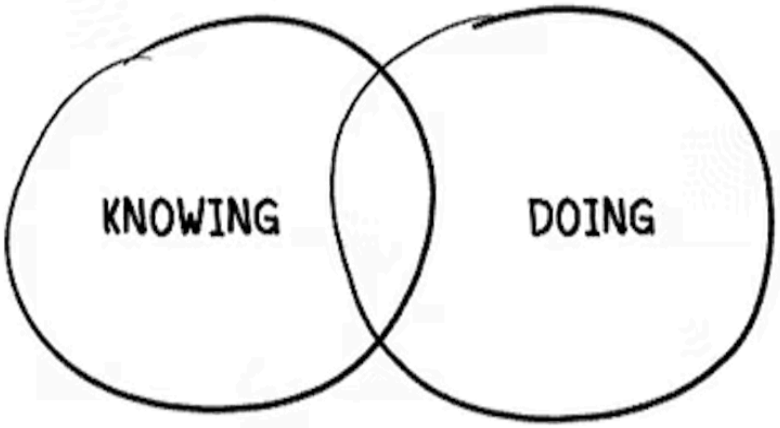
CPD

Southville Primary School



Our Approach to Professional Development

At Southville, we see high-quality professional development as the single most powerful lever we have to improve outcomes for pupils. Research consistently shows that teacher effectiveness has a greater impact than structural changes such as class size, interventions, or school reorganisation. By ensuring teachers can apply evidence-informed strategies consistently, we directly improve learning experiences and outcomes for every child.

Significantly, investing in teachers has a compounding effect: every improvement a teacher makes benefits every child they teach from that point onward.

"Expert teachers are made, not born."

Expertise is not the result of innate talent, but of professional knowledge, deliberate practice, and sustained development over time. What teachers know shapes what pupils learn—and, crucially, that knowledge can be intentionally developed. However, experience alone is not enough; without precise modelling, targeted feedback, clear guidance, and repeated opportunities to practise, improvement quickly plateaus.

Our approach is grounded in a clear understanding of how teachers get better. We recognise the risks of common pitfalls in professional development:

- the "**knowing–doing" gap**, where understanding does not translate into classroom practice
- the "**discuss-and-reflect" trap**, where conversation replaces action
- and the "**big-and-rare" trap**, where infrequent, broad training fails to lead to sustained change

Instead, we prioritise evidence-informed knowledge combined with deliberate, repeated practice, ensuring that what teachers learn is both usable and embedded in the reality of the classroom.

We are committed to building a professional culture where teachers reflect, adapt, and embrace improvement. Our approach incorporates the key mechanisms of effective CPD outlined by the EEF, including sustained duration, collaborative learning, active learning, and alignment with school priorities.

Research shows that schools with strong professional environments—where collaboration, trust, and purposeful development are prioritised—see significantly greater teacher effectiveness. Our CPD is therefore not an event, but a sustained, collective endeavour rooted in shared purpose and continuous growth.

Bridging the Gap Between "Knowing" and "Doing"

Our approach is designed to systematically bridge the gap between knowing what to do and doing it consistently in the complex environment of a classroom.

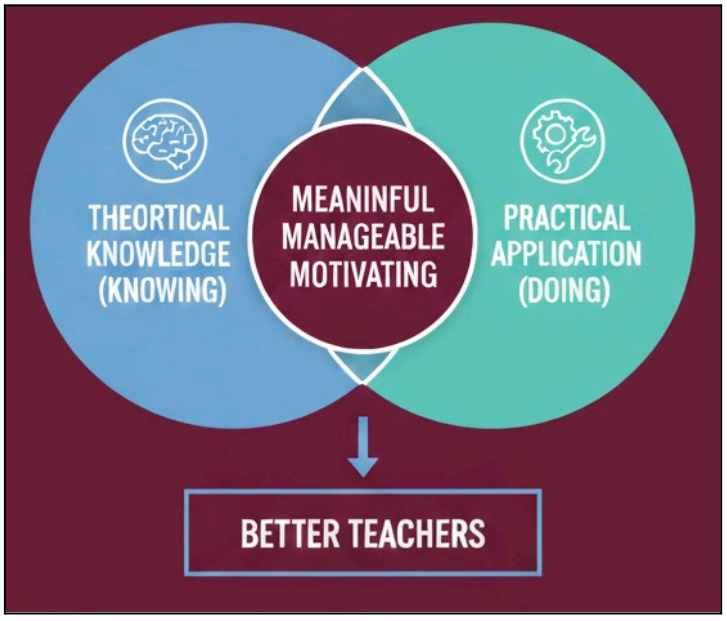
This is achieved through two interconnected components:

