

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

Implementation plan template

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment? Teachers: Develop a better understanding of metacognition, its purpose, and its use in the classroom Greater use of effective metacognitive strategies used in the classroom Selection of the most appropriate metacognitive strategy to support with learning within disciplines To develop an implementation plan alongside Subject Leads for metacognitive strategies. It must include frequent evaluation and requires teacher contribution. Students: Greater awareness of how they learn and can articulate their thinking and choices Greater autonomy over the way that they learn and how they utilise resources Better decision making and resilience in the face of challenges Better reflection and evaluation skills that enable them to make decisions in real time about how to approach problems and challenges.	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working? Detailed research and reading carried out by Senior Leaders to ensure the depth of knowledge and understanding at this level so that they can support in the roll-out of metacognition Ensure that all teachers understand what metacognition, its core principals, and the rationale for introducing it via whole staff training is Encourage staff buy-in by mobilizing the Middle Leadership Team and Subject Leads so that they can have autonomy and increased accountability over the implementation of the strategies Support Subject Leads in creating bespoke implementation plans for their department areas so that they can confidently evaluate the progress of the department against clear markers Raise awareness of the use of effective and ineffective practice in department areas so that teaching teams can establish what counts as 'best practice'.	How will it be done? What blend of activities are required? Whole staff training on the core principles of metacognition and how it works in the classroom Bespoke training on how to implement specific strategies for different subject areas Subject audit including observations and completion of the EEF audit Dissemination of findings to Senior and Subject Leaders Subject Lead training on how to develop a subject specific implementation plan and a collaborative work meeting to allow time for it to be created Subject specific implementation plans to be quality assured by the Teaching and Learning Lead with a two-week window for feedback A fortnightly meeting arranged with all Subject Leads to discuss the development of the implementation of metacognitive strategies and to discuss any additional interventions that need to be put in place Interim evaluation period – use of Staff Voice Survey and informal observations to ascertain the effectiveness of the implementation plans, staff understanding of metacognition and the impact of the perceived implementation so far Interim evaluation period – use of Student Voice Survey to ascertain which strategies have been used in the classroom and their perceived impact so far.	How will you know that it is working? Do staff feel the approach is feasible and useful? Short term All Subject Leads will have produced a high-quality implementation plan Staff will develop a range of tools to support metacognition in the classroom and be able to articulate its rationale and impact – this will be evident in learning walks and in department meeting minutes Students will be able to verbally communicate their thinking when problem solving in the classroom. Medium Term Staff Voice will demonstrate an understanding of metacognition and its purpose Staff Voice will show that teachers see the value of metacognition and believe that it is impacting the quality of learning in the classroom Student Voice will show that students can articulate what they are learning and how Implementation plans will be reviewed and updated Observations will show metacognitive strategies being used to good effect Observations will show staff encouraging students to utilise metacognitive skills to address challenges Students will begin to be able to evaluate their performance and use a range of tools and resources of overcome challenges in the classroom. Long term Metacognitive strategies will be planned into all Schemes of Work, but staff show flexibilities and adaption to the needs of the students in real time Staff speak confidently about the rationale behind the implementation of specific metacognitive strategies and can evaluate their impact on student outcomes Staff draw upon their own research and experience to amend the use of strategies in lessons Students can evaluate their performance in real time and amend their approaches to learning depending on the context and learning goal Students make choices about how to learn information best and have a range of tools to use to support in their decision making.	How will pupils, teachers, and the school benefit? Teachers will be upskilled in their understanding of cognitive science Teachers will be able to reflect upon their practice to make amendments to the way that strategies are implemented Teachers may be more inclined to seek out their own research and try new things in the classroom which will support their professional development Teachers will be able to use metacognitive strategies effectively in lessons Teachers will notice that students are able to articulate clearly and sequentially Teaching will be less intensive as students have more self-regulatory skills Teachers can provide students with more choices as students are able to make reliable and meaningful decisions about their learning Students will be able to address challenges with less teacher intervention and will be able to draw upon a range of resources to do so Students may make better progress in their subjects due to increased accountability and confidence in approaching challenges.