Making change stick! Embracing the implementation process.
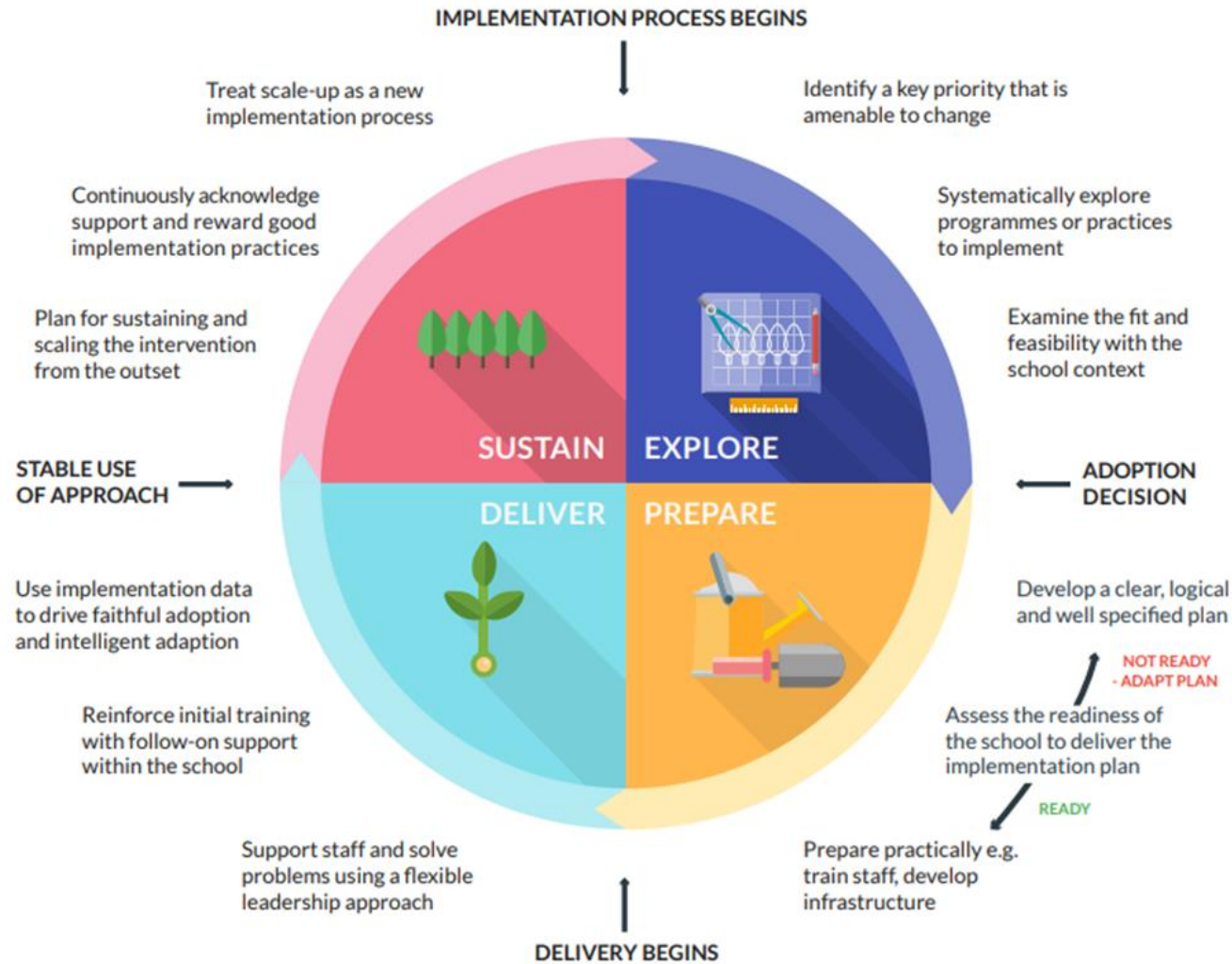
Chartwell Room

Background

- A school with high level of need and little success with PP pupils.

- Opted for Characteristics of Deprivation evidence informed training as we knew our pp children were underperforming and we needed to be proactive in making changes for them.

- We looked carefully at every pp child individually to identify a main area of need. Then mapped this for trends. This allowed us to come up with a needs led PP strategy.

- Time consuming but worth it! Pupil voice was also a driver for change.

- Metacognition came through along with vocabulary and inspiration.

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION
Implementation process diagram

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 practically e.g. train staff, develop infrastructure

DELIVERY BEGINS

The legacy of the EEFective Kent project

- Initially, 2 members of staff (SLT and a teacher) with a deep understanding of the implementation process, now a full team of middle leaders who are used to using this process

- Fundamental changes to how we secure ongoing improvement

- Great outcomes for our PP pupils!

