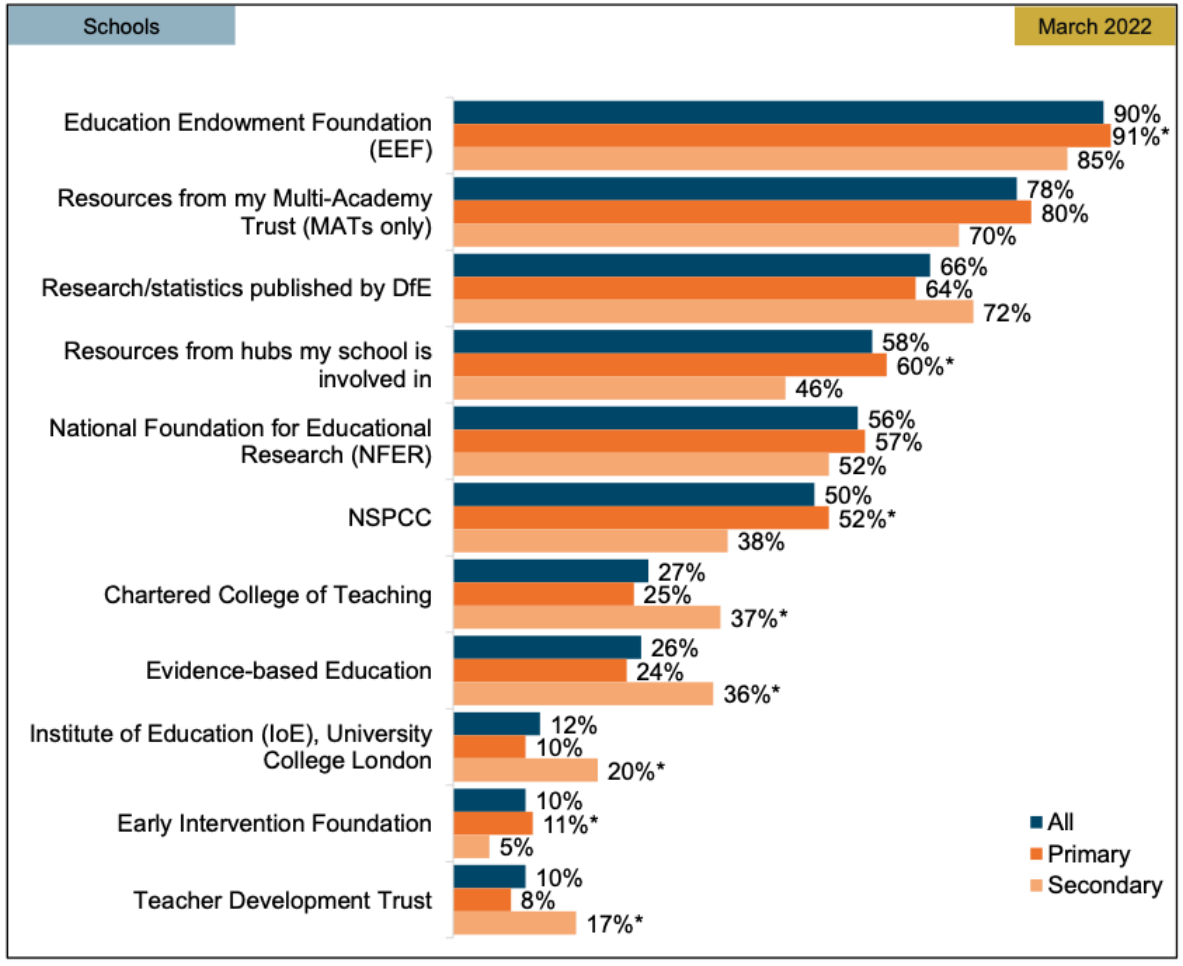
Implementation in Schools: Uncommon Common Sense

Prof. Jonathan Sharples, Education Endowment Foundation

Culture change in terms of evidence engagement

Figure 18. External evidence sources used by schools in the current academic year to support decision making and delivery (Prompted)



DfE School & College Panel survey, 2022

“Our leaders are more evidence-rich than a decade ago. But leaders face a clear choice about the ways in which they use it.

Ironically, as the language of evidence proliferates, there is a risk that it loses its impact. Surface-level compliance is the biggest threat to any change in education.”

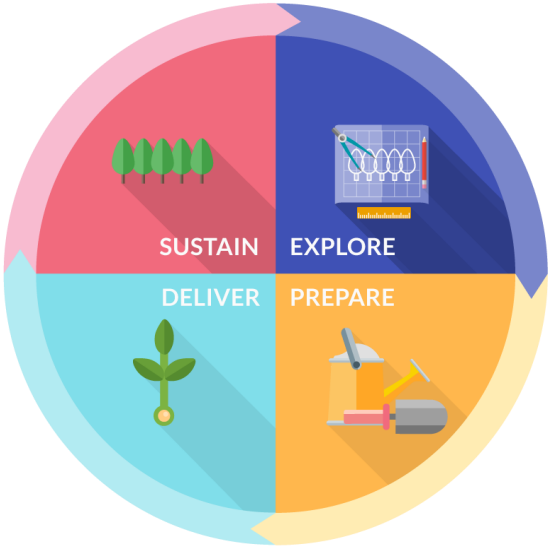
Prof. Becky Francis

Chief Executive

Education Endowment Foundation

Making, and acting on, evidence-informed decisions

- Identifying priorities;
- Selecting the right approaches to implement;
- Judging fit and feasibility;
- Writing implementation plans;
- Designing professional development;
- Monitoring implementation;
- Developing an improvement culture etc.



https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-

What have I learnt?

Implementation…

- …. is lots of small things done well – ‘uncommon common sense’
- …. is rare – vision> shared vision> shared practice
- …. is often about making implicit actions and processes explicit
- …. “isn’t sexy!” (Sir Kevan Collins)

“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools – the practitioner IS the intervention!”

Education Endowment Foundation

Putting Evidence to Work: A School's Guide to Implementation – Recommendations Summary

FOUNDATIONS FOR GOOD IMPLEMENTATION

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
  - a Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
  - b Develop a targeted, yet multi-stranded, package of implementation strategies.
  - c Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
  - a Create a shared understanding of the implementation process and provide appropriate support and incentives.
  - b Introduce new skills, knowledge, and strategies with explicit up-front training.
  - c Prepare the implementation infrastructure.

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

IMPLEMENTATION PROCESS BEGINS

Identify a key priority that is amenable to change

Systematically explore programmes or practices to implement

Examine the fit and feasibility with the school context

ADOPTION DECISION

Develop a clear, logical and well specified plan

NOT READY - ADAPT PLAN

Assess the readiness of the school to deliver the implementation plan

READY

Prepare pratically e.g. train staff, develop infrastructure

DELIVERY BEGINS

Support staff and solve problems using a flexible leadership approach

Reinforce initial training with follow-on support within the school

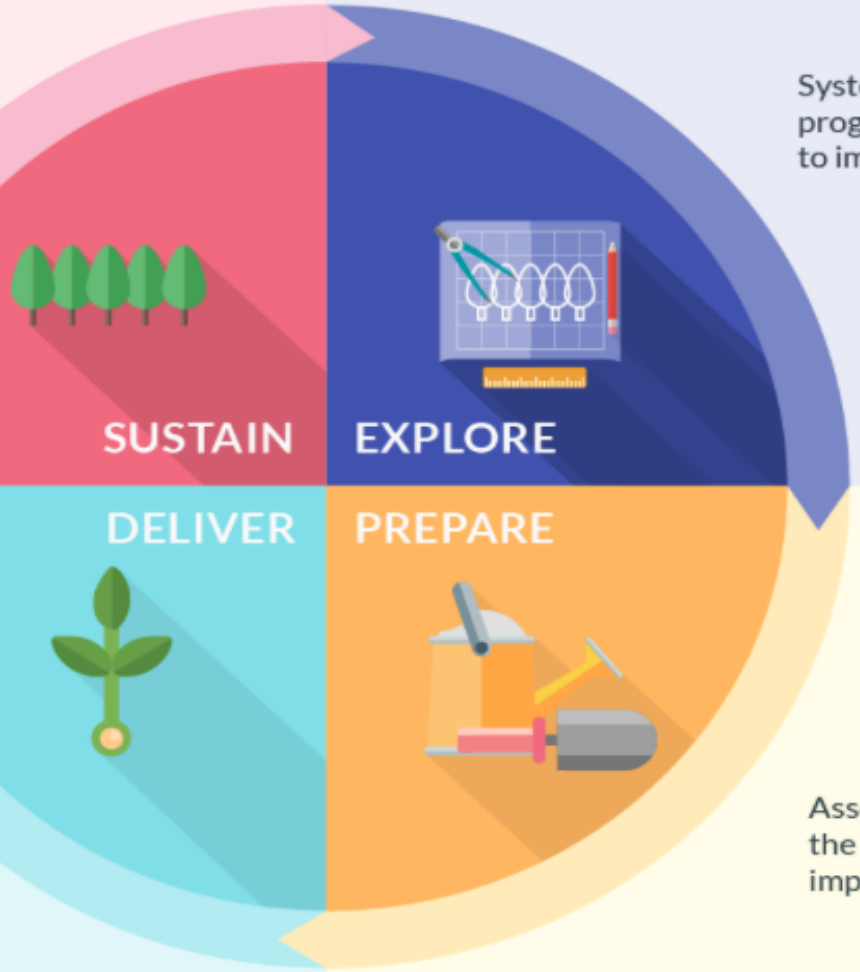
Use implementation data to drive faithful adoption and intelligent adaption

