Life in all its fullness

learning together, inspiring each other, achieving our best

Marshfield CE VC Primary School

GROWING GREAT TEACHERS

Ratified by Governing Body: 13/10/2026	**Due for Annual Review: October 2027**

1. Core Philosophy & Introduction

'Growing Great Teachers' is Marshfield CE VC Primary School's professional growth policy that puts improving and maintaining the highest quality of teaching at the very heart of school culture. It focuses on genuinely continuous professional development and collaborative learning.

The challenge to us all within Marshfield Primary is to always improve, to always get better, and to continually grow. We actively promote teacher status and wellbeing in order to unlock the skill, passion, and discretionary effort that exists within our teaching team. We view our teachers as our greatest asset. Therefore, our professional growth process exists to ensure that our teachers are supported to be the very best they can be, leading to improved outcomes for all pupils and reinforcing our core vision: 'Learning Together, Inspiring Each Other, Achieving Our Best'.

This policy sets out a clear and consistent framework based on professional trust. Unless evidence suggests otherwise, it is assumed that all Marshfield Primary teachers are meeting the statutory Teachers' Standards.

2. Purpose of Professional Growth

Our Professional Growth policy outlines the approach we take to help teachers become the best version of themselves, supporting career progression while creating a supportive culture that encourages staff retention.

- **Enhance Expertise:** Build and enhance pedagogical expertise to secure continuous improvement in pupil outcomes.
- **Structured Reflection:** Enable honest, structured reflection on strengths, successes, and bespoke areas for growth.
- **Professional Trust:** Recognise and cultivate a culture of professional trust, collaboration, and high professionalism.

Professional growth in Marshfield Primary is 'done by' and 'with' our teachers, never 'done to' them. It requires a shared commitment to continuous learning and mutual peer support.

3. Principles of Continuous Professional Growth

Effective and genuinely continuous professional growth at Marshfield Primary:

- Has a persistent focus on improving pupil outcomes and classroom learning experiences.
- Builds domain-specific knowledge and expertise tailored to subject, phase, and pupil needs.
- Maintains a narrow yet significant inquiry focus sustained over time.
- Is evidence-informed, challenging assumptions, and testing what works in practice.
- Involves collaborative peer learning, experimentation, reflection, coaching, and frequent feedback.

The statutory Teachers' Standards define the benchmark for professional practice and conduct. Teachers are expected to remain reflective, keep knowledge up to date, take personal responsibility for development, and systematically evaluate the impact of their teaching.

4. Effective Reflection & Solution-Focused Approach

As a solution-focused school, our processes focus on solutions rather than problems, finding answers through professional dialogue rather than imposing top-down, superficial targets. We help teachers build on their strengths first before addressing development areas.

Performance and development are evaluated holistically. Quality assurance is driven from within our professional culture, rather than being judged solely on pupil data or isolated lesson observations.

5. Evaluating Progress & Pay Progression Linkage

Marshfield Primary encourages a culture where teachers take personal responsibility for professional development linked to school priorities and pupil needs.

Automatic Pay Progression: As long as teachers continue to meet the Teachers' Standards and actively engage in the process of professional growth, pay progression will be automatic and not linked to any mechanism of traditional 'performance management'. We expect teachers to progress up the pay scale as the norm.

To complete the professional growth process successfully, teachers will:

- Reflect on strengths and growth areas against the Teachers' Standards (Appendix A).
- Formulate a bespoke Professional Growth Plan (Appendix B) following a GROW model discussion with their line manager in October (Appendix C).
- Sustain purposeful practice, classroom experimentation, and professional support check-ins throughout the year.
- Share development work and outcomes with colleagues at the end-of-cycle review in June/July (Appendix D).

6. The Professional Growth Plan Framework

Each teacher formulates a 'Professional Growth Plan' (Appendix B) asking: 'What knowledge and skills do we need to address the learning needs of our students?'

Teachers exercise autonomy and choice in selecting their development focus within class priorities. Early Career Teachers (ECTs) follow their statutory induction programme rather than this separate plan.

The Professional Growth Plan is a 'live' document that is reflected on regularly, adjusted where appropriate, and forms the basis of classroom experimentation and professional coaching.

7. Professional Support, Coaching & Observations

Professional support includes structured dialogue, co-planning, mentoring, and non-judgemental coaching.

Non-Graded Lesson Observations

Lesson observations are never graded and are not used as a single indicator of performance or Teachers' Standards compliance. Observations serve two developmental purposes: (1) to help the observed colleague become even better, and (2) to learn from the colleague being observed.

Peer Observation ('Go to Learn')

All teachers are expected to observe a colleague during the year with the sole objective of learning from them, driving professional collaboration across subjects and key stages.

