

Sample

Patoss Log of CPD

(To be retained for a period of at least six years)

C 1	Principles of psychometrics, statistics, assessment and underlying theory
C 2	SpLD testing methods, interpretation and test materials,
S 1	Changes in regulations and legislation relating to SpLDs
S 2	Developments in SpLD research
S 3	Approaches to teaching and support for SpLD

Name: **SENCo** Membership No. CPD Certificate No Valid from/to

CPD claimed for this period hours

Date	Training activity (for course attendance, indicate course title, provider name and reference, otherwise state how activity was undertaken) [See <i>Earning CPD Credit</i> for additional guidance]	Reflective Summary of learning and intended applications (e.g. What have you learned? What would you change as a result? How would it impact on your practice?)	Professional Focus (can be more than 1 code)	Number of hours credit
10.10.05	Team meeting: Reporting back	Examined the latest DfES HE reporting format to analyse its use in our context. Discussions looked at the main headings. Provided bench-mark for changing practice.	C2, S1,	60 minutes
15.11.05	Communicate-Ed course: Access Arrangements for Examinations	Up-dating of knowledge about latest test resources. Evaluated the applicability for our school context and wrote a report to Head highlighting long term objectives and financial implications.	C1, C2	3 hours
20.11.05	Consortium meeting: Screening procedures for SpLD in schools	Provided an overview of practices in local schools for screening. Re-evaluated our school procedures. Adoption of computerised tool which team will evaluate over coming terms.	C1, C2, S2	90 minutes
08.01.06	Psychometric upgrade course	Attended a psychometric module at local university. Up-date of new psychometric tools, research and theory. Use of WRAML(2) for department practice	C1, C2, S2	30 hours

Please note

To count towards meeting CPD requirements, the activity should be at an appropriate level and contribute to an SpLD assessor’s general professional skill and knowledge. [Hours exclude lunch times and breaks].

A copy of this log should be retained with your portfolio of evidence along with

- Diagnostic Assessment Report and its supporting working papers and notes
- evidence of CPD in the form of
 - certificates of attendance at courses
 - descriptions of presentations/ courses presented including written aims and objectives showing outcomes
 - relevant sections of appraisal documents signed by line managers.

Patoss may request to see your diagnostic assessment, CPD training record and portfolio of evidence at any time. You should retain your assessment documentation, training record and portfolio of evidence on file for a period of at least six years.

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Date	Training activity (for course attendance, indicate course title, provider name and reference, otherwise state how activity was undertaken) [See <i>Earning CPD Credit for additional guidance</i>]	Reflective Summary of learning and intended applications (e.g. What have you learned? What would you change as a result? How would it impact on your practice?)	Professional Focus (can be more than 1 code)	Number of hours credit
13.03.06	Departmental training: Rationale and procedures of administering WRAML(2)	Needed to read up on working memory information to ensure that I understand the underlying features of the sub-tests. Familiarise myself with the administration of the tests and explain possible uses for the department.	C1, C2, S1, S2	2 hours
16.04.06	School INSET: What is a 'dyslexia-friendly' classroom?	Provided training and shared methods of making classrooms inclusive learning places for all SEN pupils. Collated information from various sources to provide some practical activities.	S1, S3	2 hours
03.05.06	Guidance notes for subject teachers	Following on from whole school inset, worked with Science department to write a policy document for dyslexia-friendly laboratories. Liaison with other SENCOs in LEA to collate information.	S2, S3	2 hours
Throughout academic year	Mentor for master's international students working towards APC	Acting as professional practice tutor with two students, overseeing assessment and lesson plans. This encompassed 10 sessions of 45 minutes training with learning outcomes specified. The questions which are generated by the trainees ensure that I keep up to date with latest research and methods. Transfer of professional, technical, personal and communication skills.	C1, C2, S2, S3	7 ½ hours

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