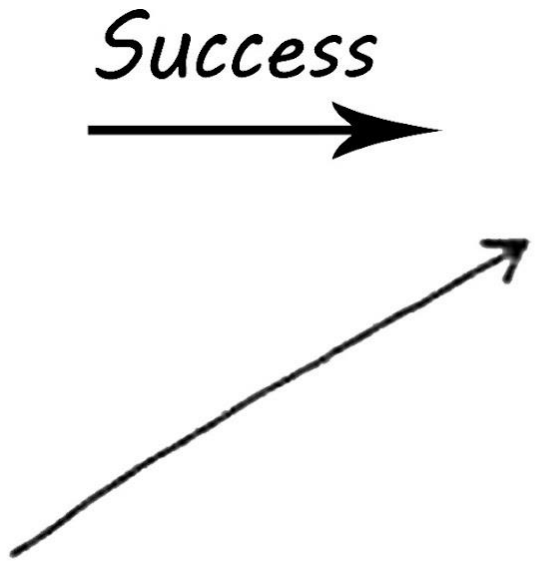
STABLE USE OF APPROACH

Plan for sustaining and scaling the intervention from the outset

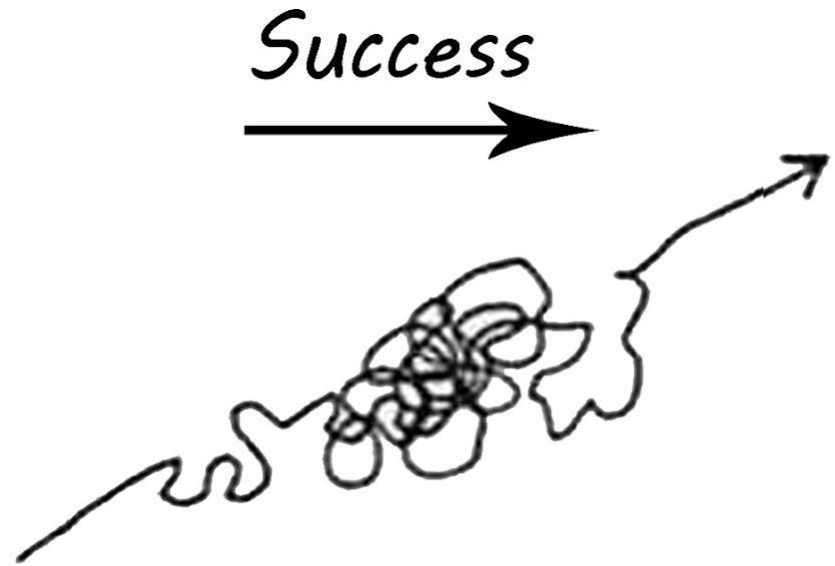
Continuously acknowledge support and reward good implementation practices

Treat scale-up as a new implementation process





what people think
it looks like



what it really
looks like

Foundations for good implementation

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Treat implementation as a **process not an event**.
- **Allow enough time, particularly to Explore and Prepare**; prioritise appropriately
- **Do fewer things better** – we tend to take on too many projects (and underestimate requirements of implementation)
- Decide what you can **stop** doing to make room – de-implementation

Foundations for good implementation

2 Create a leadership environment and school climate that is conducive to good implementation.

"If not present already, an 'implementation friendly' climate cannot be created overnight."

a) *Dedicated* leadership

- Establish a **clear vision for implementation** and standards of excellence
- Model best practice **– 'walk the walk'**
- Create an environment of **openness, trust, safe experimentation, collective efficacy**

b) *Distributed* leadership

- Identify and cultivate **leaders of implementation across the school**
- Build capacity through **implementation teams**

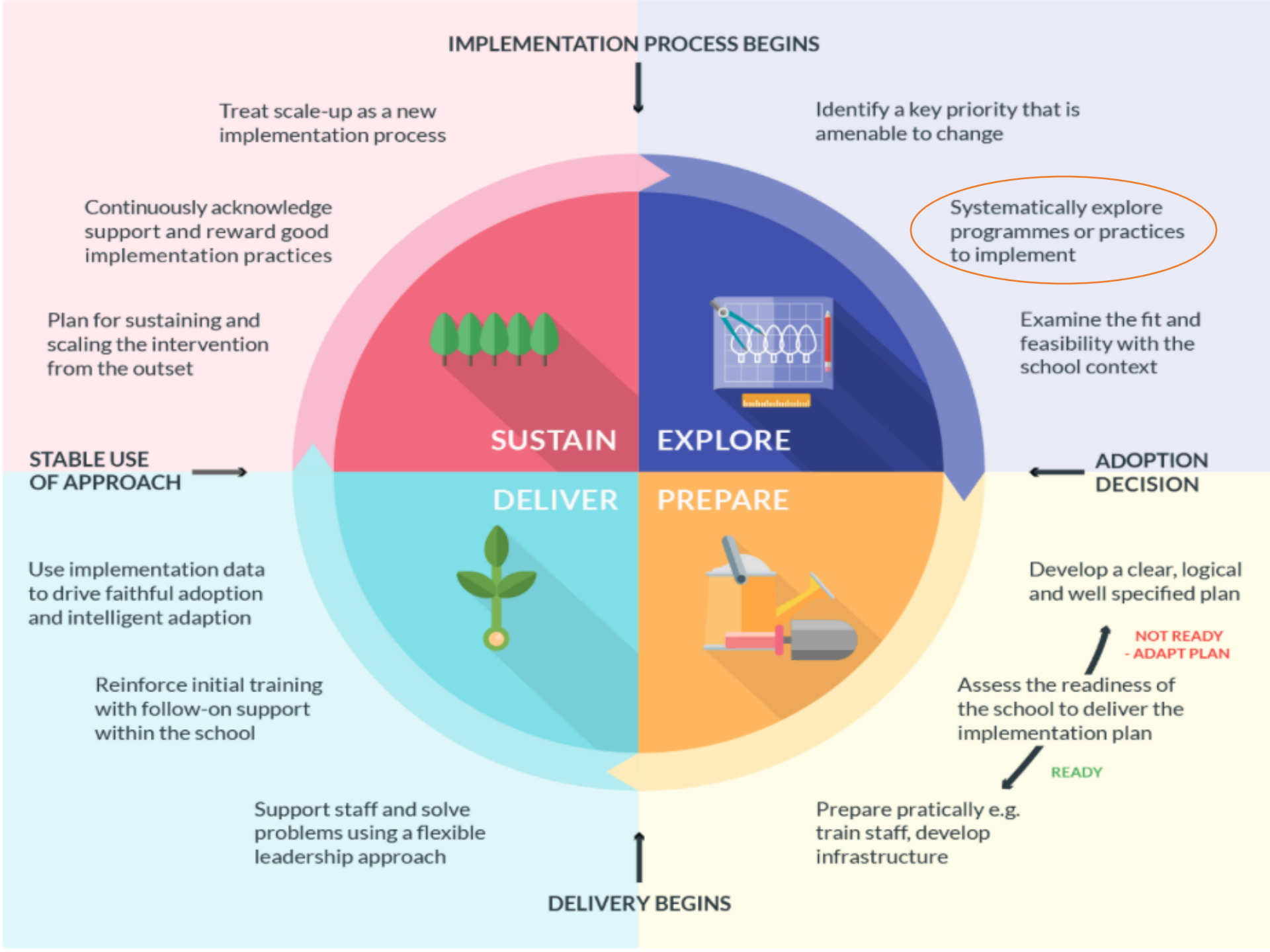
"Culture eats strategy for breakfast"

Building trust

"Developing positive school culture is a practical endeavour. Trust isn't magically created in a vacuum then applied — trusted relationships are developed as a result of quality daily interactions (communicating clearly, delivering on plans, making good decisions that staff can see, and so on). It is about "walking the walk not just talking the talk".