Feedback Conversations Guide

Feedback follows a structured 6-step conversation model (Appendix F): Praise, Probe, Identify the issue & action step, Practise, Plan ahead & set timeline, and Lock it in.

8. Upper Pay Range (UPR) & Leadership Goals

Teachers on UPR, TLR holders, and Leadership staff complete a Leadership Goal Plan (Appendix E) aligned with Headteacher and Aspiring Headteacher standards.

UPR teachers demonstrate high competency in Teachers' Standards, engagement in professional growth, substantial and sustained contribution (over 2+ years), and commitment to wider school development (mentoring, coaching, sharing practice). Progression within UPR is automatic provided these criteria continue to be sustained.

APPENDIX A: Reflection on Teachers' Standards

Complete this self-reflection at the start of the growth cycle as a prompt for the line manager discussion:

Teachers' Standard (Part 1)	Self-Rating	Current Reality & Next Steps
1. Set high expectations which inspire, motivate & challenge pupils	0 - 10	Reflect on mutual respect and goal setting.
2. Promote good progress and outcomes by pupils	0 - 10	Reflect on accountability and learning knowledge.
3. Demonstrate good subject and curriculum knowledge	0 - 10	Reflect on subjects across the curriculum
4. Plan and teach well-structured lessons	0 - 10	Reflect on lesson delivery, curiosity, and homework.
5. Adapt teaching to respond to strengths & needs of all pupils	0 - 10	Reflect on SEND, differentiation, and EAL.
6. Make accurate and productive use of assessment	0 - 10	Reflect on formative/summative assessment & feedback.
7. Manage behaviour effectively to ensure a good & safe environment	0 - 10	Reflect on routines, praise, and discipline framework.
8. Fulfil wider professional responsibilities	0 - 10	Reflect on wider school contribution & team deployment.
PART TWO: Personal and Professional Conduct	Pass / Met	Uphold public trust, fundamental British values & ethos.

APPENDIX B: Professional Growth Plan Framework

Framework for annual inquiry and development:

Plan Section	Prompts & Reflection Details
Reflections	Strengths when at my best; development needs identified from data and feedback.
Class Needs	Learning needs of my class; barriers to learning; progress accelerators.
Goal Focus	Specific focus for pupil progress; success indicators (what 10/10 looks like).
Reality Rating	Current position (0-10 scale); what is working already; potential obstacles.
Options & Actions	Knowledge/skills required; research & practice steps; support required.
Goal Summary	Summary statement: 'By [date] I am [action] so that [pupil impact]'.

APPENDIX C: Line Manager GROW Discussion Script

Coaching prompts for line managers during October discussion:

- **Goal:** What skills and development needs do you see? What difference will this make for pupils?
- **Reality:** Where are you on 0-10 scale? What is already working well? What might get in the way?
- **Options:** What options do you have? What approaches do others take? Who can support you?
- **What Next:** What are your first steps? How will we monitor progress and evaluate impact?

APPENDIX D: Professional Growth Plan Review Framework

Completed at end of cycle (June/July) to share outcomes:

- **Reflections:** What did you intend to achieve and what steps did you take?
- **Pupil Impact:** What specific impact has this work had on pupil learning and outcomes?
- **Recommendations:** What recommendations would you give to colleagues exploring this area?

APPENDIX E: Leadership Goal Plan Framework

For UPR staff, TLR holders, and Leadership team members:

- **Goal:** Strategic leadership goal aligned with Headteacher standards and school improvement plan.
- **Reality:** Current leadership reality, successes, and potential barriers.
- **Options & Next Steps:** Leadership options, collaboration, and action plan.

APPENDIX F: Feedback Conversations Structure

6-step feedback model following observations and check-ins:

- **1. Praise:** Validate previous effort and positive practice.
- **2. Probe:** Targeted question narrowing focus to specific lesson element.
- **3. Identify Issue:** Identify issue via self-reflection, scaffolding, data, or direct state.
- **4. Practise:** Practise refined approach immediately where appropriate.
- **5. Plan Ahead:** Set specific objective and timeline for next check-in.
- **6. Lock It In:** Summarize feedback and confirm next action step.

APPENDIX G: Professional Growth Annual Timeline

Month-by-month framework for professional growth cycle:

Month	Key Growth Cycle Activities
September	Reflection & data analysis; review class needs and previous year outcomes.
October	Teachers' Standards reflection; draft Growth Plan; GROW discussion with line manager.
November	Initiate research & purposeful practice; initial professional support & progress check-in.
Dec - May	Ongoing research, practice, peer observations ('go to learn'), and monthly check-ins.
June / July	End-of-cycle review write-up; presentation and sharing of findings with colleagues.