

The following Implementation Plans have been created by members of the [EEF Research Schools Network](#) to support changes in their schools:

1. A plan to improve vocabulary and engagement with challenging texts at Bedlington Academy in Northumberland. Note how precisely the problem has been specified (why), which then feeds through into a sharp description of the intervention (what), implementation activities (how), and implementation outcomes (how well).
2. An intervention designed to improve attendance of vulnerable pupils at Huntington School in York.
3. A hypothetical example of an implementation plan for a new behaviour management policy, based on the [Improving Behaviour in Schools](#) guidance report.
4. An implementation plan for the EEF project 'Flash Marking' – an approach to improve marking and feedback in Key Stage 4 English lessons, developed by Meols Cop High School in Southport.
5. An implementation plan for the introduction of Knowledge Organisers at Durrington High School in Worthing.
6. An implementation plan to improve reading at Key Stage One and Two, developed by The Greetland Academy in Halifax.
7. An implementation plan to introduce retrieval practice at Bedlington Academy in Northumberland.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teachers</p> <ul style="list-style-type: none"> Teachers do not explicitly teach vocabulary and lack the expertise to do so: CPD issue. Teachers need to calibrate their vocabulary use with students. In every classroom explanation, teachers use vocabulary that is too difficult or misunderstood by our children so we need to provide clear, helpful examples. A good deal of reading in classrooms includes vocabulary that is unfamiliar and difficult. <p>Students</p> <ul style="list-style-type: none"> Students lack resilience to tackle challenging texts in classrooms and examinations: it's preventing them from accessing larger mark questions. Lack of student engagement when presenting with texts; this impacts on behaviour. Students switch off. Students need a word hoard of 50,000 to access their GCSE examinations. Poor reading is hindering their confidence and progress in examinations: they cannot access the academic curriculum of the school. They are 'word poor'. Due to a lack of vocabulary, students are not able to comprehend texts and struggle with higher-level skills such as inference and identifying perspective/viewpoint, which are the prerequisite skills for subjects such as History and English. <p>Attainment</p> <ul style="list-style-type: none"> Attainment across most subjects is significantly below average at KS4. With new, bigger and more complex qualifications at every key stage, the demands of academic vocabulary have increased. This deficit is proving an insurmountable hurdle to attainment in our school. Reading now forms a key element of every qualification and examination and students need the tools to read for understanding: to attain, they need to possess a wealth of background knowledge, requisite breadth and depth of academic vocabulary knowledge. 	<p>Active ingredient 1</p> <p>The SEEC model is used to introduce new vocabulary: Select; Explain; Explore; Consolidate. Supported by ABC feedback to scaffold talk and promote use of academic language.</p> <p>Active ingredient 2</p> <p>Teach subject-specific vocabulary through etymology (the history of words).</p> <p>Active ingredient 3</p> <p>Teach subject-specific (tier 3) vocabulary through morphology to develop 'word depth' (the study of words parts/roots, prefixes and suffixes, including Latin and Greek). All key words identified in Schemes of Work (SOW)—students are given opportunities to practise them and develop confidence.</p> <p>Active ingredient 4</p> <p>Explicitly teach tier 2 vocabulary through reading intervention and registration. Explicit instruction and retrieval practice used to support learning.</p>	<p>Training</p> <ul style="list-style-type: none"> Consistent, iterative training over the course of two academic years, followed up by department time and follow-up tasks. Minimum of six sessions of dedicated CPD time. <p>Coaching</p> <ul style="list-style-type: none"> In-school support from Research Leads, vocabulary champions (some being linguists) and SLT. Research Leads to support and provide ongoing coaching and training in their subject areas. <p>Monitoring</p> <ul style="list-style-type: none"> Periodic SLT drop-ins, lesson observation, work scrutiny, planner check and SOW. Clear, actionable results followed up by SLT, Research Leads and Middle Leaders. Built into monitoring calendar and SLT Link Meeting agendas. <p>Educational materials</p> <ul style="list-style-type: none"> Access to materials from Research School Network. All Research Leads and key staff to have access to 'Closing the Vocabulary Gap'. Online portal access for schools to key materials. 	<p>Short term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff demonstrate an understanding of vocabulary instruction theory and principles. Staff are aware of and understand the vocabulary demands in their subject area. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Majority of staff experience a growing confidence in preparing for vocabulary instruction and can draw on a range of practical strategies to support it. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff are able to identify vocabulary demands in their subject area across the year groups. <p>Medium term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff explicitly identify vocabulary to be taught in planning. By term 2, vocabulary instruction emerges in daily lessons using a consistent format. Staff are able to adapt future planning to address vocabulary based on assessment of it (currently exploring an assessment model that does not add to workload). Departments/staff are able to create resources using a consistent format to explicitly teach vocab in their subject area. Signs of improving quality of teaching and consistency in planning/approach to Literacy. <p><i>Reach:</i></p> <ul style="list-style-type: none"> Staff begin to use a range of practical strategies for teaching vocabulary in lessons. Vocabulary becomes an integral aspect of SOWs. <p>Long term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Responsive and adaptive curriculum and planning. Consistent, embedded approach to teaching of vocabulary. Acceptability: staff have embedded vocabulary teaching into all aspects of classroom practice. Staff feel confident and empowered to teach vocabulary. Improved quality of teaching: modelling and explanations. 	<p>Short term</p> <ul style="list-style-type: none"> Increased student engagement and confidence in reading. Slowly developing vocabulary: tier 2 and subject specific. <p>Medium term</p> <ul style="list-style-type: none"> Improved student motivation, cognition and metacognition: students have strategies to work out unfamiliar vocabulary. <p>Long term</p> <ul style="list-style-type: none"> Increased P8 across the EBacc subjects at KS4. Increased P8 in KS4 EBacc subjects for disadvantaged pupils.

