

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Moorthorpe Primary School 2021-22

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Improve attainment for all children in Reading</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p><u>Active ingredient 1</u></p> <p>Use of Read Write Inc programme to consolidate and embed phonics skills and word recognition in Reception & KS1</p> <p><u>Active ingredient 2</u></p> <p>Teach vocabulary specifically within each curriculum area using consistent format across school</p> <p><u>Active Ingredient 3</u></p> <p>Lexia licence purchased for every child, to offer individualised learning using Phonics, spelling, grammar and comprehension skills</p> <p><u>Active Ingredient 4</u></p> <p>Use of Accelerated Reader to track progress and assess children in their reading</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p><u>Training</u></p> <p>HD to lead staff in delivery and monitoring of Lexia</p> <p>CPD where available (2x INSET days for whole staff RWI training)</p> <p><u>Educational materials</u></p> <p>Lexia programme</p> <p>RWI and supporting materials including phonetically decodable books matched to their ability</p> <p>Use of tier vocabulary links</p> <p>Accelerated Reader programme</p> <p><u>Monitoring</u></p> <p>Progress reports used in Lexia half termly</p> <p>RWI monitored continuously to organise groupings and redeploy or support staff members</p> <p>ERIC in class every day and weekly reports to English lead from AR</p> <p>Target readers identified to receive additional support in following week</p> <p>Pupil Voice</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p><u>Short term</u></p> <p>Staff will deliver RWI across EYFS & KS1 using consistent approach and assess, re-organise children when necessary</p> <p>Lexia will be timetabled 2x weekly in every class</p> <p>Lexia certificates awarded weekly to celebrate success</p> <p>Lexia lessons to be delivered weekly to identified 1:1 children in specific area of need</p> <p><u>Medium term</u></p> <p>RWI groups moved frequently in line with assessments carried out throughout the programme</p> <p>Plus Phonic screening test carried out in Nov, March & June for Y1 & Y2</p> <p>Progress monitored and used to assess independent learning within lesson</p> <p>Gaps in GP&S will be quickly identified and addressed across school</p> <p>Regular opportunities for Pupil Voice</p> <p><u>Long term</u></p> <p>Impact of regular independent reading to ensure children have a wide range of reading experience and breadth of vocabulary to draw upon when writing</p> <p>Monitoring of reading data and Lexia data can be triangulated to form more astute teacher assessments</p>	<p>How will pupils, teachers and the school benefit?</p> <p><u>Short term</u></p> <p>Attainment for all children will improve in Reading</p> <p>Use of complex and varied vocabulary will be significantly increased</p> <p><u>Medium term</u></p> <p>Progress towards ARE will be accelerated</p> <p>Children will engage more independently in Reading and also Writing</p> <p><u>Long term</u></p> <p>Embedded process of monitoring and accessing reading through RWI & AR and highly trained staff who deliver consistently across Key Stages</p> <p>Writing will improve due to the progress in spelling, punctuation and grammar activities embedded through school</p> <p>Teachers will feel confident delivering RWI</p> <p>KS2 data will improve as children will have knowledge embedded from KS1</p>

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<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Improve standards in QFT across all subjects</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p><u>Active ingredient 1</u></p> <p>Audit of staff expertise using prior experience, strengths within teaching standards and previous observation feedback to triangulate areas where staff can support</p> <p><u>Active ingredient 2</u></p> <p>Bespoke programme developed using coaching triads to meet half termly to support development, monitor progress and observe specific subject areas within their team</p> <p><u>Active Ingredient 3</u></p> <p>Metacognition – areas for development are identified, monitored and subsequently addressed in next meeting</p> <p><u>Active Ingredient 4</u></p> <p>Embedding Rosenshine's principles into practice – use of questioning consistent across school.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p><u>Training</u></p> <p>Coaching triads based on audit of expertise in school</p> <p>CPD where available</p> <p><u>Educational materials</u></p> <p>Guidance in 'Developing Great Teaching' to inform structure and organisation</p> <p><u>Monitoring</u></p> <p>Learning Walks led by SMT</p> <p>Observations/drop ins between triads to support implementation</p> <p>Feedback based on the Teaching Standards</p> <p>Curriculum lead in each area to track and monitor foundation subjects</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p><u>Short term</u></p> <p>Staff will understand how the 'Developing Great Teaching' evidence underpins our framework for coaching</p> <p>Majority of subjects will have an 'expert' area to offer support</p> <p>All staff will be part of a triad coaching team</p> <p>Monitoring will be succinct and relevant across a consistent format (in all areas of curriculum)</p> <p><u>Medium term</u></p> <p>Progress will be monitored across a half term and SMT will receive regular updates on target areas.</p> <p>Signs of improvement between initial monitoring and later examples e.g. observations</p> <p>Consistency seen across all curriculum areas in teaching, planning and delivery</p> <p><u>Long term</u></p> <p>Triad coaching teams will be reorganised each year to allow new skill sets to be developed across the staff.</p> <p>New staff members will be encouraged to complete an audit upon starting to best place their expertise</p>	<p>How will pupils, teachers and the school benefit?</p> <p><u>Short term</u></p> <p>QFT will improve for all pupils</p> <p><u>Medium term</u></p> <p>Attainment will improve along with student engagement and progress</p> <p><u>Long term</u></p> <p>Highly skilled staff delivering quality lessons across all subjects</p> <p>2-year curriculum cycle planned and delivered consistently across school</p> <p>Clear expectations being met by all staff members</p> <p>Staff are reflective in their practice and set targets for their own progression and development</p>