Session aims

- To understand the EEF mission and the role of the Research School

- To understand the EEF guidance on effective implementation

- To understand how to approach implementation on a practical level

- To reflect upon goals and consider next steps

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LanguageHubs
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Research Schools Network
Supported by the Education Endowment Foundation

Session aims

- **To understand the EEF mission and the role of the Research School**
- To understand the EEF guidance on effective implementation
- To understand how to approach implementation on a practical level
- To reflect upon goals and consider next steps

About the EEF: Their Mission

The **Education Endowment Foundation** (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
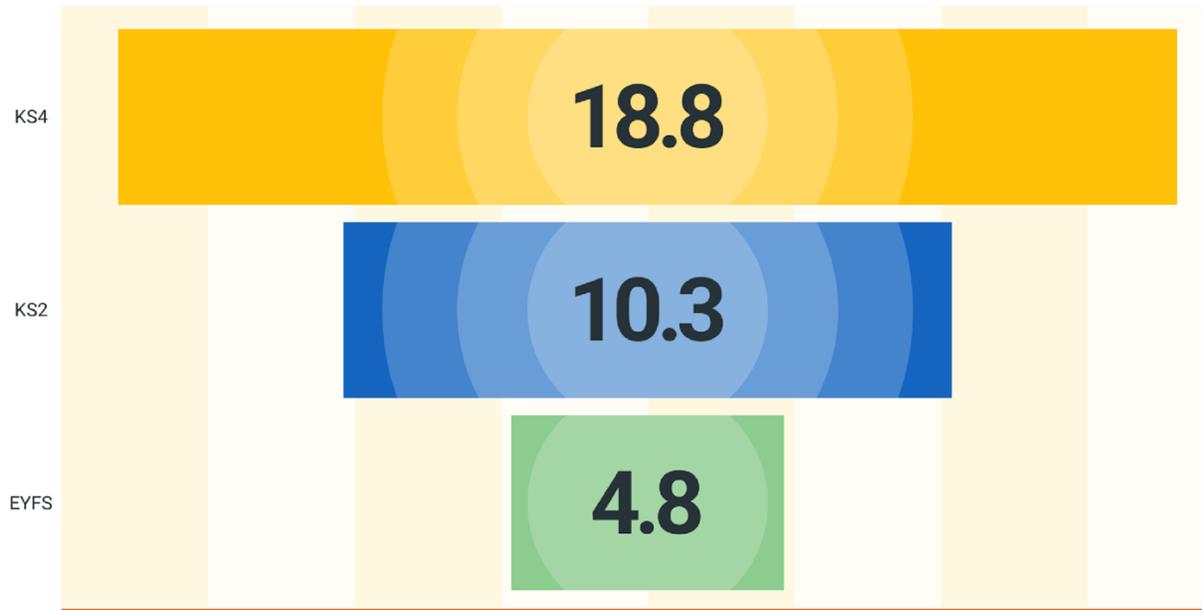
They do this by supporting schools, early years settings, and colleges to improve teaching and learning through better use of evidence.

About the EEF: **The attainment gap in England**

Months gap between disadvantaged pupils (FSM6) and their peers (2022)