1. "Knowing" – *The Playbook* (Content)

The Playbook is our shared framework of essential professional knowledge. It identifies the high-leverage, evidence-informed strategies that form the bedrock of effective teaching. It serves as a "third point of reference" for feedback and development—a common language and objective tool that anchors conversations, demystifies best practice, and allows coach and teacher to work side-by-side, focusing on the practice, not the person.

2. "Doing" – *Instructional Coaching & Tailored CPD* (Process)

This is how we turn knowledge into habit. Instructional coaching is a cycle of observation, modelling, and feedback that is personalised, regular, and rooted in the realities of the classroom. It ensures strategies are applied accurately and consistently until they become automatic, freeing up cognitive load for adaptive, responsive teaching. This process has a stronger evidence base for improving student outcomes than any other form of CPD. This is complemented with our whole-school CPD approach, which focuses on global areas of development which is identified through regular "drop ins" to classrooms.



1. “Knowing” – The Playbook (Content)

The Playbook sets out 20 high-leverage, research-informed teaching techniques that focus on how to teach, not what to teach. Each technique is broken down into its essential “active ingredients”, offering clear, practical guidance that can be applied and adapted across different classroom contexts. Rooted in research, best practice, and the science of learning, it is designed to make effective teaching visible, repeatable, and purposeful.

At its heart, the Playbook codifies practice to increase collective impact—not to reduce professional autonomy. It is not a checklist for judgement, but a shared tool for development, collaboration, and coaching. The techniques represent “best bets”, grounded in evidence and experience, designed to inform, guide and demystify teaching practice rather than prescribe a single way of teaching. They are intended to be understood, tried, refined, and thoughtfully adapted according to context and professional judgement—without losing the core principles that make them effective.

Evidence-Informed Instruction
The Playbook draws on complementary evidence-informed frameworks, including Willingham’s Simple Model of Memory, Rosenshine’s Principles of Instruction, and the EEF’s Principles of Inclusive Teaching. Together, these inform an approach that combines clear, explicit instruction with purposeful practice, frequent checks for understanding, and responsive support—enabling all pupils to access ambitious learning, while maintaining high expectations and reducing barriers to success.

Cognitive Science Foundations
The Playbook is underpinned by key insights from cognitive science: working memory is limited, attention is fragile, and learning depends on what is stored and successfully retrieved from long-term memory. As such, it emphasises breaking learning into manageable steps, securing attention through strong routines, and strengthening memory through retrieval, spacing, and interleaving.

Manage Cognitive Load for Teachers
By codifying effective routines and techniques, the Playbook helps manage cognitive load for teachers, creating reliable habits that can be drawn upon in the moment. This frees up mental capacity to focus on what matters most: responding to pupils and adapting teaching in real time.

Supporting CPD and Coaching
The Playbook acts as a shared language for CPD and instructional coaching. It supports precise, non-judgemental conversations about practice, grounded in a common framework and focused on improvement. It serves as the “Third Point of Reference”—an objective anchor for discussion where coach and teacher focus on the teaching strategy or technique rather than the individual. This makes feedback clearer, less personal, and more actionable, strengthening collaboration and collective efficacy across the school.