2 REDUCE VULNERABLE STUDENTS' PERSISTENT ABSENTEEISM

Huntington School - York

Problem (why?)

School

- Too many of our vulnerable students are persistently absent (by vulnerable students we mean those students who are low starters, have a Special Educational Need or Disability, or are disadvantaged, including those who are in care).

Teachers

- Teachers generally, and pastoral staff in particular, do not prioritise vulnerable students' attendance as highly as they need to if we are going to improve our vulnerable students' attendance rates.

Student behaviours

- Vulnerable students and their families do not value school attendance as highly as their peers. When they are absent, vulnerable students do not take responsibility for catching up on their work on returning to school.

Impact on attainment & progress

- Vulnerable students' attainment at KS4 is significantly lower than expected; their A8 and P8 scores are significantly lower than other groups.

Intervention Description (what?)

Active ingredient 1

Make attendance a higher priority in students', parents' and teachers' minds:

- Analyse our PA data for vulnerable students to identify more precisely the barriers to attending school.
- Ongoing education of students and parents around the importance of attendance and the impact that it has – info sessions for targeted parents, letters home and assemblies.
- Create attendance specific postcards home and agree thresholds and logistics for sending.

Active ingredient 2

Visit vulnerable students at home as part of their KS2/KS3 transition package:

- Design protocol for visiting vulnerable students at home, with an emphasis upon high attendance and overcoming the barriers to high attendance.

Active ingredient 3

Design and implement a "return-to-school" protocol:

- Contact South Hunsley School to discuss their "return-to-school" protocol and then design a "return-to-school" protocol, working with our students, which places the onus upon the individual student to catch up on work missed.

Implementation Activities (how?)

Training

- September training day session on the importance of attendance for vulnerable students.
- Monitoring activities.
- Biannually, DHT pastoral undertakes a qualitative and quantitative survey of vulnerable students' attendance and reports to SLT.
- Role play a practice visit to help hardwire the structure of the conversation with parents.

Monitoring activities

- HTLs track the attendance of visitees every three weeks until Christmas and then once every half-term.

Training

September training day session on how the "return-to-school" protocol works, followed by similar form group sessions and assemblies for students.

Monitoring activities

- HPLs track the catch-up activities as part of their regular interventions with their vulnerable students.
- HTLs track the attendance of visitees every three weeks until Christmas and then once every half-term.

Implementation Outcomes (how well?)