Prof. Viviane Robinson

Education
Endowment
Foundation


IMPLEMENTATION PROCESS BEGINS
Identify a key priority that is amenable to change
Systematically explore programmes or practices to implement
Examine the fit and feasibility with the school context
ADOPTION DECISION
EXPLORE
Develop a clear, logical and well specified plan
NOT READY - ADAPT PLAN
Assess the readiness of the school to deliver the implementation plan
READY
PREPARE
Prepare pratically e.g. train staff, develop infrastructure
DELIVERY BEGINS
Support staff and solve problems using a flexible leadership approach
DELIVER
Reinforce initial training with follow-on support within the school
Use implementation data to drive faithful adoption and intelligent adaption
STABLE USE OF APPROACH
SUSTAIN
Continuously acknowledge support and reward good implementation practices
Plan for sustaining and scaling the intervention from the outset
Treat scale-up as a new implementation process

EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement

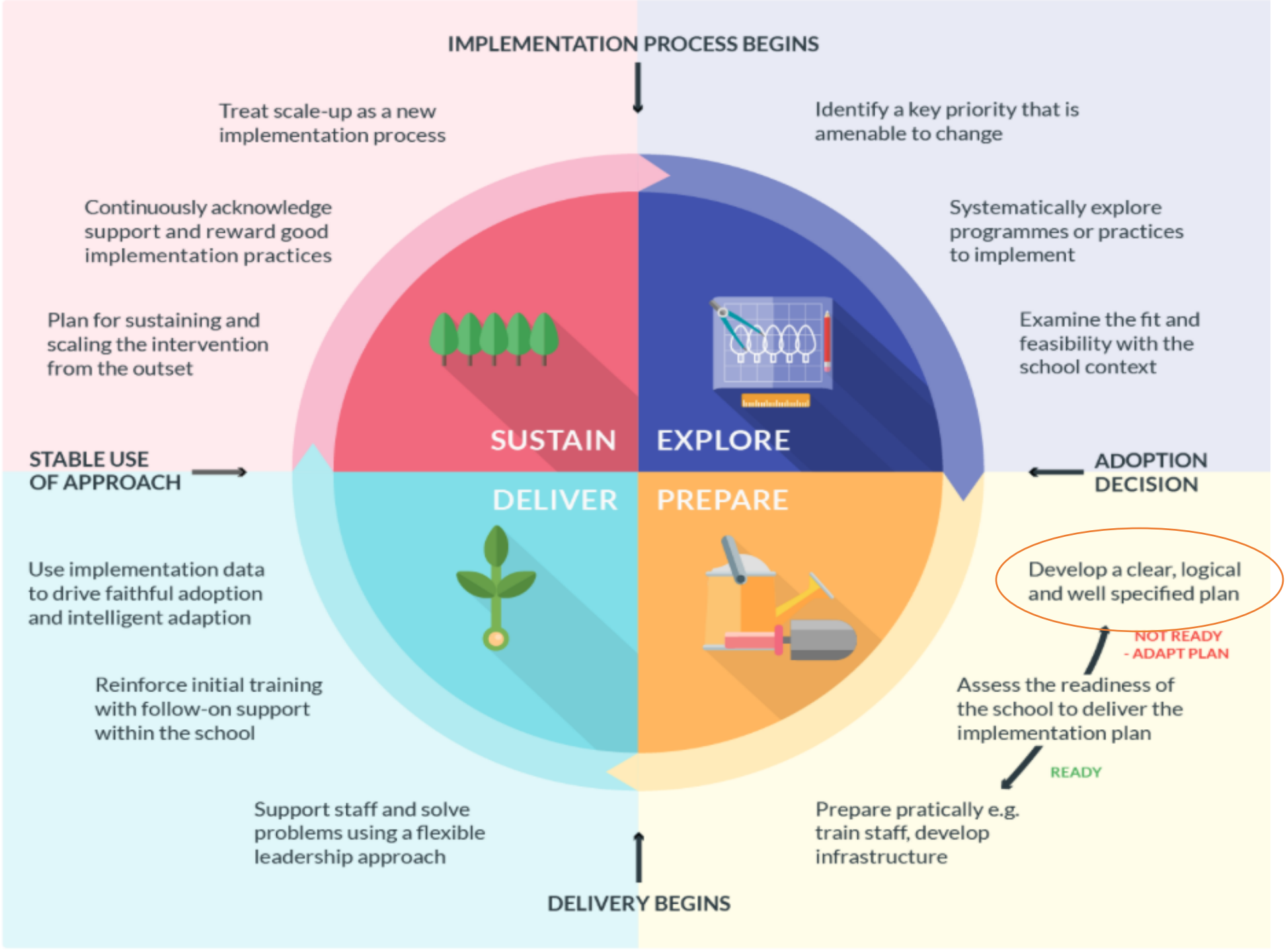
- ‘Devil is in the detail’ – consider the variation in effects and what drives that variation
- Identify the *active ingredients* for successful implementation

Metacognition and Self-regulated Learning

Seven recommendations for teaching self-regulated learning & metacognition

What is metacognition?

- ‘Learning to learn’?
- ‘Thinking about thinking’?
- ‘Knowing about knowing’?
- 'Being aware of one’s awareness’?


IMPLEMENTATION PROCESS BEGINS
Treat scale-up as a new implementation process
Identify a key priority that is amenable to change
Continuously acknowledge support and reward good implementation practices
Systematically explore programmes or practices to implement
Plan for sustaining and scaling the intervention from the outset
Examine the fit and feasibility with the school context
SUSTAIN
EXPLORE
STABLE USE OF APPROACH
ADOPTION DECISION
DELIVER
PREPARE
Use implementation data to drive faithful adoption and intelligent adaption
Develop a clear, logical and well specified plan
NOT READY - ADAPT PLAN
Reinforce initial training with follow-on support within the school
Assess the readiness of the school to deliver the implementation plan
READY
Support staff and solve problems using a flexible leadership approach
Prepare pratically e.g. train staff, develop infrastructure
DELIVERY BEGINS

Preparation, preparation, preparation…

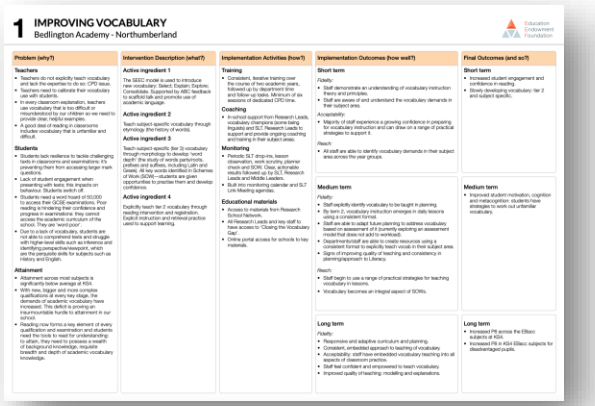
*"The **amount of preparation** required for introducing the interventions is a common **issue that occurs across all programmes**.*

*Where there are problems of implementation these often appear to be linked to **a lack of shared understanding among senior leaders and teachers** of what is involved."*

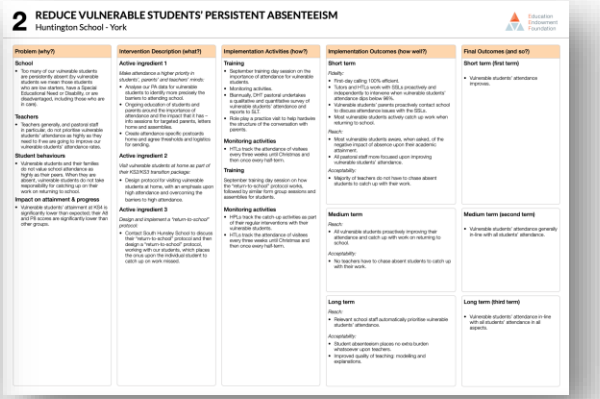
Dr Jake Anders, EEF Projects Review

Develop a clear, logical and well-specified implementation plan

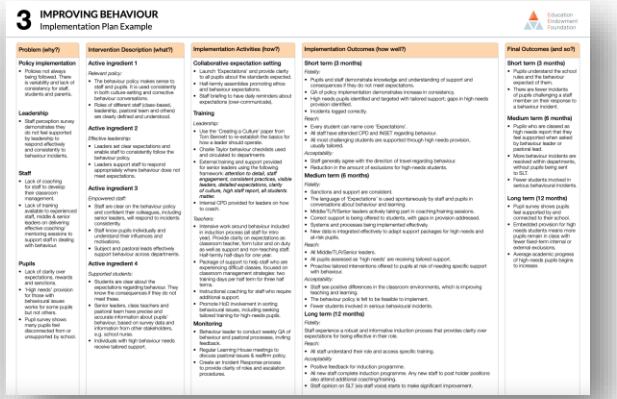
'An important first step when preparing for implementation is ensuring there is a detailed and shared understanding of the programme or practice that is being implemented. ***This can be aided by creating a well-specified plan****, which, in turn, can act as a basis for practically preparing for implementation.'*