Deliberate, Purposeful Teaching
Effective teaching is not about applying strategies mechanically. It is about making deliberate, informed choices: selecting the right approach, at the right time, for the right reason. The Playbook supports that decision-making, helping teachers combine, sequence, and adapt approaches to have the greatest possible impact on pupils’ learning.

2. "Doing" – Tailored CPD & Instructional Coaching (Process)

A Coherent, Two-Part CPD Model

Our CPD model is built on two interconnected elements that work together to ensure both depth and consistency:

- **Drop-Ins and Tailored Whole-School CPD (Global Focus)**
  Regular, short, low-stakes visits to classrooms provide a continuous, evidence-informed picture of everyday practice across the school. This allows us to identify shared strengths and common areas for development, and to design focused, relevant CPD each term that aligns practice and builds consistency around a clear, collective priority.

- **Instructional Coaching (Group / Individual Focus)**
  Each term, instructional coaching takes place within phases, using evidence from observations to identify a shared, high-leverage area for improvement. This becomes the focus for a clear, precise action step. Coaching then supports teachers to translate this knowledge into consistent classroom practice through modelling, rehearsal, and targeted feedback—ensuring improvements are embedded as habits over time.

Together, these elements combine individual precision with whole-school coherence. They allow us to balance more specified professional growth with shared expectations, ensuring that professional autonomy is nurtured within a clear, coherent framework.

At the heart of this approach is a simple but powerful principle:

Better evidence leads to better CPD; better CPD leads to better teaching; and better teaching leads to better learning.

Through this model, we move beyond intention and ensure impact—supporting every teacher to improve, and in doing so, improving outcomes for every pupil.

Drop-Ins and Tailored Whole-School CPD (Global Focus)

Drop-ins are a central part of our approach to improving teaching and learning. These brief, regular visits are not about judgement or evaluation; they are low-stakes, supportive opportunities to understand what is happening in classrooms day to day.

They allow leaders to gather real, reliable evidence of typical practice—what pupils are experiencing every lesson, not just in showcase moments. This evidence is then used to identify patterns across the school, informing both whole-school CPD priorities and phase-specific development.

Crucially, all CPD is grounded in the principles of our Playbook. Drop-ins help us identify which specific strategies to prioritise, ensuring that professional development is tightly aligned with what is actually happening in classrooms.