Short term

Fidelity:

- First-day calling 100% efficient.
- Tutors and HTLs work with SSLs proactively and independently to intervene when vulnerable students' attendance dips below 96%.
- Vulnerable students' parents proactively contact school to discuss attendance issues with the SSLs.
- Most vulnerable students actively catch up work when returning to school.

Reach:

- Most vulnerable students aware, when asked, of the negative impact of absence upon their academic attainment.
- All pastoral staff more focused upon improving vulnerable students' attendance.

Acceptability:

- Majority of teachers do not have to chase absent students to catch up with their work.

Medium term

Reach:

- All vulnerable students proactively improving their attendance and catch up with work on returning to school.

Acceptability:

- No teachers have to chase absent students to catch up with their work.

Long term

Reach:

- Relevant school staff automatically prioritise vulnerable students' attendance.

Acceptability:

- Student absenteeism places no extra burden whatsoever upon teachers.
- Improved quality of teaching: modelling and explanations.

Final Outcomes (and so?)

Short term (first term)

- Vulnerable students' attendance improves.

Medium term (second term)

- Vulnerable students' attendance generally in-line with all students' attendance.

Long term (third term)

- Vulnerable students' attendance in-line with all students' attendance in all aspects.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Policy implementation</p> <ul style="list-style-type: none"> Policies not always being followed. There is variability and lack of consistency for staff, students and parents. <p>Leadership</p> <ul style="list-style-type: none"> Staff perception survey demonstrates they do not feel supported by leadership to respond effectively and consistently to behaviour incidents. <p>Staff</p> <ul style="list-style-type: none"> Lack of coaching for staff to develop their classroom management. Lack of training available to experienced staff, middle & senior leaders on delivering effective coaching/mentoring sessions to support staff in dealing with behaviour. <p>Pupils</p> <ul style="list-style-type: none"> Lack of clarity over expectations, rewards and sanctions. 'High needs' provision for those with behavioural issues works for some pupils but not others. Pupil survey shows many pupils feel disconnected from or unsupported by school. 	<p>Active ingredient 1</p> <p><i>Relevant policy:</i></p> <ul style="list-style-type: none"> The behaviour policy makes sense to staff and pupils. It is used consistently in both culture-setting and corrective behaviour conversations. Roles of different staff (class-based, leadership, pastoral team and others) are clearly defined and understood. <p>Active ingredient 2</p> <p><i>Effective leadership:</i></p> <ul style="list-style-type: none"> Leaders set clear expectations and enable staff to consistently follow the behaviour policy. Leaders support staff to respond appropriately where behaviour does not meet expectations. <p>Active ingredient 3</p> <p><i>Empowered staff:</i></p> <ul style="list-style-type: none"> Staff are clear on the behaviour policy and confident their colleagues, including senior leaders, will respond to incidents consistently. Staff know pupils individually and understand their influences and motivations. Subject and pastoral leads effectively support behaviour across departments. <p>Active ingredient 4</p> <p><i>Supported students:</i></p> <ul style="list-style-type: none"> Students are clear about the expectations regarding behaviour. They know the consequences if they do not meet these. Senior leaders, class teachers and pastoral team have precise and accurate information about pupils' behaviour, based on survey data and information from other stakeholders, e.g. school nurse. Individuals with high behaviour needs receive tailored support. 	