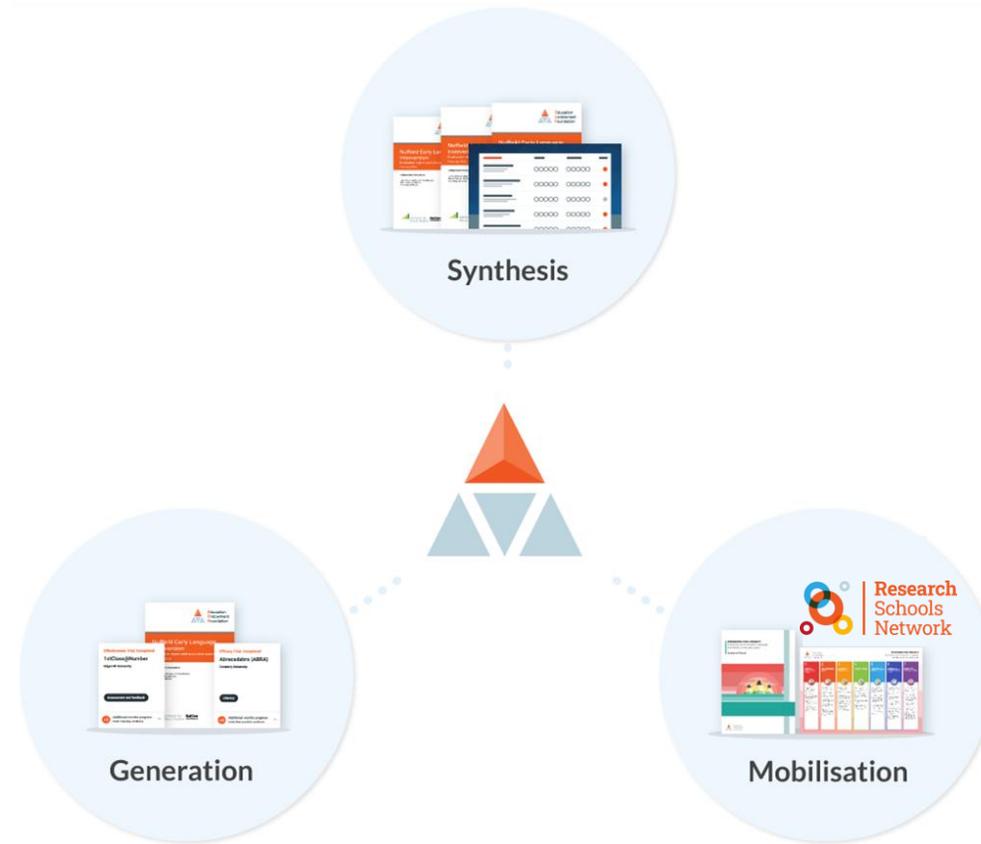|	
KS4	**18.8**
KS2	**10.3**
EYFS	**4.8**

Education in England: Annual Report 2023, Education Policy Institute (EPI)

Education inequality in England is entrenched.

This is a major driver of differences in education and employment outcomes in later life.
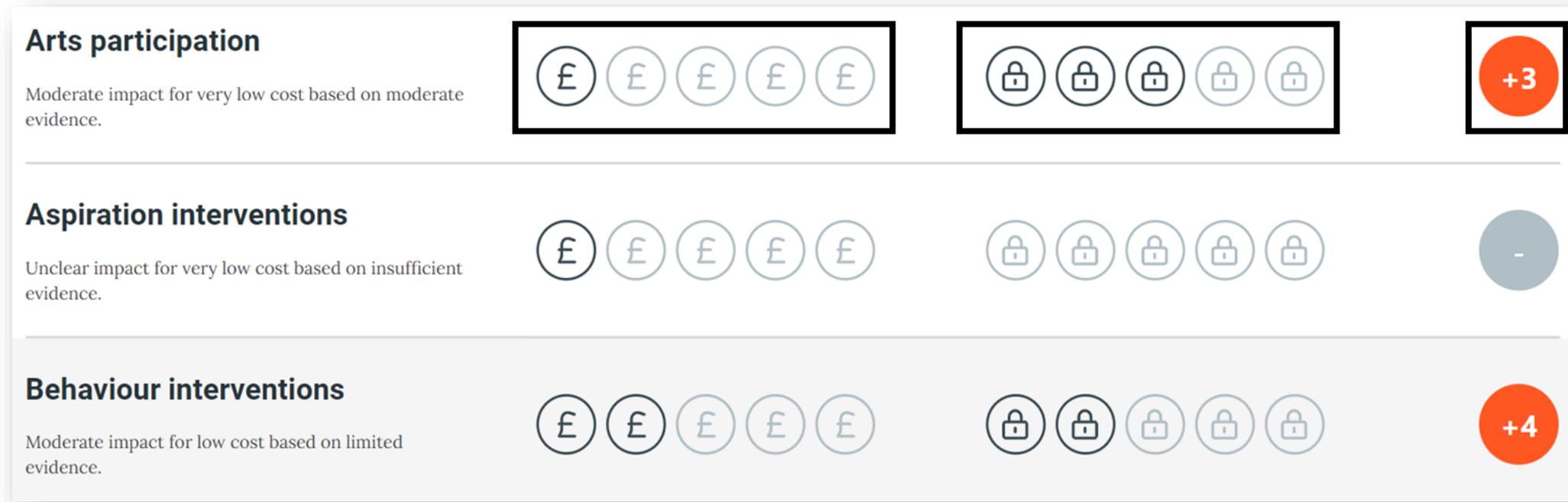
About the EEF: **Their approach**