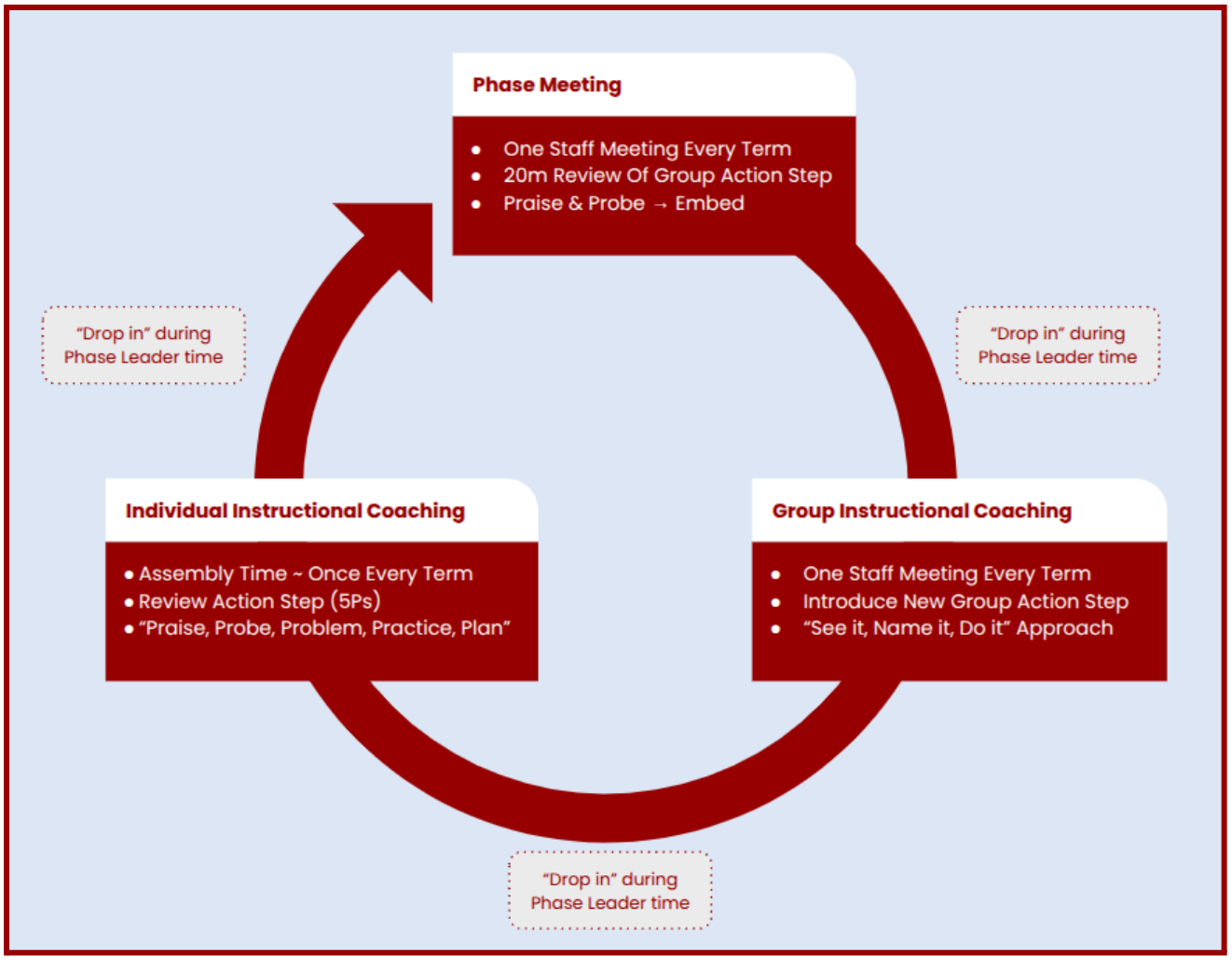
In CPD sessions, the CPD leader explicitly models these strategies as if staff were the pupils. This allows teachers to *see the technique in action*, building a clear, shared understanding of what effective practice looks like. Staff are shown both strong and weaker examples, before discussing what is the same, what is different, and identifying the key success criteria. This process makes the strategy explicit, concrete, and ready to be applied in the classroom.

Drop-ins also play a key role in strengthening our professional culture. They make great teaching visible through precise, evidence-based “shout-outs”, encourage professional dialogue about pedagogy, and reinforce shared expectations around routines and teaching practices.

Over time, this consistent presence helps build alignment, trust, and a collective responsibility for continual improvement.

Instructional Coaching

Instructional coaching is the mechanism through which we turn professional knowledge into consistent classroom practice. Drop-ins at every stage ensure that development is evidence-informed, responsive, and grounded in the reality of the classroom.



At the outset, **phase leader drop-ins** are used to identify patterns and common areas for development across classes. From this evidence, a single, small, granular action step is selected from the Playbook. This is chosen carefully based on:

- What will have the greatest impact (guided by the Playbook sequence)
- Teachers' prior knowledge and current stage of development
- A logical progression from previous coaching focuses

This ensures the focus is precise, manageable, and meaningful.

The CPD leader meets with the Phase Leader to quality-assure this decision and ensure it aligns with the patterns and priorities they have observed during their own drop-ins.

Group Instructional Coaching

This session takes place with the teachers in their Key Stage "Phase" (EYFS, KS1, LKS2, UKS2), and led by the Phase Leader. The **See It → Name It → Do It** model is used:

1. **See It — watch a clear model of the technique in action.**

- The coach models a strategy or technique live.
- This builds a shared mental model of *what good looks like*.
- The coach or the group identify the gap between current practice and modelled practice.

2. **Name It — receive the success criteria as precise action steps**.