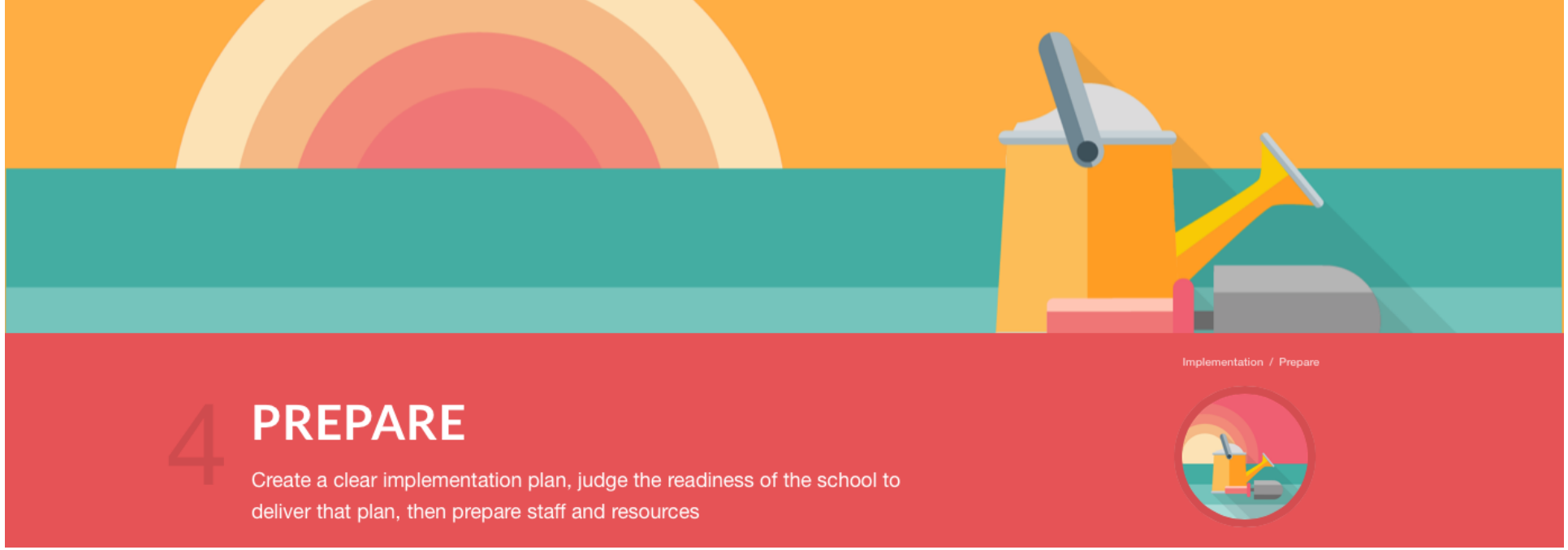
1 IMPROVING VOCABULARY
Bedlington Academy - Northumberland



2 REDUCE VULNERABLE STUDENTS' PERSISTENT ABSENTEEISM
Huntington School - York



3 IMPROVING BEHAVIOUR
Implementation Plan Example



Describe:

- ***why*** we are doing this – a definition of the problem
- ***what*** the intervention entails – the active ingredients/core components
- ***how*** it will be implemented – the implementation activities
- a means of knowing ***how well*** implementation is going – the implementation outcomes
- and the final intended outcomes (***and so?)*** – the overall objectives

The process is more important than the output

Problem (why?)

What needs to change e.g. teacher behaviour, student behaviour, attainment?

Why?
Problem/priority

Intervention Description (what?)

What are the essential 'active ingredients' of the intervention?

What act… …u see when it is…

What?
Active Ingredients

Implementation Activities (how?)

How will it be done?

What blend of activities are required?

How?
Implementation activities

Implementation Outcomes (how well?)

How will you know that it is working?

Do …
use…

Sh…

Me…

Lo…

How well?
Implementation outcomes

Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

And so?
Final outcomes

5 INTRODUCING KNOWLEDGE ORGANISERS

Durrington High School - Worthing

Education Endowment Foundation

Problem (why?)

Teachers

- New specifications require decisions about what knowledge to teach in restricted lesson time.
- There is a lack of cohesion and accumulation between knowledge taught at KS3 and KS4.
- There can be a lack of consistency between lessons in the same subjects regarding what knowledge is being taught.
- There can be a lack of challenge in lessons for all or some students.
- Curriculum Teaching Assessment policy has an expectation of explicit vocabulary instruction (of tier 2 and tier 3 vocabulary) in all subjects.

Students

- Students experience different lesson content dependent on teacher.
- Many students are using ineffective revision strategies.
- Students do not have a framework or schema for organising new information.
- There is a lack of automaticity of knowledge making higher-order learning less likely.
- There is a gap in tier 2 and tier 3 vocabulary knowledge between different groups of students (disadvantaged and non-disadvantaged).

Attainment

- Attainment gap evident for disadvantaged students when compared to national and non-disadvantaged students at DHS
- Overall attainment for all students 2017/2018:
  +X.XX P8,
  XX.X A8
  XX.X% basics 5+
- Attainment for PP students 2017/2018
  -X.XX P8
  XX.X A8
  XX.X% basics

Intervention Description (what?)

Active Ingredient 1

Curriculum Planning:

- A knowledge organiser, based on knowledge that will build cultural capital as well as meet specification demands, to be in place for every unit of work in Year 9 and Year 10 for all subjects by September 2018.

Active Ingredient 2

Explicit Vocabulary Instruction:

- All knowledge organisers to include tier 2 and tier 3 vocabulary. This vocabulary is taught explicitly using strategies such as 'STI'.

Active Ingredient 3

Lesson Planning:

- All teachers of the same subject explicitly teach the knowledge on the knowledge organiser and go beyond this as appropriate.

Active Ingredient 4

Assessment & Metacognition:

- Teachers to use knowledge organisers for formative assessment strategies such as quizzing, and students to use knowledge organisers for monitoring of learning, for example through self-quizzing and self-checking of work.

Implementation Activities (how?)

Mandate change

- Use of CTA policy to declare a knowledge-based curriculum to staff and students.
- Declare knowledge organisers for Year 9 and Year 8 as a whole-school priority from September 2018.

Conduct ongoing training

- Introduction of knowledge organisers at November INSET.
- Share examples from different teachers in January and March INSET.
- Refresher for new members of staff in September 2018 INSET.

Coaching/tailor strategies

- T&L senior leaders offer in-school support with production and use of knowledge organisers for individual teams.

Identify and prepare champions

- Identify an individual per curriculum area who motivates colleagues and models effective implementation. These teachers to present at INSETs in 2018/2019 and lead one SPDs per term on the knowledge organiser in use for Year 9 and Year 10.

Develop academic partners

- Partner curriculum leaders and other teachers responsible for creating knowledge organisers with external subject specialists, for example departments in other schools, exam boards or university partners, to help create and moderate KOs.

Model change

- Share models of KOs via school VLE.

Monitoring

- Review of KOs a standing agenda item for T&L line management meetings (last fortnight of every term).
- Line managers to review departmental use of knowledge organisers at termly T&L reviews.
- Ongoing discussion and review of KOs at T&L briefings with curriculum leaders.
- Periodic moderation of knowledge organisers by SLT via VLE to ensure fidelity. Actions fed back to line managers.

Implementation Outcomes (how well?)

Short term

Fidelity:

- Production of knowledge organisers for all units in Year 9 and Year 10 from September 2018.
- Knowledge organisers to incorporate knowledge that builds student cultural capital.
- Assessments, including vocabulary assessment, match knowledge on knowledge organisers.
- Curriculum leaders to be accountable for ensuring knowledge organisers are used in their areas.

Reach:

- All teachers using knowledge organisers for Year 9 and Year 10 lessons by September 2018.

Acceptability:

- Staff experience a reduction in time spent on medium-term and lesson planning for Year 10 and Year 9.
- Clarity about knowledge to be taught in specific units.

Medium term

Fidelity:

- Knowledge organisers used to plan and review curriculum for Year 9 and Year 10 on an ongoing basis.
- Production of knowledge organisers for all units in Year 11 from December 2018.

Reach:

- All teachers using knowledge organisers for Year 11 teaching and revision materials by January 2019.

Acceptability:

- Staff experience a reduction in time spent on medium-term and lesson planning for Year 11.
- Revision sessions and resources are centralised.

Long term

Fidelity:

- KOs in place for all year groups by September 2019.
- Knowledge organisers are updated as part of curriculum reviews.

Reach:

- All teachers using knowledge organisers for all year groups.

Final Outcomes (and so?)

Short term – Year 9 and 10

- Increased understanding of the aims of a knowledge organiser, including an understanding of what is a knowledge-based curriculum.

From September 2018:

- Increased engagement with knowledge organisers as part of lessons and homework.
- Students experience clarity about knowledge they need to know by the end of each unit.

Medium term – Year 11 (plus Year 9 and 10)

As above plus:

- All students using knowledge organisers as part of lessons and homework/ revision.
- All students using knowledge organisers to self-check their learning, including inclusion of tier 2 and tier 3 vocabulary.
- All students engaging with knowledge organisers as a metacognitive tool to plan, monitor and evaluate their learning.