The EEF's approach: **Evidence synthesis**

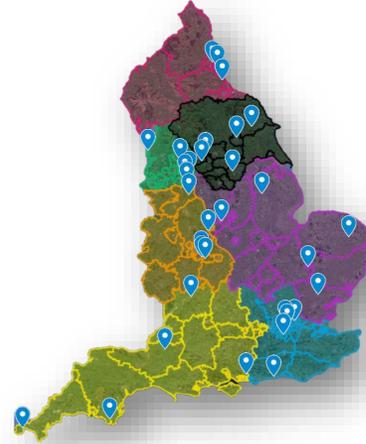The EEF's flagship resource is the **Teaching and Learning Toolkit**.

- An accessible summary of over 2,600 studies, regularly updated with the latest evidence

The EEF's approach: **Evidence mobilisation**

The Research Schools Network

Creating Tools & Resources

Working with policy makers
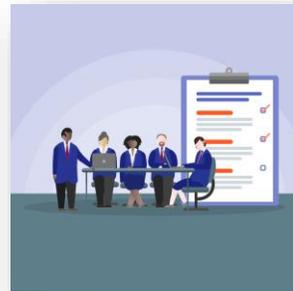
Working internationally
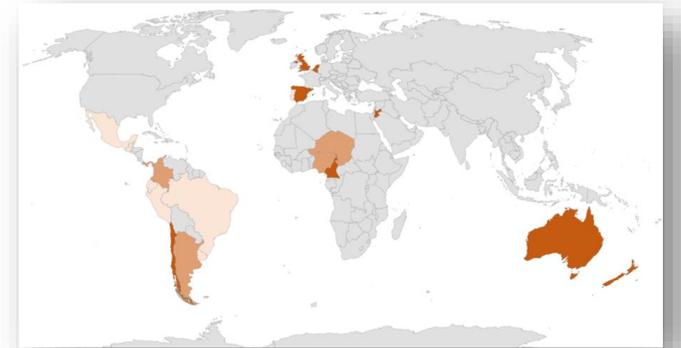
Best available research evidence

Context: system, setting, group, individual

Evidence-informed practice

Teacher experience, expertise, and professional judgement

The **Research Schools Network** serves as a bridge between evidence and practice.

Access & Understand

EEF Guidance report	EEF Evidence summary		Video	Heads' Briefing	Twilight	Newsletter	Twitter
EEF Toolkits	Early Years Evidence Store		Webinar	Podcast	One-off Conference	Press release	Facebook
Other research	Training content		Worked example	RSN Website	Blog	Email	YouTube

Resources for...

Dig deeper into our resources for each education phase, leadership and planning, as well as training and support providers.

Evidence and resources
Early years
Support great learning and development opportunities for two-to-five-year-olds.

Evidence and resources
Primary
Support great teaching and learning for five- to 11-year-olds.

Evidence and resources
Secondary
Support great teaching and learning for 11- to 16-year-olds.

Evidence and resources
Post-16
Support great teaching and learning opportunities for five-to-16-year-olds.

Evidence and resources
Leadership and planning
Support great teaching and learning opportunities for five-to-16-year-olds.

Evidence and resources
Training and support providers
Support great teaching and learning opportunities for two-to-19-year-olds.

Evidence and resources
More resources and support
Support great teaching and learning opportunities for two-to-19-year-olds.

Guidance Reports

Improving Literacy in Key Stage 1

Support language, reading, and writing skills for five – seven year olds.

Primary

Guidance Reports

Improving Literacy in Key Stage 2

Develop fluent reading and writing skills for seven – 11 year olds.

Primary
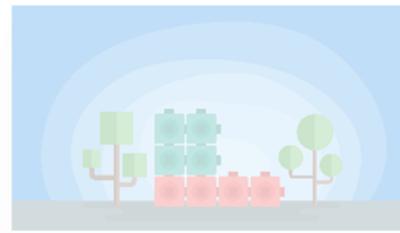
Guidance Reports

Improving Mathematics in the Early Years and Key Stage 1

Support maths understanding for three – seven year olds.

Early Years **Primary**

Guidance Reports

Improving Mathematics in Key Stages 2 and 3

Improve maths teaching for seven – 14 year olds.

Primary

Guidance Reports

Improving Social and Emotional Learning in Primary Schools

Support children's social and emotional needs.