- Name the high-leverage strategy from The Playbook
- Clarify why it works
- State what to do

3. **Do It — Script → Practise → Feedback → Re-practise**

- Perfect the plan
- Practice in private to build accuracy and consistency
- Practice live until the technique becomes habitual.

After the group session, **further phase leader drop-ins** are used to see how well the action step is being implemented in practice. These provide real-time insight into how consistently and accurately the strategy is being applied.

Individual Instructional Coaching

When appropriate, this leads to **responsive, individual coaching using the 5Ps model** —often during assembly time—where leaders can work one-to-one with a teacher to probe their thinking, revisit the strategy, and rehearse key elements to strengthen implementation.

The 5Ps Model (Bambrick-Santoyo)

1. **Precise Praise** — Start with what's working
2. **Probe** — Ask questions to explore decisions and diagnose mental model
3. **Problem** — Review the implementation of the **"Action Step"**
4. **Practice** — Model and rehearse the new technique again together
5. **Plan Ahead** — Specify when/where it will be applied next

Finally, **additional drop-ins take place ahead of the next phase meeting** to review how the action step is embedded over time. This helps evaluate impact, identify next steps, and ensure coaching remains part of a sustained, iterative cycle.

Through this structured approach—**evidence → action step → modelling and practice → implementation → review**—instructional coaching remains precise, responsive, and focused on securing lasting improvements in teaching.

Action Steps (Bridging “Knowing” and “Doing”)

“Action Steps” form part of the **Content** side of our Two-Part CPD Model—the **"Knowing"** . They sit alongside Instructional Coaching - which forms the "Doing" side , creating a bridge between theoretical understanding and consistent classroom application.

What These Action Steps Are

Action Steps are drawn directly from The Playbook. They capture and codify high-leverage, evidence-informed teaching techniques in a clear, usable form. They break down complex pedagogical principles into granular, observable teaching steps. In short, they make *what good looks like* explicit and actionable.

Each action step provides a clear description of a teaching behaviour, structured as:

Action Step: *[The improvement]* **“by”**: *[Granular action 1] [Granular action 2] …*

This format serves two critical purposes:

1. It builds a shared language for teaching across classrooms, increasing alignment, clarity, and consistency.
2. It provides a "Third Point of Reference" —an objective, shared tool that anchors coaching conversations in practice, not personality.

How These Action Steps Are Used in Coaching

These action steps are the raw material for both Individual and Group Instructional Coaching models.

Group Coaching (See It → Name It → Do It)

For group coaching, these action steps form the **"Name It"** stage. After watching a clear model (See It), the coach and group use the action steps to precisely “Name It” — articulating the success criteria as a sequence of granular actions. The group then moves to Do It: scripting, practising, receiving feedback, and re-practising until the technique becomes accurate and habitual. The action steps are something the coach can explicitly look for when “dropping in” to observe practice.

Individual Coaching (The 5Ps Approach)

After drop-ins following group instructional coaching, the coach may identify an area for further development. They use the **5Ps model** to guide a one-to-one discussion, using the action step to keep the session objective, specific, and focused.

Why This Matters

These action steps are not a checklist to be read and filed away. They are the curriculum for teacher development. They ensure that:

- Feedback is specific, not vague. No more "improve your questioning"—instead, we have precise action steps like "Use Cold Call to secure thinking and participation from all pupils" with granular success criteria.
- Practice is focused, not overwhelming. By breaking complex teaching down into small, teachable moves, we make deliberate practice manageable and effective.

- Because the action step has been rehearsed during coaching, the teacher is set up for success before stepping in front of the class.
- Implementation is observable and objective. Each action step describes concrete, visible teaching behaviours—not abstract intentions. This means a coach can drop into a lesson and see with clarity whether the technique has been implemented.
- Improvement is sustained, not fleeting. When knowledge is codified and practised, it is more likely to become habit—freeing up cognitive load for adaptive, responsive teaching.

These action steps act as a guide for instructional coaches to support their coaching sessions. They are the what; coaching is the how. Together, they form the engine of professional growth.