

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 need to develop an understanding of how metacognitive strategies can be used in English Pre- audit learning walks identified the use of: Teacher modelling Dialogue Questioning For this practice to contribute to student metacognition the following areas need to be developed: Modelling Teacher modeling needs to include the narration of the thinking processes and decision-making taking place to create the model. Students should be encouraged to support in this narration so that teachers can make use of joint construction. Dialogue Requires parameters for successful talk such as key discussion points and key exploratory and problem-solving questions to answer. Teachers must encourage student to explain their thinking behind responses as opposed to just expecting <u>a</u> answer. Questioning Move away from 'what?' questions and focus on 'why?' and 'how?' questions. Student learning is passive and while most can articulate what they are learning, they cannot articulate why and how, or see links between different activities. They cannot make choices about how to learn and make the best use of resources available. Self-evaluation abilities are poor. Students must be able to verbally state their ideas and thinking. They should be able to evaluate their progress and adjust their approaches to activities that are on going and make choices about how to learn. They must show resilience in the face of challenge and adopt metacognitive skills to overcome challenges.	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working? Feedback on the pre-audit observations to be disseminated to the department and staff will be able to comment on what metacognition looks like in their classroom, the barriers that they face and how they intend to overcome them Results from the audit will be shared and staff will set goals as to where they would like to be on the audit framework in the next review The department will attend bespoke staff training provided by the Teaching and Learning Lead: Teachers of 7A,7C, 8A and 9C to attend modelling training Teachers of 8B, 8C, 9A, 9B and 10A to attend student dialogue training Teachers of Year 11 and 10A and B to attend questioning training All staff will share what they have learnt in the next department meeting and choose an idea to implement in their classroom in their following lessons Research that underpins metacognition and the key approaches to metacognition that our department are focusing on will be shared prior to our department meetings and discussed each week The implementation plan will be shared with the department and will be evaluated and amended as necessary after each department meeting.	How will it be done? What blend of activities are required? Attendance to whole staff training on metacognition and bespoke staff training in the application of key methods A schedule of peer-to-peer observations will be created, and findings will be feedback in pairs Selection if the most appropriate activities our subject based on learning walk feedback and departmental discussion Revisions of Schemes of Work will need to take place to ensure that metacognition is embedded and is being used in a thoughtful way at the most appropriate times Dedicated department time so that everyone can feedback on how strategies are working and discuss their research and observation feedback Appropriate research reading will need to be acquired and staff given access and time to digest.	How will you know that it is working? Do staff feel the approach is feasible and useful? Short term Staff will be able to articulate what metacognition is and how it supports students in the classroom Staff will develop a range of tools to support metacognition in the classroom Staff will implement a metacognitive strategy into their classrooms and discuss the implementation process and impact Staff will begin peer to peer observations and a bank of research readings will be developed Students will be able to verbally communicate their thinking. Medium term Staff to feedback on what has been seen in peer-to-peer observations Implementation plan revised Metacognitive strategies will be refined using the feedback gathered and will begin to be written into schemes of work Our first research discussion will take place and new ideas will support the refinement of our practice 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 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 understand how metacognition develops independence, autonomy, self-regulation and learning capacity Teachers will have a range of tools to support metacognition in the classroom Students will feel a greater sense of ownership and responsibility for their learning Students will develop the skills needed to be independent Students' articulation of their thinking processes will be developed enabling staff to correct errors in thinking quickly Students will develop the skills to be able to make choices about how they learn which may lead to the better retention of information Students will know how to make best use of their resources, including their peers, to develop their thinking around a particular topic.