Primary

Guidance Reports

Improving Primary Science

Six recommendations for improving primary science, including developing vocabulary and working scientifically.

Primary

Improving Literacy in Key Stage 1

Support language, reading, and writing skills for five – seven year olds.

Download the Guidance Report
Uploaded: 27 October, 2021 • 12.9 MB - pdf

Download the Recommendations Poster
Uploaded: 27 October, 2021 • 2.0 MB - pdf

Download additional tools
Uploaded: 11 July, 2022 • 5 files

Download additional tools

Additional evidence

📄 **Vocabulary in Action - Classroom strategies for vocabulary and language**
Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.
Uploaded: 28 February, 2023 · 530.9 KB - pdf

Examples from practice

📄 **What might fluency practice look like in the classroom?**
Practical classroom examples to support developing pupils' reading fluency.
Uploaded: 11 July, 2022 · 597.55 KB - pdf

Summary and planning tools

📄 **KS1 Literacy discussion questions**
List of discussion questions linked to the Improving Literacy In Key Stage 1 guidance report.
Uploaded: 27 October, 2021 · 430.9 KB - pdf

📄 **Phonological awareness and phonemic awarene...**
Resource for assessing phonological and phonemic awarenes...
Uploaded: 27 October, 2021 · 743.56 KB - pdf

📄 **Supporting oral language development**
Guidance for supporting oral language development.
Uploaded: 27 October, 2021 · 845.88 KB - pdf

IMPROVING LITERACY IN KEY STAGE 1
Acting on the evidence: Discussion Questions

This list of discussion questions accompanies the Education Endowment Foundation's report, *Improving Literacy In Key Stage 1*, which sets out eight evidence-based recommendations on the effective teaching of literacy.

Many of the questions do not have simple or 'correct' answers, but they can be used to guide discussion about how the recommendations compare to current practice and to help explore the nuance in the report.

1. Develop pupils' speaking and listening skills and wider understanding of language
- How do you use speaking activities to support pupils' writing?
- How do you use structured peer work to develop pupils' language skills?
- How do you *explicitly* teach pupils to understand and use new vocabulary?
- How do you teach pupils to use different language structures in different contexts, i.e. formal and informal language structures?

2. Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills
- Do you have the same balance between decoding and comprehension for all pupils?

3. Effe...
- How ...
- pro...
- How ...
- How ...
- If yo...
  -
  -
- If yo...
  -

4. Tea...

READING FLUENCY
What might fluency practice look like in the classroom?

Actively teaching reading fluency to struggling pupils can be beneficial. This tool offers practical classroom examples to support developing pupils' reading fluency.

To view our Literacy Guidance reports, visit the EEF website:
eef.li/guidance

	What the evidence tells us:	Possible approaches–	
		Whole class fluency practice	**Small group & 1:1 fluency intervention**
Early Years Examples	*Developing early reading can often be integrated successfully with communication and language approaches.* *Children are likely to benefit from singing and rhyming activities focused on developing alphabetic knowledge and phonological awareness to lay the groundwork for decoding.*	• Routinely incorporate rich opportunities for children to sing songs, recite rhymes and learn poems by heart during story time. These can be rehearsed over and over, with and without a copy of the text. • Read aloud from picture books with repeated refrains so that children can start to join in and emulate prosodic reading. For example, an adult might read 'I Want My Hat Back' by Jon Klassen daily with the children, sweeping their finger under the phrases to model expert prosody and pausing so that all children can chorally recite the refrain and practise using good prosody.	• For children at the upper end of the Early Years, find opportunities for them to re-read familiar books so that they can apply the skills of fluent reading with little difficulty. For example, an adult might ask a child to use their story-telling voice to re-read their familiar book to a partner, pretending to be the teacher. • Use echo reading to model the prosody required to bring the text to life and re-read sentences until a good level of fluency is achieved by the child.
Key Stage 1 Examples	*From the earliest opportunity, reading should be presented as the process of understanding a text.* *As children learn the complex skill of reading, we help develop skills of word recognition, reading fluency and making sense of a text.*	• Repeated reading aloud from picture books, ensuring children can see the text, helps to developing familiarity. Encourage children to read along (where words and phrases are accessible for them) and to read with good prosody. • Sing songs and perform poetry together, providing the text for the children to follow, rehearse and perform.	• Find opportunities for children to re-read familiar books matched to their level of decoding so that they can confidently apply the skills of fluent reading with little difficulty. • Incorporate repeated reading, self-correction and choral reading to explicitly improve children's prosody. For example, children might read and re-read 'What is Pink?' by Christina Rosetti, with the teacher modelling good prosody and the children echoing along.