Precision

Does our analysis focus on a sharp, drilled-down description of the problem?

Have we avoided a general description of the problem that doesn't get to the root of the issue? More precise descriptions often identify a nuanced aspect of teaching, learning, behaviour, personal development etc, recognising the complexity of these practices and pin-pointing the issue(s) that needs addressing.

Accuracy

Are we confident that the identified problem is the root cause of the issue we're trying to address?

A precise identification of a problem doesn't guarantee it's an accurate one. Our analyses can all point to the same problem but unknowingly miss the mark. Gathering and interpreting reliable data accurately can help identify the true issue that needs addressing, particularly when combined with objective verification.

Understanding

Have we established a shared understanding of why the problem is a priority?

Do all staff understand what will be gained if we invest time and effort addressing the problem e.g. improved pupil outcomes, wellbeing, reduced workload etc? Establishing a warrant for the work rooted in moral and practical purpose will have a better chance of generating the intrinsic motivation needed to see it through.

Stopping

Are there existing activities that we need to consider stopping in order to free-up the space needed to implement new approaches?

In order to introduce new approaches we need to ensure there is the motivation and capacity to do so, which may involve reviewing and stopping ineffective practices. This includes assessing the capacity of all staff who will be involved in, or effected by, any potential change.

Evidence

Have we checked that our initial ideas about potential solutions are not driven by impulses and biases, but by evidence-informed 'best bets'?

It can be tempting to borrow ideas from other schools or rely on anecdotal evidence without fully interrogating the supporting evidence. Combining external evidence with professional judgement will build greater confidence in your decisions.

- A pared down, forensic approach to improvement involving all staff

- A positive & realistic attitude towards change

Discussion point
What things in your school could be stopped to make space for changes to be implemented?
How could this be broached with SLT?

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.

We now have a 3 year school improvement planning cycle

Key priorities for the Plan: *red italics are linked to Ofsted areas for development* <mark>yellow highlights are new initiatives</mark>

Leadership & Management	Quality of Education	Behaviour and attitudes	Personal development	Early Years
To develop middle leadership through • *A focus on shared high expectations and peer support* • *A programme of support and guidance including local networking opportunities* • *Clear accountability* • *Access to subject specialists to support development of necessary subject knowledge, pedagogy and pedagogical content knowledge* **To maintain focus on reducing workload through** • Use of well-chosen courses and materials • Application of the well-established assessment cycle to maintain manageable data handling • Shared online access to streamlined planning documentation & guidance **To maintain excellent safeguarding through** • Regular staff updates • Supervision for all DSL • Regular governor monitoring	**To develop a quality curriculum by** **-Embedding our Curriculum Intent** • Knowledge, cultural capital, meeting needs of more able, disadvantaged and SEN pupils **-Focusing on Curriculum Implementation** • Clear subject guidance &expectations <mark>incl end points</mark> • Good subject knowledge • Useful assessment (regular retrieval) • Challenge for all • Rosenshine's Principles **-Using Instructional Coaching to develop pedagogy** ***To raise standards in reading*** • <mark>*Implement phonics scheme across rest of KS1 & reading SoW across KS2*</mark> ***To raise standards in Maths*** • <mark>*Embed Numbots & TTRS into weekly routine & celebrate*</mark> • <mark>*Launch Apprenebillion & Number stacks*</mark> **To improve spelling** • <mark>Review spelling provision & address challenges identified</mark> **To enhance high quality inclusive practice focused on** • Effective use of adults to support learning in and out of class through additional CPD for support staff.	**To maintain high expectations, positive behaviour and improve self-regulation by** • Developing the pastoral teams • Continuing the consistent approach to behaviour management & analysis • Maintaining the STOP anti-bullying approach **To improve positive attitudes to learning and give pupils resilience by** • Embedding use of Heartsmart (PHSE) and incorporating resilience into assembly /worship & the curriculum **To improve attendance by** • Continuing robust monitoring and follow-up • Creating an attendance plan inc actions for targeted families ***To engage hard to reach parents in supporting good learning behaviour in and out of school*** • <mark>*Family Involvement Quality Award - FIQA (NCEP)* and *family learning opportunities*</mark>	**Provide personal & character development by** • Embedding the Heartsmart (PSHE) scheme of work & the personal development curriculum • Continuing use of self-assessment & target setting in PD twice a year • Extending the SEMH check Q&A **Continue pastoral support for healthy eating, exercise, mental health, relationships and careers.** **Continue to provide a wide range of experiences to nurture and develop talents and interests and raise aspiration by** • Maintaining the extra curricular clubs on offer • Delivering the planned range of wider opportunities • Sustaining the profile of the experiences passport **Improve coherence & impact of SMSC, British Values & Equal Opps** • Developing record keeping to identify strengths and weaknesses • Evaluating memorable moments / come and see books & twitter • Undertaking work on Sustainable Development Goals within wider curriculum opportunities (Global Council)	**To make Early Years provision outstanding with** • Early identification of additional needs including extra challenge so that all pupils make rapid progress • High quality child/adult interactions & classroom routines that scaffold learning and support vocabulary development – <mark>NELI & ShREC</mark> • *Effective use of resources and an enabling environment particularly for maths and English in the outdoor areas* • <mark>*Use of 'in the moment' interventions*</mark>