<p>Collaborative expectation setting</p> <ul style="list-style-type: none"> Launch 'Expectations' and provide clarity to all pupils about the standards expected. Half-termly assemblies promoting ethos and behaviour expectations. Staff briefing to have daily reminders about expectations (over-communicate). <p>Training</p> <p><i>Leadership:</i></p> <ul style="list-style-type: none"> Use the 'Creating a Culture' paper from Tom Bennett to re-establish the basics for how a leader should operate. Charlie Taylor behaviour checklists used and circulated to departments. External training and support provided for senior leaders using the following framework: attention to detail, staff engagement, consistent practices, visible leaders, detailed expectations, clarity of culture, high staff report, all students matter. Internal CPD provided for leaders on how to coach. <p><i>Teachers:</i></p> <ul style="list-style-type: none"> Intensive work around behaviour included in induction process (all staff for intro year). Provide clarity on expectations as classroom teacher, form tutor and on duty as well as support and non-teaching staff. Half-termly half-days for one year. Package of support to help staff who are experiencing difficult classes, focused on classroom management strategies: two training days per half term for three half terms. Instructional coaching for staff who require additional support. Promote HoD involvement in sorting behavioural issues, including seeking tailored training for high-needs pupils. <p>Monitoring</p> <ul style="list-style-type: none"> Behaviour leader to conduct weekly QA of behaviour and pastoral processes, inviting feedback. Regular Learning House meetings to discuss pastoral issues & reaffirm policy. Create an Incident Response process to provide clarity of roles and escalation procedures. 	<p>Short term (3 months)</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Pupils and staff demonstrate knowledge and understanding of support and consequences if they do not meet expectations. QA of policy implementation demonstrates increase in consistency. High needs pupils identified and targeted with tailored support; gaps in high needs provision identified. Incidents logged correctly. <p><i>Reach:</i></p> <ul style="list-style-type: none"> Every student can name core 'Expectations'. All staff have attended CPD and INSET regarding behaviour. All most challenging students are supported through high needs provision, usually tailored. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff generally agree with the direction of travel regarding behaviour. Reduction in the amount of exclusions for high-needs students. <p>Medium term (6 months)</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Sanctions and support are consistent. The language of 'Expectations' is used spontaneously by staff and pupils in conversations about behaviour and learning. Middle/TLR/Senior leaders actively taking part in coaching/training sessions. Correct support is being offered to students, with gaps in provision addressed. Systems and processes being implemented effectively. New data is integrated effectively to adapt support packages for high needs and at-risk pupils. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All Middle/TLR/Senior leaders. All pupils assessed as 'high needs' are receiving tailored support. Proactive tailored interventions offered to pupils at risk of needing specific support with behaviour. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff see positive differences in the classroom environments, which is improving teaching and learning. The behaviour policy is felt to be feasible to implement. Fewer students involved in serious behavioural incidents. <p>Long term (12 months)</p> <p><i>Fidelity:</i></p> <p>Staff experience a robust and informative induction process that provides clarity over expectations for being effective in their role.</p> <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff understand their role and access specific training. <p><i>Acceptability</i></p> <ul style="list-style-type: none"> Positive feedback for induction programme. All new staff complete induction programme. Any new staff to post holder positions also attend additional coaching/training. Staff opinion on SLT (via staff voice) starts to make significant improvement. 	<p>Short term (3 months)</p> <ul style="list-style-type: none"> Pupils understand the school rules and the behaviour expected of them. There are fewer incidents of pupils challenging a staff member on their response to a behaviour incident. <p>Medium term (6 months)</p> <ul style="list-style-type: none"> Pupils who are classed as high needs report that they feel supported when asked by behaviour leader or pastoral lead. More behaviour incidents are resolved within departments, without pupils being sent to SLT. Fewer students involved in serious behavioural incidents. <p>Long term (12 months)</p> <ul style="list-style-type: none"> Pupil survey shows pupils feel supported by and connected to their school. Embedded provision for high needs students means more pupils remain in class with fewer fixed-term internal or external exclusions. Average academic progress of high-needs pupils begins to increase.