e.g. colleague, inspectors) | Feedback from external observation of colleagues' lessons |
| Your perceptions/ reflections/reflective journal | Surveys (e.g. Pupil Voice) | School plans / documents |
| Student data or information | Interviews/discussions/focus groups with students | Feedback from colleagues |
| Other (specify) | Videos/posters/photos | Other (specify) |
|  | Personal reflections/observation of students |  |
|  | Other (specify) |  |