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?)

### Teachers
- 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.

### Students
- 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 words to attain, they need the tools to read for understanding: they cannot comprehend texts and struggle presenting with texts; this impacts on confidence.
- Due to a lack of vocabulary, students are not able to comprehend texts and struggle with higher-level skills such as inferences and identifying perspective/viewpoint, which are the perquisite skills for subjects such as History and English.

### Attainment
- 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.

## Intervention Description (what?)

### Active ingredient 1
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.

### Active ingredient 2
Teach subject-specific vocabulary through etymology (the history of words).

### Active ingredient 3
Teach subject-specific vocabulary through etymology (the history of words).

### Active ingredient 4
Explicitly teach tier 2 vocabulary through reading intervention and registration. Explicit instruction and retrieval practice used to support learning.

## Implementation Activities (how?)

### Training
- 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.

### Coaching
- In-school support from Research Leads, vocabulary champions, and SLT. Research Leads to support and provide ongoing coaching and training in their subject areas.

### Monitoring
- 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.

### Educational materials
- 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.

## Implementation Outcomes (how well?)

### Short term
**Fidelity:**
- Staff demonstrate an understanding of vocabulary instruction theory and principles.
- Staff are aware of and understand the vocabulary demands in their subject area.

**Acceptability:**
- Majority of staff experience a growing confidence in preparing for vocabulary instruction and can draw on a range of practical strategies to support it.

**Reach:**
- All staff are able to identify vocabulary demands in their subject area across the year groups.

### Medium term
**Fidelity:**
- Staff explicitly identify vocabulary to be taught in planning.
- Staff are able to adapt future planning to address vocabulary using a consistent format.
- Staff are aware of and understand the vocabulary demands in their subject area.
- Staff explicitly identify vocabulary to be taught in planning.
- Staff demonstrate an understanding of vocabulary instruction theory and principles.

**Acceptability:**
- Staff feel confident and empowered to teach vocabulary.
- Staff feel confident and empowered to teach vocabulary.

**Reach:**
- Staff begin to use a range of practical strategies for teaching vocabulary in lessons.
- Vocabulary becomes an integral aspect of SOWs.

### Long term
**Fidelity:**
- 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.

**Reach:**
- Increased P8 across the EBacc subjects at KS4.
- Increased P8 in KS4 EBacc subjects for disadvantaged pupils.
## 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.

### Implementation Outcomes (how?)

#### 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?)

- Lack of training
- Lack of coaching
- Leadership
- Policy implementation
  - Policies not always being followed. There is variability and lack of consistency for staff, students, and parents.
- Staff perception survey demonstrates they do not feel supported by leadership to respond effectively and consistently to behaviour incidents.
- Leadership
  - 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.
- Pupils
  - 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.

## Intervention Description (what?)

### Active ingredient 1

**Relevant policy:**
- 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.

### Active ingredient 2

**Effective leadership:**
- 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.

### Active ingredient 3

**Empowered staff:**
- 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.

### Active ingredient 4

**Supported students:**
- 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.

## Implementation Activities (how?)

### Collaborative expectation setting

- Launch ‘Expectations’ and provide clarity to all pupils about the standards expected.
- Half-temly assemblies promoting ethos and behaviour expectations.
- Staff briefing to have daily reminders about expectations (over-communicate).

### Training

**Leadership:**
- 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.**

### Implementation Outcomes (how well?)

**Short term (3 months)**

- Fidelity:
  - 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.
- Reach:
  - 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.
- Acceptability:
  - Staff generally agree with the direction of travel regarding behaviour.
  - Reduction in the amount of exclusions for high-needs students.

**Medium term (6 months)**

- Fidelity:
  - 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.
- Reach:
  - 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.
- Acceptability:
  - 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.

**Long term (12 months)**

- Fidelity:
  - 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.
- Medium term (6 months)
  - 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.
- Long term (12 months)
  - 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?)

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<td>Teachers spend too much time on ineffective feedback.</td>
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<td>Staff workload.</td>
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<th>Learner behaviours</th>
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<td>Ineffective self/peer assessment.</td>
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<td>Feedback not developing student metacognition.</td>
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<td>Lack of student engagement with feedback.</td>
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<td>Feedback demotivating for some students.</td>
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<td>Less than expected progress at KS4 English.</td>
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<td>Codes within lessons:</td>
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<td>Provide feedback using codes that are skill specific, known as Flash Marking (FM).</td>
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<td>FM codes given as success criteria.</td>
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<td>FM codes used to analyse model answers.</td>
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<td>Personalisation and planning:</td>
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<td>Feedback is personalised and used to identify individual areas for development.</td>
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<td>FM codes are used to inform future planning/intervention.</td>
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<td>Metacognition:</td>
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<td>Targets for improvement are addressed in future work that focuses on a similar skill, identified by a FM code.</td>
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<td>Students justify where they have met their previous targets by highlighting their work.</td>
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<tr>
<td>Skill areas are interleaved throughout the year to allow students to develop their metacognitive skills.</td>
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<td>Staff demonstrate understanding of FM theory and principles.</td>
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<td>Removal of grades in day-to-day feedback.</td>
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<td>All feedback uses FM codes.</td>
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<td>Success criteria and model answers use FM codes.</td>
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<td>Some staff able to adapt future planning to address improvements.</td>
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<td>All staff using FM codes in Year 10 lessons.</td>
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<td>Majority of staff experience a reduction in time spent on marking.</td>
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### Final Outcomes (and so?)