Herts for Learning | Education Endowment Foundation

Resources for...

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More resources and support
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Updated September 2024

The EEF Guide to the Pupil Premium

How to plan, deliver, monitor, and sustain an effective strategy

Education Endowment Foundation

The EEF Guide to the Pupil Premium
The tiered approach to Pupil Premium spending

Education Endowment Foundation

High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning

Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

For further supp...
search "EEF Pup...

The EEF Guide to the Pupil Premium
Discussion prompts for governors and trustees to support an effective strategy

As a school governor or trustee, you have an important role to play in supporting and challenging the leadership team at your school to improve outcomes for socio-economically disadvantaged pupils. How the school spends its Pupil Premium funding is an important part of this role.

Did you know?

The Department for Education (DfE) requires every school to review and publish an updated Pupil Premium strategy statement every academic year before 31 December.

How you can support your school to plan, monitor, implement and sustain an effective strategy

Your school's Pupil Premium strategy should be based on analysis of internal data as well as the best available external evidence. This will help your leadership team to accurately diagnose eligible pupils' particular needs so they can identify appropriate solutions using evidence.

We recommend all schools appoint a dedicated Pupil Premium governor who will have conversations with their senior teams to:

▶ Analyse how Pupil Premium is spent in the setting using the DfE's menu of approaches;

▶ Evaluate the impact of spending on targeted groups; and
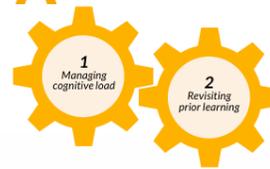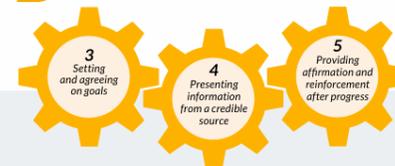
All governors should champion strategic Pupil Premium...

A School's Guide to Implementation
Guidance Report

Education Endowment Foundation

These three elements work together. The process helps schools do implementation. The cross-cutting behaviours and contextual factors help them do it well.

1 Adopt the behaviours that drive effective implementation

- **Engage** people so they can shape what happens while also providing overall direction.
- **Unite** people around what is being implemented, how it will be implemented, and why it matters.
- **Reflect**, monitor, and adapt to improve implementation.

2 Attend to the contextual factors that influence implementation

- Consider whether **what is being implemented** is evidence-informed, right for the setting, and feasible to implement
- Develop **systems and structures** that support implementation, for example, time allocation or data systems.
- Ensure **people who enable change** can support, lead, and positively influence implementation.

3 Use a structured but flexible implementation process

- Use a structured process to apply the behaviours and contextual factors to your day to day work.
- Adopt a practical and tailored set of implementation strategies organised into manageable phases: Explore, Prepare, Deliver, and Sustain.
- Treat implementation as a process of ongoing learning and improve.

EFFECTIVE PROFESSIONAL DEVELOPMENT
Guidance Report

Education Endowment Foundation

A BUILDING KNOWLEDGE

- 1 Managing cognitive load
- 2 Revisiting prior learning

B MOTIVATING TEACHERS

- 3 Setting and agreeing on goals
- 4 Presenting information from a credible source
- 5 Providing affirmation and reinforcement after progress

C 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

D EMBEDDING PRACTICE

- 11 Providing prompts and cues
- 12 Prompting action planning
- 13 Encouraging monitoring
- 14 Prompting context-specific repetition

Toolkit & Website

Teaching and Learning Toolkit

An accessible summary of education evidence

Watch the Toolkit explainer   Read our guide to using the Toolkit

Implementation cost ⓘ	Evidence strength ⓘ	Impact (months) ⓘ
£ ●━━━━━━━━● £	🔒 ●━━━━━━━━● 🔒	+ ●━━━━━━━━● +

Search by keyword ⌄

Toolkit Strands ↓ᴬᵤ	Cost ↓≡	Evidence ↓≡	Impact ↓⊟
Metacognition and self-regulation Very high impact for very low cost based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
Reading comprehension strategies Very high impact for very low cost based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6

Toolkit & Website

Toolkit & Website

Education Endowment Foundation

Promising Programmes

Programmes we've tested that show promise for raising attainment.