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teachers</p> <ul style="list-style-type: none"> Teachers spend too much time on ineffective feedback. Staff workload. <p>Learner behaviours</p> <ul style="list-style-type: none"> Ineffective self/peer assessment. Feedback not developing student metacognition. Lack of student engagement with feedback. Feedback demotivating for some students. <p>Attainment</p> <ul style="list-style-type: none"> Less than expected progress at KS4 English. 	<p>Active ingredient 1</p> <p><i>No grades:</i></p> <p>Remove grades from day-to-day feedback.</p> <p>Active ingredient 2</p> <p><i>Codes within lessons:</i></p> <p>Provide feedback using codes that are skill specific, known as Flash Marking (FM).</p> <ul style="list-style-type: none"> FM codes given as success criteria. FM codes used to analyse model answers. <p>Active ingredient 3</p> <p><i>Personalisation and planning:</i></p> <ul style="list-style-type: none"> Feedback is personalised and used to identify individual areas for development. FM codes are used to inform future planning/intervention. <p>Active ingredient 4</p> <p><i>Metacognition:</i></p> <ul style="list-style-type: none"> Targets for improvement are addressed in future work that focuses on a similar skill, identified by a FM code. Students justify where they have met their previous targets by highlighting their work. Skill areas are interleaved throughout the year to allow students to develop their metacognitive skills. 	<p>Training</p> <p>Three training sessions over two years, attended by two staff (including Head of English). Training is cascaded to other members of the department.</p> <ul style="list-style-type: none"> Session 1 - Introduction to the theory and principles. How to embed the codes into existing practice. Session 2 - Moderation of work. Demonstration videos. Using FM to develop metacognitive skills and inform curriculum planning. Session 3 - Refresher for any new members of staff. Sharing good practice. <p>Educational materials</p> <ul style="list-style-type: none"> Online portal access available to share training resources and demonstration videos. Webinars. <p>Monitoring</p> <ul style="list-style-type: none"> Periodic moderation of work via the web portal to ensure fidelity. <p>Coaching</p> <ul style="list-style-type: none"> In-school support - visits, coaching, observational support, team teaching and planning. 	<p>Short term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff demonstrate understanding of FM theory and principles. Removal of grades in day-to-day feedback. All feedback uses FM codes. Success criteria and model answers use FM codes. Some staff able to adapt future planning to address improvements. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff using FM codes in Year 10 lessons. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Majority of staff experience a reduction in time spent on marking. <p>Medium term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> FM codes used to ensure previous targets are acted upon. Tracking sheets are used to inform future planning. Areas for skills development interleaved into future curriculum planning. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> All staff experience a reduction in time spent on marking and reallocate some of this time to curriculum planning. <p>Long term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Responsive and adaptive curriculum planning. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> All staff have embedded FM into all aspects of classroom practice. 	<p>Short term</p> <ul style="list-style-type: none"> Increased student engagement with feedback. Students engage with codes and are more focussed on skill sets than attainment grades. <p>Medium term</p> <ul style="list-style-type: none"> Improved student motivation and metacognition. More purposeful self and peer assessment. Greater awareness of required skills. <p>Long term</p> <ul style="list-style-type: none"> Increased levels of progress in KS4 English and English Literature. Increased levels of progress at KS4 English and English Literature for disadvantaged pupils.