Long term – All year groups

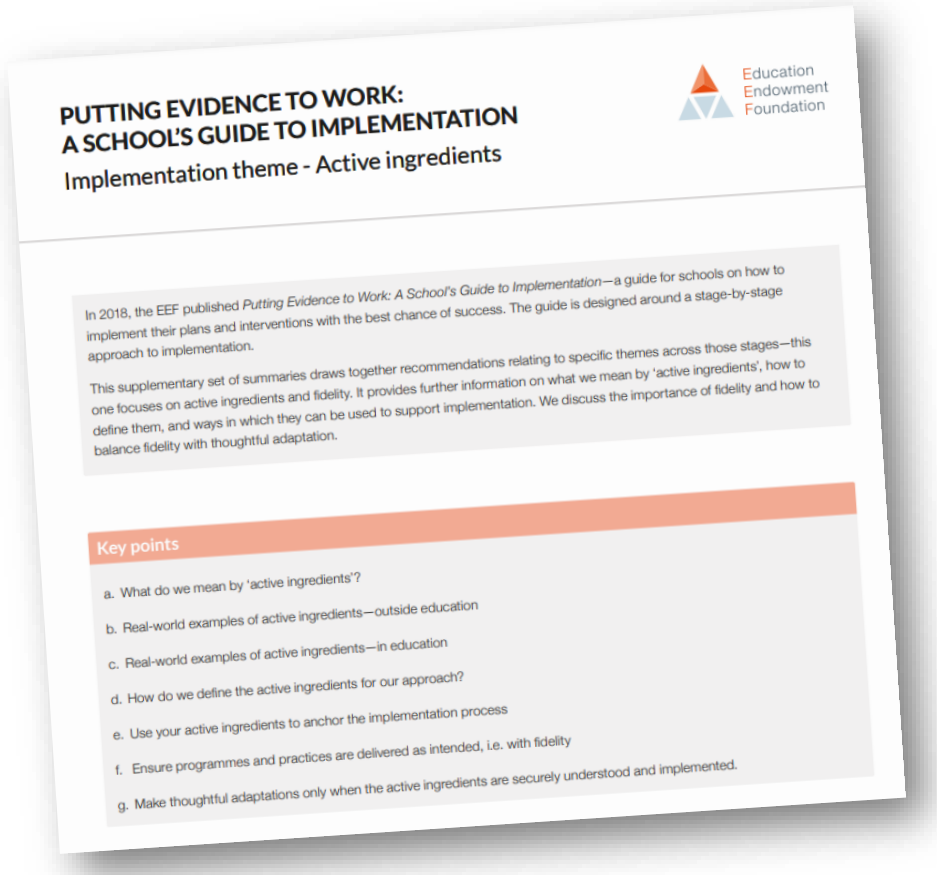
As above plus:

- All students able to independently plan effective revision sessions using knowledge organisers as a central resource.
- All students experience more accurate self-monitoring of their learning.
- Increased level of progress for disadvantaged students (and other identified in September analysis).

Active Ingredients – defining the ‘what’

‘ACTIVE INGREDIENTS’ –
the essential principles and practices for an approach, which need to be adopted closely to get the intended outcomes

i.e. What activities & behaviours will you see when it is working?



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

Implementation theme - Active ingredients

Education Endowment Foundation

In 2018, the EEF published *Putting Evidence to Work: A School's Guide to Implementation*—a guide for schools on how to implement their plans and interventions with the best chance of success. The guide is designed around a stage-by-stage approach to implementation.

This supplementary set of summaries draws together recommendations relating to specific themes across those stages—this one focuses on active ingredients and fidelity. It provides further information on what we mean by 'active ingredients', how to define them, and ways in which they can be used to support implementation. We discuss the importance of fidelity and how to balance fidelity with thoughtful adaptation.

Key points

a. What do we mean by 'active ingredients'?

b. Real-world examples of active ingredients—outside education

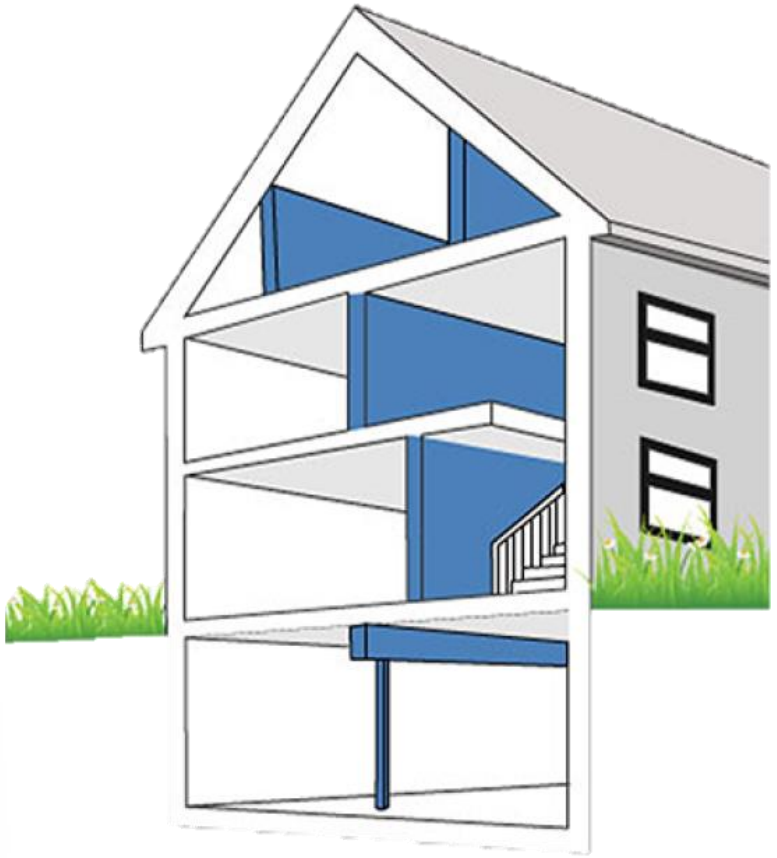
c. Real-world examples of active ingredients—in education

d. How do we define the active ingredients for our approach?

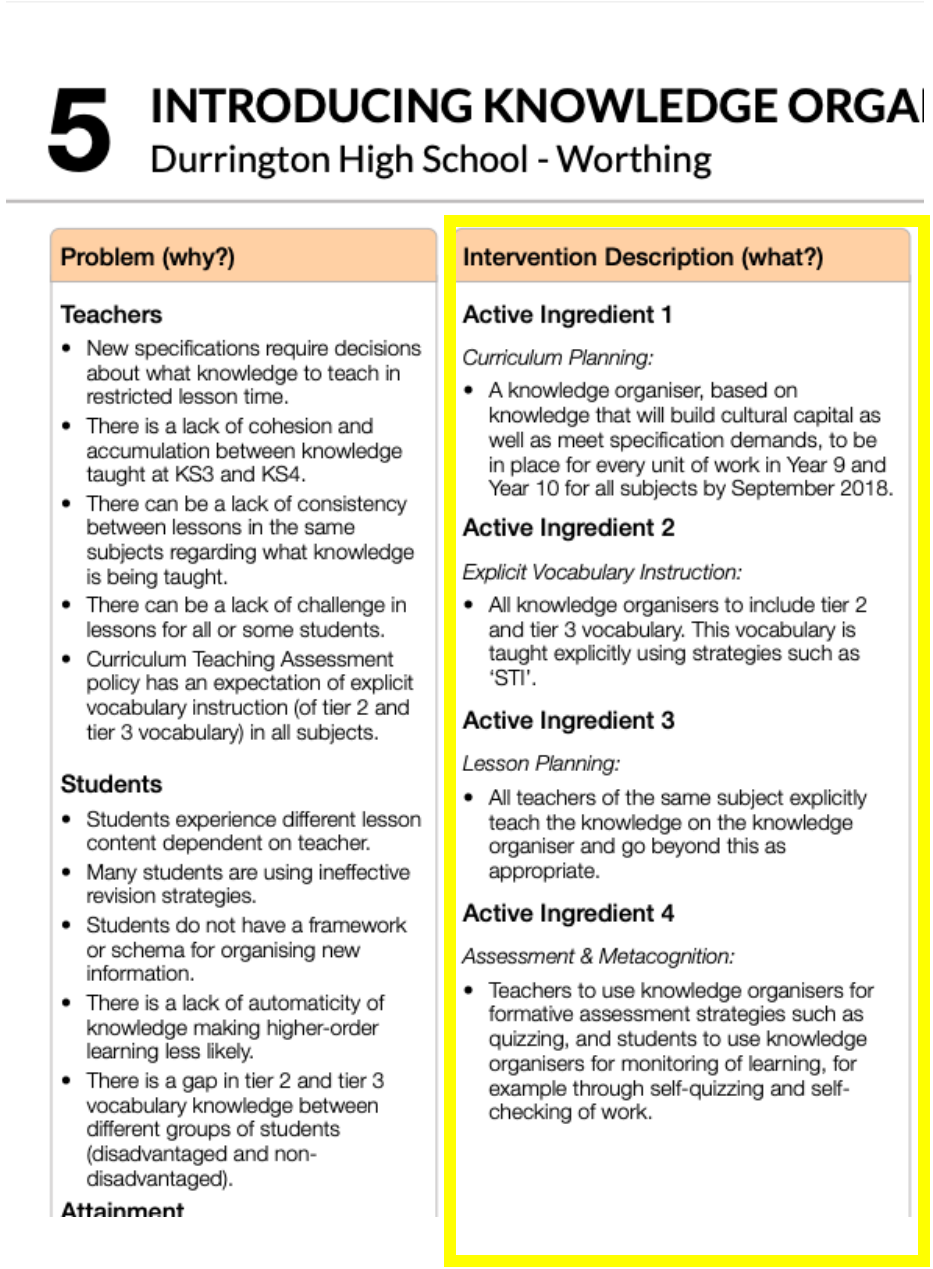
e. Use your active ingredients to anchor the implementation process

f. Ensure programmes and practices are delivered as intended, i.e. with fidelity

g. Make thoughtful adaptations only when the active ingredients are securely understood and implemented.