EXPLORE

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

- Identify a tight area for improvement using a robust diagnostic process.
- Make evidence-informed decisions on what to implement.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

Lessons learned

- Devoting time and energy to figuring out exactly what it is that needs improving is worth it! e.g. poor reading comprehension due to weak vocabulary and poor prosody – these were barriers to learning not phonics

- Actually do the reading. Allocate time to researching the evidence base available

- Small scale trials or pilots may slow the process but they pay off in the long run

Fail to plan, plan to fail

We action plan in excruciating detail – mainly around training, staffing and timetabling

'Buy in' we plan opportunities for staff input during the explore and prepare phases

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 expert follow-on support 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.

- Early monitoring is key with planned opportunities for review (gives staff a chance to get their voice heard).
- Ongoing support and training - we found our shining stars
- Data – qualitative is just as good an quantitative in the early stages

Discussion activity
How/why is change implemented in your school at the moment?

Who decides priorities?

How is change delivered by ALL staff?

What changes have 'stuck' and why?

The daily grind

Eliminate the boredom threshold with praise and celebration

SUSTAIN

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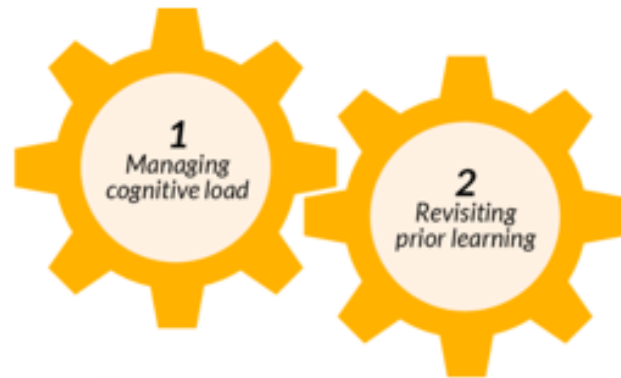
- Plan for sustaining and scaling an innovation from the outset.

- Treat scale-up as a new implementation process.

- Ensure the implementation data remains fit for purpose.

- Continuously acknowledge, support, and reward good implementation practices.

Legacy – mark 2

- The success for pp children led to us using the implementation guidance to make other changes in school…
  - Reading comprehension - EEF 'Improving Literacy at KS2' used to inform our chosen strategy - should be above national this year.
  - Number - EEF 'Improving maths in EY and KS1 and KS2 and KS3' used to identify potential intervention programmes - 1st Class @ Number then Number stacks following review during the deliver stage.
  - Instructional coaching - staff involved in making the handbook, piloted coaching partners before rolling out to all staff, early input so staff could feed comments into the delivery plan

14 mechanisms for CPD

Building knowledge

1 Managing cognitive load

2 Revisiting prior learning

Motivating Teachers

3 Setting and agreeing on goals

4 Presenting information from a credible source

5 Providing affirmation and reinforcement after progress

Developing teaching techniques

6 Instructing teachers on how to perform a technique

7 Arranging social support

8 Modelling the technique

9 Monitoring and providing feedback

10 Rehearsing the technique

Embedding practice

11 Providing prompts and cues

12 Prompting action planning

13 Encouraging monitoring

14 Prompting context-specific repetition

Questions

Closing points

- Constantly acknowledging and supporting good implementation of new practise is vital.
- Having a flexible approach and listening to staff is paramount to ensure new initiatives are sustained.
- Staff champions (teachers, TA, FLOs) make implementation so much easier. Having a process that is known to all staff means everyone knows where we are in the change process and what expectations of them are.
- Get away from the 'flitting' from priority to priority and initiative to initiative. Communicate the improvement process clearly to governors – the need to slow down, be methodical.
- Taking the time to find out what your children need means that you can plan meticulous changes to ensure they can all reach their potential.
- The EEF implementation guidance has made a huge difference to all of our children and staff, which we see coming to fruition in so many aspects of our children's behaviour for learning , progress and attainment.