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).

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teachers</p> <ul style="list-style-type: none"> Subject knowledge: some staff lack sufficient knowledge of the processes involved in the teaching of reading: e.g. Scarborough reading rope. Diagnostics/interventions: weak identification of why children are struggling, lack of precise diagnosis and choice of interventions with weak evidence. Consistency of practice: phonics, mixed schemes. <p>Students</p> <ul style="list-style-type: none"> Gaps in vocabulary. Weak application of phonics to spelling. Limited sight recognition of familiar words. Limited engagement with reading beyond the classroom. 	<p>Active ingredient 1</p> <p><i>Teaching to develop oral language:</i></p> <ul style="list-style-type: none"> Oral rehearsal of written work, modelling, identification of target tier 2 vocabulary based on text choices. <p>Active ingredient 2</p> <p><i>Modelling of reading/exposure to high quality texts:</i></p> <ul style="list-style-type: none"> Adults to read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate. <p>Active ingredient 3</p> <p><i>Consistency of phonics teaching:</i></p> <ul style="list-style-type: none"> Implement daily teaching of phonics in EYFS and KS1 (systematic, responsive, engaging, adaptive, focused) using the agreed scheme. <p>Active ingredient 4</p> <p><i>Consistency of comprehension teaching:</i></p> <ul style="list-style-type: none"> Explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarising, inference, activating prior knowledge. <p>Active ingredient 5</p> <ul style="list-style-type: none"> Identification of pupils for oral language intervention. Identify pupils who will benefit from Nuffield Early language Intervention (NELI) in reception and year 1 using diagnostic testing. 	<p>Active ingredient 1</p> <p><i>Training:</i></p> <ul style="list-style-type: none"> Whole staff training: initial 3 hour session to connect and develop staff knowledge of the evidence base, followed up by two further sessions over the first two terms. Research School to lead. Training for TAs in NELI intervention programme. <p>Active ingredient 2</p> <p><i>Coaching:</i></p> <ul style="list-style-type: none"> Follow up fortnightly coaching sessions (phase specific) led by the English lead and SLT in the first term to support adoption and fidelity. As practice develops, identify staff champion to support ongoing coaching and provide examples for others. <p>Active ingredient 3</p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> Diagnostics suite for reading (phonological, fluency scale etc). NELI training and resources. EEF guidance reports for all staff. <p>Active ingredient 4</p> <p><i>Monitoring:</i></p> <ul style="list-style-type: none"> SLT: periodic learning walks, lesson observations. Standing item on phase meetings; staff feedback on actions taken and impacts. 	<p>Short term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> TAs implement NELI with accuracy and stick to agreed timetables. Staff in EYFS and KS1 follow the structure for high quality daily phonics. All staff demonstrate an understanding of vocabulary instruction theory and principles. All staff use and apply the six strategies for comprehension. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff use the approaches to reading and language where appropriate in their planning. All learning support staff are familiar with the diagnostic testing for reading. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> TAs feel confident in delivering and assessing NELI. Staff confidence in teaching reading increases. <p>Medium term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Explicit language development is evident in lesson planning and resources by term 2. Signs of improving quality of teaching and consistency in planning and approach to Literacy. Staff are able to provide examples of modelling and scaffolding to support each other. Schemes of work evidence the use of the comprehension strategies. <p>Long term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Responsive and adaptive curriculum and planning. Consistent, embedded approach to teaching of reading. Improved quality of teaching: modelling and explanations. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff feel confident and empowered to teach comprehension. 	<p>Short term</p> <ul style="list-style-type: none"> Increased pupil engagement and confidence in reading. Developing oral language skills, including vocabulary. <p>Medium term</p> <ul style="list-style-type: none"> Improved student motivation, cognition and metacognition: students have strategies to support comprehension. Pupils who have been on the NELI programme show improved outcomes. Improved spellings in written work using phonics. Increased evidence of sight recognition of familiar words. Increased evidence of reading beyond the classroom. <p>Long term</p> <ul style="list-style-type: none"> Improved phonics outcomes in Y1. Improved reading outcomes at KS1 and 2.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teachers</p> <ul style="list-style-type: none"> Cite 'lack of resilience and revision' as key factors in students' underperformance in new examinations. Do not understand the evidence in terms of cognitive science and how retrieval practice, including spaced retrieval and interleaving, can support the development of memory. Do not incorporate time into lessons for retrieval practice. Have been previously trained to teach in methods which favour skills over knowledge. <p>Students</p> <ul style="list-style-type: none"> Lack resilience to tackle challenging question (higher tariff). This is often due to lack of a secure knowledge. Are unable to apply information if they cannot confidently recall the information. Need a word hoard of 50,000 to access GCSEs. Poor vocabulary is hindering their confidence and progress in examinations. Are not able to comprehend texts and struggle with higher-level skills such as inference and evaluation. <p>Attainment</p> <ul style="list-style-type: none"> Low attainment and progress is evident at KS4 (P8 -0.4 in 2017). Disadvantaged pupils perform significantly less well than their non-disadvantaged peers (P8 -0.53 compared with -0.29 for non-disadvantaged). With bigger and more complex qualifications at every key stage, the demands of the curriculum in terms of knowledge (including knowledge of academic vocabulary) have increased. This deficit is proving a barrier to improved attainment in our school. 	