Without these, how can we communicate or monitor the changes?



5 INTRODUCING KNOWLEDGE ORGA

Durrington High School - Worthing

Problem (why?)	Intervention Description (what?)
Teachers • New specifications require decisions about what knowledge to teach in restricted lesson time. • There is a lack of cohesion and accumulation between knowledge taught at KS3 and KS4. • There can be a lack of consistency between lessons in the same subjects regarding what knowledge is being taught. • There can be a lack of challenge in lessons for all or some students. • Curriculum Teaching Assessment policy has an expectation of explicit vocabulary instruction (of tier 2 and tier 3 vocabulary) in all subjects. **Students** • Students experience different lesson content dependent on teacher. • Many students are using ineffective revision strategies. • Students do not have a framework or schema for organising new information. • There is a lack of automaticity of knowledge making higher-order learning less likely. • There is a gap in tier 2 and tier 3 vocabulary knowledge between different groups of students (disadvantaged and non-disadvantaged). **Attainment**	**Active Ingredient 1** *Curriculum Planning:* • A knowledge organiser, based on knowledge that will build cultural capital as well as meet specification demands, to be in place for every unit of work in Year 9 and Year 10 for all subjects by September 2018. **Active Ingredient 2** *Explicit Vocabulary Instruction:* • All knowledge organisers to include tier 2 and tier 3 vocabulary. This vocabulary is taught explicitly using strategies such as 'STI'. **Active Ingredient 3** *Lesson Planning:* • All teachers of the same subject explicitly teach the knowledge on the knowledge organiser and go beyond this as appropriate. **Active Ingredient 4** *Assessment & Metacognition:* • Teachers to use knowledge organisers for formative assessment strategies such as quizzing, and students to use knowledge organisers for monitoring of learning, for example through self-quizzing and self-checking of work.

West Somerset Research School

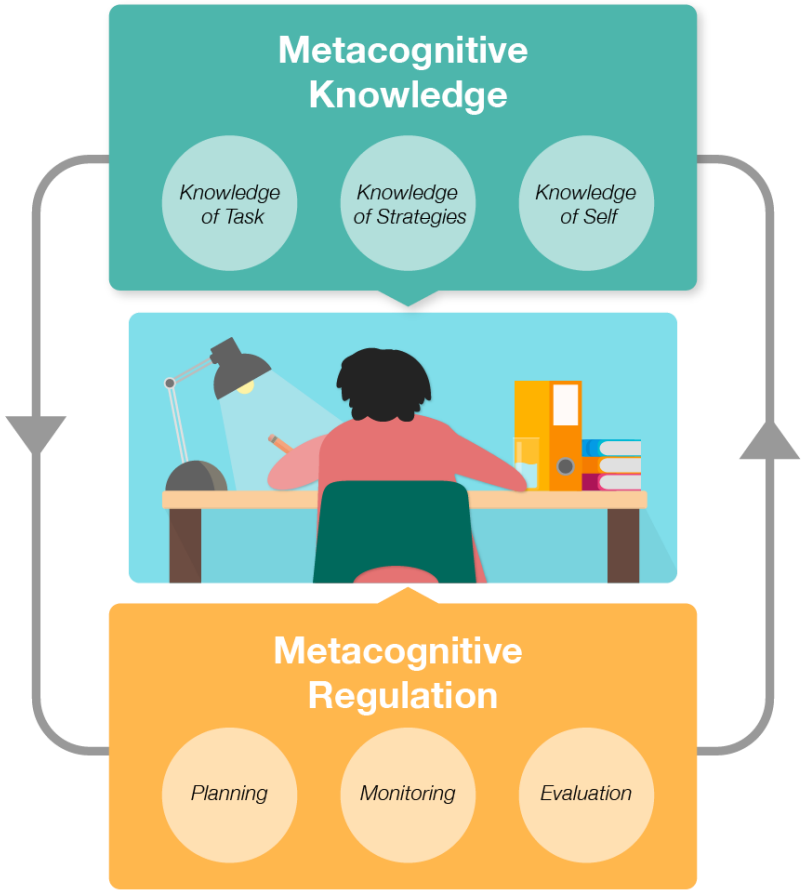
Active ingredients are….

- A summary of ONLY the essential principles, practices and behaviours
- The key defining features of the approach (the 'what')
- Where we want consistency (adoption vs adaptation)
- Focused and actionable

Active ingredients - metacognition

ACTIVE INGREDIENT 1
– Shared mental model

- Staff have a shared understanding of metacognition
- Staff are able to apply that model dynamically in the classroom



When is a bike not a bike?!

DISCUSSION:

What are the active ingredients of a bicycle?

"The observable, replicable and irreducible components of an intervention (Michie et al., 2013)."

Faithful adoption vs intelligent adaptation

Is it a bicycle?! Critical adaptation?

Active Ingredients

The essential principles and practices for an approach, which need to be adopted closely to get the intended outcomes

What *activities & behaviours will you see when it is working?*

'TAs supplement not replace teaching in the classroom'

Implementation Activities

The actions, strategies and resources you will use to introduce the approach, as defined by the Active Ingredients

How *will it be done?*

What blend of activities are required?

'Teachers receive training and coaching on how to deploy TAs'

Education Endowment Foundation

Implementation activities - The 'How'?

"Typically, the application of a single strategy alone will be insufficient to successfully support the implementation of a new approach."




Don't just train and pray!

5 INTRODUCING KNOWLEDGE ORGANISERS

Durrington High School - Worthing

Education Endowment Foundation

Problem (why?)

Teachers

- New specifications require decisions about what knowledge to teach in restricted lesson time.
- There is a lack of cohesion and accumulation between knowledge taught at KS3 and KS4.
- There can be a lack of consistency between lessons in the same subjects regarding what knowledge is being taught.
- There can be a lack of challenge in lessons for all or some students.
- Curriculum Teaching Assessment policy has an expectation of explicit vocabulary instruction (of tier 2 and tier 3 vocabulary) in all subjects.

Students

- Students experience different lesson content dependent on teacher.
- Many students are using ineffective revision strategies.
- Students do not have a framework or schema for organising new information.
- There is a lack of automaticity of knowledge making higher-order learning less likely.
- There is a gap in tier 2 and tier 3 vocabulary knowledge between different groups of students (disadvantaged and non-disadvantaged).

Attainment

- Attainment gap evident for disadvantaged students when compared to national and non-disadvantaged students at DHS
- Overall attainment for all students 2017/2018:
  +X.XX P8,
  XX.X A8
  XX.X% basics 5+
- Attainment for PP students 2017/2018
  -X.XX P8
  XX.X A8
  XX.X% basics

Intervention Description (what?)

Active Ingredient 1

Curriculum Planning:

- A knowledge organiser, based on knowledge that will build cultural capital as well as meet specification demands, to be in place for every unit of work in Year 9 and Year 10 for all subjects by September 2018.

Active Ingredient 2

Explicit Vocabulary Instruction:

- All knowledge organisers to include tier 2 and tier 3 vocabulary. This vocabulary is taught explicitly using strategies such as 'STI'.

Active Ingredient 3

Lesson Planning:

- All teachers of the same subject explicitly teach the knowledge on the knowledge organiser and go beyond this as appropriate.

Active Ingredient 4

Assessment & Metacognition:

- Teachers to use knowledge organisers for formative assessment strategies such as quizzing, and students to use knowledge organisers for monitoring of learning, for example through self-quizzing and self-checking of work.

Implementation Activities (how?)

Mandate change

- Use of CTA policy to declare a knowledge-based curriculum to staff and students.
- Declare knowledge organisers for Year 9 and Year 8 as a whole-school priority from September 2018.

Conduct ongoing training

- Introduction of knowledge organisers at November INSET.
- Share examples from different teachers in January and March INSET.
- Refresher for new members of staff in September 2018 INSET.