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<td>Students engage with codes and are more focussed on skill sets than attainment grades.</td>
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### 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 challenge in lessons for all students.
- Government policy has an expectation of explicit vocabulary instruction (of tier 2 and tier 3 vocabulary) in all subjects.

**Students**
- Students do not have a framework or schema for organising new knowledge making higher-order information.
- Many students are using ineffective revision strategies.
- Students experience different lesson content dependent on teacher.
- There is a lack of automaticity of 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: 
  - +XXX P8
  - XXX A8
  - XX% basics 5+
- Attainment for all students 2017/2018
  - XXX 8
  - XXX 8
  - XX% basics
- Overall attainment for all students 2018/2019
  - XXX P8
  - XXX A8
  - XX% basics
- Overall attainment for all students 2019/2020
  - XXX P8
  - XXX A8
  - XX% 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 ‘STT’.

**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 quizzes, 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 organiser 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 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.

**Acceptability:**
- Increased level of progress for disadvantaged students (and other identified in September analysis).

### 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.
- Improved 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.
## Problem (why?)

### Teachers
- 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.

### Students
- Gaps in vocabulary.
- Weak application of phonics to spelling.
- Limited sight recognition of familiar words.
- Limited engagement with reading beyond the classroom.

## Intervention Description (what?)

### Active ingredient 1
**Teaching to develop oral language:**
- Oral rehearsal of written work, modelling, identification of target tier 2 vocabulary based on text choices.

### Active ingredient 2
**Modelling of reading/exposure to high quality texts:**
- Adults to read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate.

### Active ingredient 3
**Consistency of phonics teaching:**
- Implement daily teaching of phonics in EYFS and KS1 (systematic, responsive, engaging, adaptive, focused) using the agreed scheme.

### Active ingredient 4
**Consistency of comprehension teaching:**
- Explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarising, inference, activating prior knowledge.

### Active ingredient 5
- 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.

## Implementation Activities (how?)

### Active ingredient 1
**Training:**
- 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.

### Active ingredient 2
**Coaching:**
- 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.

### Active ingredient 3
**Resources:**
- Diagnostics suite for reading (phonological, fluency scale etc).
- NELI training and resources.
- EEF guidance reports for all staff.

### Active ingredient 4
**Monitoring:**
- SLT: periodic learning walks, lesson observations.
- Standing item on phase meetings; staff feedback on actions taken and impacts.

## Implementation Outcomes (how well?)

### Short term
**Fidelity:**
- 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.

**Reach:**
- 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.

**Acceptability:**
- TAs feel confident in delivering and assessing NELI.
- Staff confidence in teaching reading increases.

### Medium term
**Fidelity:**
- 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.

**Reach:**
- 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.

**Acceptability:**
- TAs feel confident in delivering and assessing NELI.
- Staff confidence in teaching reading increases.

### Long term
**Fidelity:**
- Responsive and adaptive curriculum and planning.
- Consistent, embedded approach to teaching of reading.
- Improved quality of teaching: modelling and explanations.

**Acceptability:**
- Staff feel confident and empowered to teach comprehension.

**Final Outcomes (and so?)**

### Teachers
- 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.

### Students
- Gaps in vocabulary.
- Weak application of phonics to spelling.
- Limited sight recognition of familiar words.
- Limited engagement with reading beyond the classroom.
INTRODUCING RETRIEVAL PRACTICE
Bedlington Academy – Northumberland

Problem (why?)

Teachers
- 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.

Students
- 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.

Attainment
- 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.

Intervention Description (what?)

Active ingredient 1
Connect to previous learning
- 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’.

Active ingredient 2
Consolidate immediate learning
- 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 had just taken place.
- This phase of the lesson to last no more than 5 minutes and to be known as ‘SMART Consolidate’.

Active ingredient 3
Retrieve from memory
- SMART Connect and SMART Consolidate to be closed book (from memory).

Active ingredient 4
Quizzing
- 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.

Active ingredient 5
Consistent format
- 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.

Implementation Activities (how?)

Feasibility
- Conduct in-house RCT to test if retrieval practice has a positive impact on vocabulary retention.

Training
- Consistent, iterative Core CPD over the course of two years to introduce:
  a. rationale for strategy
  b. link to evidence
  c. active ingredients of strategy
- Core CPD followed up by department CPD to develop subject-specific examples, long term plans and medium term plans.

Communications
- ‘Nudge’ emails and verbal reminders regularly to address misconceptions, ensure fidelity and tweak practice (2-3 weekly).

Implementation Outcomes (how well?)

Short term
Fidelity:
- Staff explicitly identify retrieval practice in planning.
- All staff using SMART Connect and SMART Consolidate with fidelity (by end of HT4).
Reach:
- 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.

Medium term
Fidelity:
- Staff explicitly identify retrieval practice in planning.
- All staff using SMART Connect & Consolidate with fidelity (by end of HT4).
Reach:
- Staff begin to use and share a range of practical strategies for retrieval practice in lessons.

Long term
Fidelity:
- responsive and adaptive curriculum and planning.
- Consistent, embedded approach to retrieval practice.
Acceptability:
- Staff feel confident and empowered to teach retrieval practice.