<p>Active ingredient 1</p> <p><i>Connect to previous learning</i></p> <ul style="list-style-type: none"> Introduce retrieval practice at the start of every lesson, replacing current 'Connect' (starter) activity, and focusing on spaced retrieval of information from previous lessons. This phase of the lesson to last no more than 5 minutes and to be known as 'SMART Connect'. <p>Active ingredient 2</p> <p><i>Consolidate immediate learning</i></p> <ul style="list-style-type: none"> Introduce retrieval practice at the end of every lesson, replacing current 'Consolidate' (plenary) activity, and to focus on retrieval of information from the lesson which has just taken place. This phase of the lesson to last no more than 5 minutes and to be known as 'SMART Consolidate'. <p>Active ingredient 3</p> <p><i>Retrieve from memory</i></p> <ul style="list-style-type: none"> SMART Connect and SMART Consolidate to be closed book (from memory). <p>Active ingredient 4</p> <p><i>Quizzing</i></p> <ul style="list-style-type: none"> SMART activities to take the format of quiz questions which test knowledge of factual material, understanding of key vocabulary or application of key knowledge. Questions may be multiple choice, true / false or short answer. Staff draw on a range of formats to present the retrieval practice, including retrieval grids and Powerpoint slide templates. Answers should be provided and students self-check responses. <p>Active ingredient 5</p> <p><i>Consistent format</i></p> <ul style="list-style-type: none"> All staff to refer consistently to these lesson phases using the terms 'SMART Connect' and 'SMART Consolidate'. SMART logo to be displayed on board / PPT slides during these lesson phases to ensure recognition of these lesson phases and metacognition of the strategies. 	<p>Feasibility</p> <ul style="list-style-type: none"> Conduct in-house RCT to test if retrieval practice has a positive impact on vocabulary retention. <p>Training</p> <ul style="list-style-type: none"> Consistent, iterative Core CPD over the course of two years to introduce: <ol style="list-style-type: none"> rationale for strategy link to evidence active ingredients of strategy Core CPD followed up by department CPD to develop subject-specific examples, long term plans and medium term plans. <p>Communications</p> <ul style="list-style-type: none"> 'Nudge' emails and verbal reminders regularly to address misconceptions, ensure fidelity and tweak practice (2-3 weekly). <p>Coaching</p> <ul style="list-style-type: none"> Year 1: in-school support from subject facilitators and T&L Leaders. Year 2: Research Leads appointed to support and provide ongoing coaching and training in priority subject areas. <p>Monitoring</p> <ul style="list-style-type: none"> Lesson drop-ins from week 2 to share good practice and promote fidelity. Planning check to identify staff who need further support, and implement mentoring plans when required—half termly. Good practice to be shared and celebrated via a celebration event. <p>Educational materials</p> <ul style="list-style-type: none"> Logo provided for PPT slides and classroom display. Copies of relevant evidence sources for all staff. 	<p>Short term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Shared understanding of the principles and active ingredients of the intervention. All staff incorporating SMART Connect and SMART Consolidate into lessons. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff are able to identify knowledge gaps in their subject area across the year groups. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff feedback indicates that the strategy is manageable and useful in their classroom. <p>Medium term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff explicitly identify retrieval practice in planning. All staff using SMART Connect & Consolidate with fidelity (by end of HT4). Staff are able to adapt future planning to address knowledge gaps based on assessment of it. Departments are creating resources using a consistent format to explicitly engage students in retrieval practice. Signs of improving quality of teaching and consistency in planning/approach to retrieval practice. <p><i>Reach:</i></p> <ul style="list-style-type: none"> Staff begin to use and share a range of practical strategies for retrieval practice in lessons. Retrieval practice becomes an integral aspect of SOWs. <p>Long term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Responsive and adaptive curriculum and planning. Consistent, embedded approach to retrieval practice. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff feel confident and empowered to teach retrieval practice. 	<p>Short term</p> <ul style="list-style-type: none"> Increased student engagement and confidence in retrieval practice. Improvements in subject-specific vocabulary and core knowledge evident. Students can articulate that there is a consistent approach in lessons to retrieval practice. <p>Medium term</p> <ul style="list-style-type: none"> Improved student motivation, cognition and metacognition: students have strategies to develop memory and recall. Student progress data shows improvement in terms of assessment / progress exam scores (by end of HT5). <p>Long term</p> <ul style="list-style-type: none"> Milestone: outcomes data at GCSE (August) shows improvement in P8 and APS score for all student groups. 2018 outcomes: overall P8 +0.26, A8 43.97 (improved from -0.4 and 37.39 in 2017).