Coaching/tailor strategies

- T&L senior leaders offer in-school support with production and use of knowledge organisers for individual teams.

Identify and prepare champions

- Identify an individual per curriculum area who motivates colleagues and models effective implementation. These teachers to present at INSETs in 2018/2019 and lead one SPDs per term on the knowledge organiser in use for Year 9 and Year 10.

Develop academic partners

- Partner curriculum leaders and other teachers responsible for creating knowledge organisers with external subject specialists, for example departments in other schools, exam boards or university partners, to help create and moderate KOs.

Model change

- Share models of KOs via school VLE.

Monitoring

- Review of KOs a standing agenda item for T&L line management meetings (last fortnight of every term).
- Line managers to review departmental use of knowledge organisers at termly T&L reviews.
- Ongoing discussion and review of KOs at T&L briefings with curriculum leaders.
- Periodic moderation of knowledge organisers by SLT via VLE to ensure fidelity. Actions fed back to line managers.

Implementation Outcomes (how well?)

Short term

Fidelity:

- Production of knowledge organisers for all units in Year 9 and Year 10 from September 2018.
- Knowledge organisers to incorporate knowledge that builds student cultural capital.
- Assessments, including vocabulary assessment, match knowledge on knowledge organisers.
- Curriculum leaders to be accountable for ensuring knowledge organisers are used in their areas.

Reach:

- All teachers using knowledge organisers for Year 9 and Year 10 lessons by September 2018.

Acceptability:

- Staff experience a reduction in time spent on medium-term and lesson planning for Year 10 and Year 9.
- Clarity about knowledge to be taught in specific units.

Medium term

Fidelity:

- Knowledge organisers used to plan and review curriculum for Year 9 and Year 10 on an ongoing basis.
- Production of knowledge organisers for all units in Year 11 from December 2018.

Reach:

- All teachers using knowledge organisers for Year 11 teaching and revision materials by January 2019.

Acceptability:

- Staff experience a reduction in time spent on medium-term and lesson planning for Year 11.
- Revision sessions and resources are centralised.

Long term

Fidelity:

- KOs in place for all year groups by September 2019.
- Knowledge organisers are updated as part of curriculum reviews.

Reach:

- All teachers using knowledge organisers for all year groups.

Final Outcomes (and so?)

Short term – Year 9 and 10

- Increased understanding of the aims of a knowledge organiser, including an understanding of what is a knowledge-based curriculum.

From September 2018:

- Increased engagement with knowledge organisers as part of lessons and homework.
- Students experience clarity about knowledge they need to know by the end of each unit.

Medium term – Year 11 (plus Year 9 and 10)

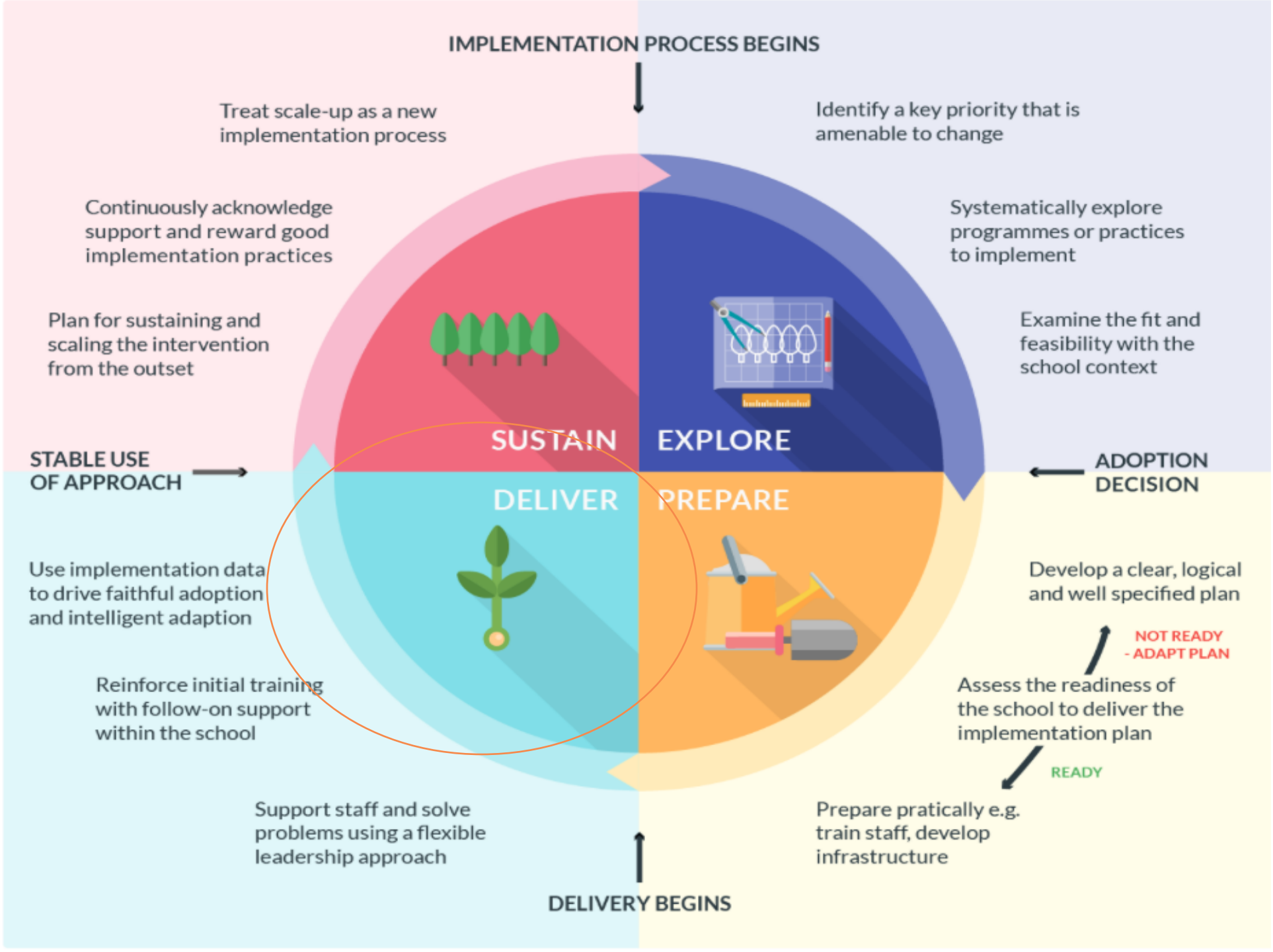
As above plus:

- All students using knowledge organisers as part of lessons and homework/ revision.
- All students using knowledge organisers to self-check their learning, including inclusion of tier 2 and tier 3 vocabulary.
- All students engaging with knowledge organisers as a metacognitive tool to plan, monitor and evaluate their learning.

Long term – All year groups

As above plus:

- All students able to independently plan effective revision sessions using knowledge organisers as a central resource.
- All students experience more accurate self-monitoring of their learning.
- Increased level of progress for disadvantaged students (and other identified in September analysis).


IMPLEMENTATION PROCESS BEGINS
Treat scale-up as a new implementation process
Identify a key priority that is amenable to change
Continuously acknowledge support and reward good implementation practices
Systematically explore programmes or practices to implement
Plan for sustaining and scaling the intervention from the outset
Examine the fit and feasibility with the school context
SUSTAIN
EXPLORE
STABLE USE OF APPROACH
ADOPTION DECISION
DELIVER
PREPARE
Use implementation data to drive faithful adoption and intelligent adaption
Develop a clear, logical and well specified plan
NOT READY - ADAPT PLAN
Reinforce initial training with follow-on support within the school
Assess the readiness of the school to deliver the implementation plan
READY
Support staff and solve problems using a flexible leadership approach
Prepare pratically e.g. train staff, develop infrastructure
DELIVERY BEGINS

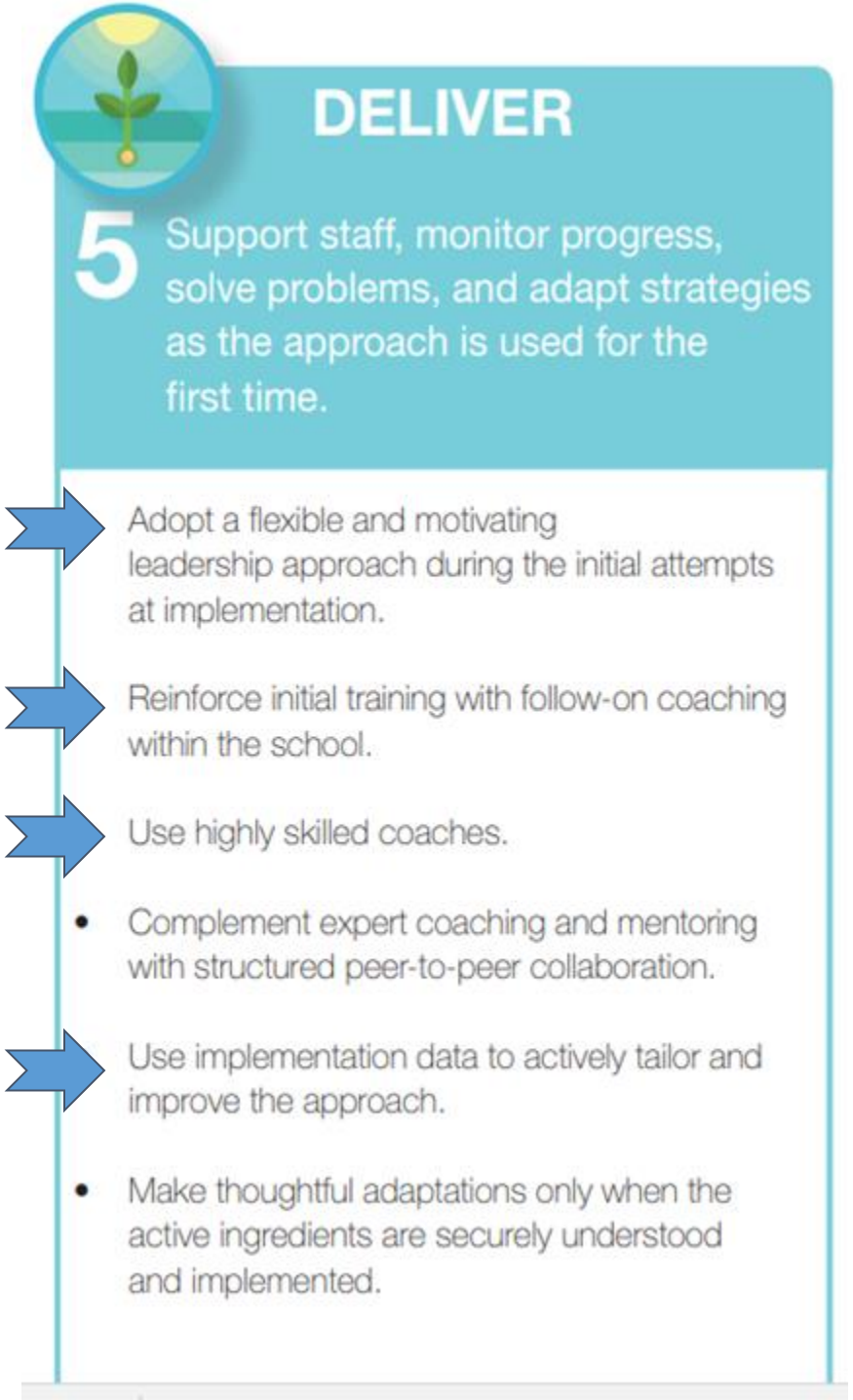
- You don't expect perfection on the first attempt
- You know you're going to get better over time
- You adapt and learn as you go, and as situations arise
- You value inputs from skilled instructors during deliberate practice.

"Anything worth doing well is worth doing poorly!"

This stage is about…

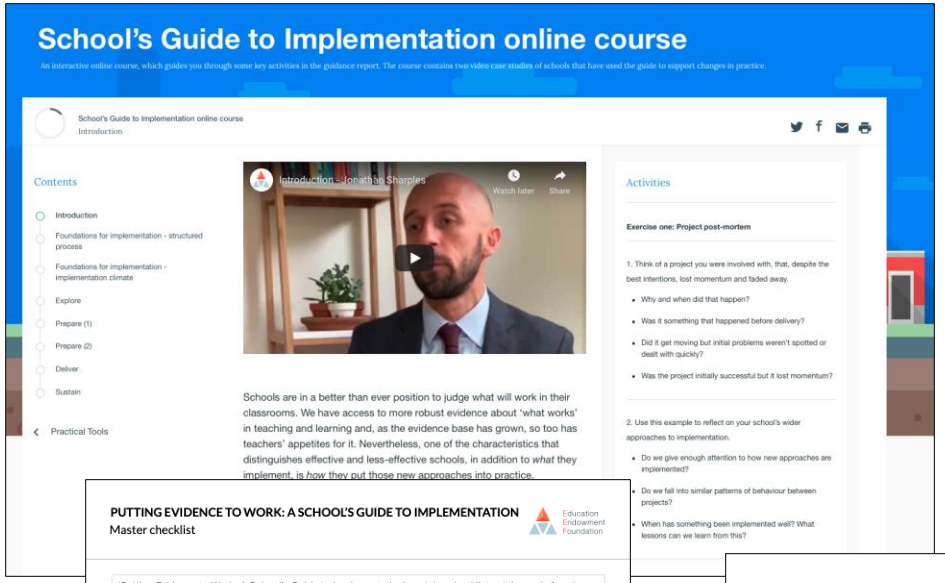
continuous dynamic improvement

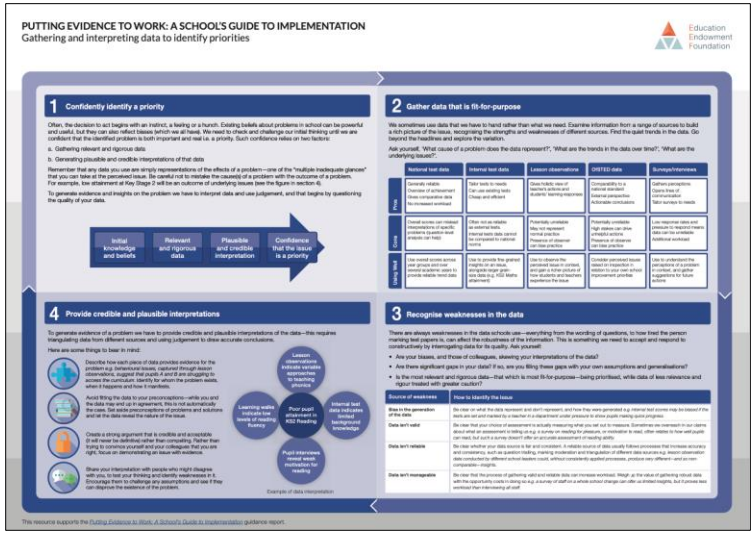
- Motivating and modelling
- Identifying and solving problems
- Identifying and using successes
- Helping staff apply their knowledge

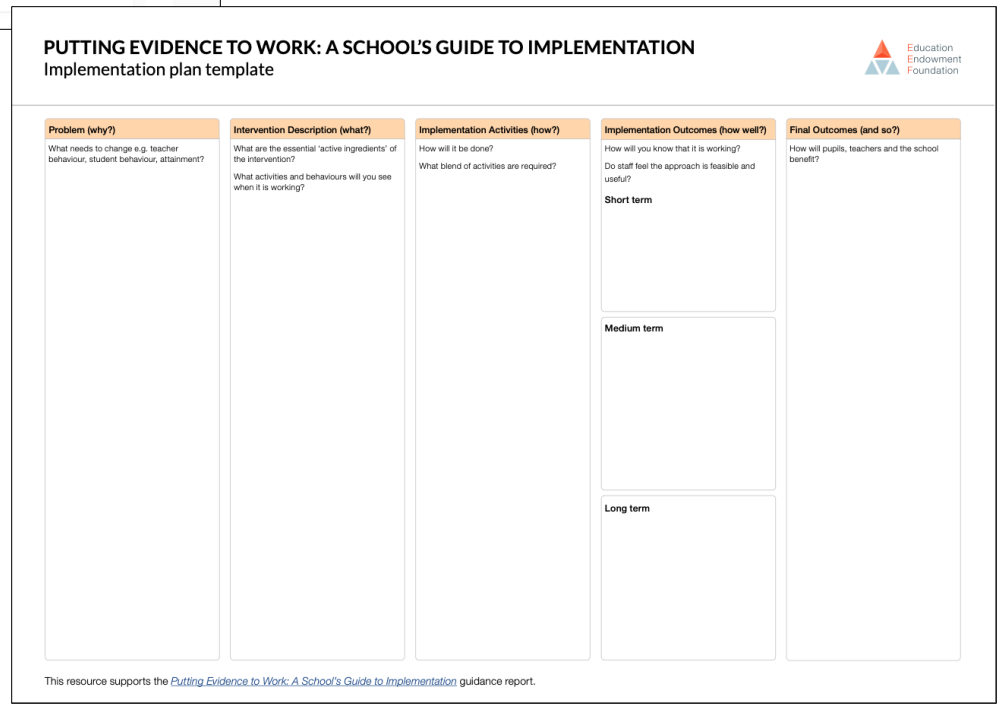


Key points

- Implementation matters – the practitioner *is* the intervention!
- View implementation as a process not an event
- Implementation needs time, especially for preparation
- Benefits from dedicated but distributed leadership
- Have a clear, logical and well-specified plan
- Specify the elements of the approach that you believe are critical to its success – i.e. the 'active ingredients'
- Treat 'Delivery' as a learning process







https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/

Thank you!

jonathan.sharples@eefoundation.org.uk

@Sharples_J

@EducEndowFoundn