Explore programmes   **About Promising Programmes**   **How to use**

When you're considering how to embed e
evidence based approaches, such as the fi
or metacognition; or our guidance on bes

Dialogic Teaching

Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk.

FFT Reciprocal Reading

A targeted, structured, discussion-based approach to teach reading comprehension.

Focus for Teacher Assessment in Primary Science (Focus4TAPS)

A programme to support teachers to improve their teachin
assessment of science in primary schools.

Lexia® Core5® Reading

A technology-led integrated learning system that aims to improve reading skills.

Mathematical Reasoning

A whole class programme to develop pupils' understanding
the logical principles underlying mathematics.

Mathematics Mastery Primary

A whole-school mastery approach to teaching mathematics.

Power of Pictures

Using picture books and illustration to improve pupils' literacy in Key Stage 2.

Success for All

A whole-school approach to improving literacy in primary schools.

Tutor Trust (primary)

Affordable one-to-one and small group tuition in maths.

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Research Schools Network Website

Training

Filters | All Types | All Themes | All Guidance Reports

Upcoming Events

15 Jan
📅 Twilight / Briefing - 15th January 2025 3:30pm - 5:00pm
Secondary Literacy
Led by Deputy Director - James Crane
tickets from: £150

16 Jan
📅 Multi-Day Training - 16th January 2025 10:00am - 3:00pm
Improving the Craft of Writing in Years 3
A 9-week fully funded writing trial
multiple ticket options available

Blog Posts

Year | All Years

Blogs

Latest blogs from our Research Schools

inator
epts through story

Great Heights Research School West Yorkshire

13 January, 2025
Handwriting readiness in the EYFS (Part 1)
Early Years Series
Read Article

Lincolnshire Research School

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About us | Training | Blogs | Clips from the Classroom | Contact Us

Clips from the Classroom

This video collection captures practices and reflections. They can be helpful if you are considering implementing similar approaches.

How to use

Literacy 13 clips
Maths 7 clips
Science 9 clips
Learning behaviours 12 clips
Cognitive Science 9 clips

Literacy

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Podcast

151.2K Downloads | **24** Episodes

Share | RSS

Evidence into Action is a podcast from the Education Endowment Foundation (EEF). This podcast welcomes experts in the field of education – fantastic researchers with important things to say, alongside a wealth of brilliant teachers and school leaders. Our mission is straightforward: to tackle the most important educational topics and offer you plenty of evidence-based ideas to reflect on and, hopefully, be able to put into action.

Breakfast clubs
10 hours ago

In this instalment, host **Alex Quigley** is joined by co-host **Kirsten Mould** and expert guests. They discuss breakfast club provision in schools, implementation challenges, impact, and advice for those looking to set up breakfast club provision in their setting.
- **Lindsey McDonald**, Chief Executive, Magic Breakfast, @LindseyMac_ @Magic_Breakfast (Start – 19:50)
- **Toni Hayzen**, Headteacher, Pembroke Park Primary School and Nursery, @PrimaryHT_Mum and
- **Ash McGann**, Headteacher, Burton Green Primary School (19:59 - End)

Further Resources:
- EEF Breakfast Interventions: Rapid Evidence Assessment (August 2024)
- TES, How to Build an Effective Breakfast Club: What the Research Says (August 2024)
- To find out more about the Magic Breakfast Early Adopters Scheme: Early Adopters Scheme - Magic Breakfast
- School Food Matters | School Food Matters

♡ Likes | ⤓ Download 488 | Share

Retrieval practice
Tuesday Oct 08, 2024

In this instalment, host **Alex Quigley** is joined by co-host, **Rachael Cattrall,** EEF Content Specialist Alumna) and expert guests. They discuss the evolution of retrieval practice and insights into cognitive science, including how these principles and practices are being applied in classrooms.

- **Dr Tom Perry,** Associate Professor, University of Warwick (Start - 24:10)
- **Rachel Wilson,** Year 6 teacher & Deputy Research Director of Norwich Research School (24:10 - 37:50)
- **Mark Miller,** Director of Bradford Research School, Dixons Academies Trust (37:50 - End)

Further Resources:
- Cognitive Science Approaches in the Classroom: a Review of the Evidence (summary)
- EEF Podcast: Cognitive Science in the Classroom
- The Processes of Memory: A brief explainer

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Language Hubs Grand Union

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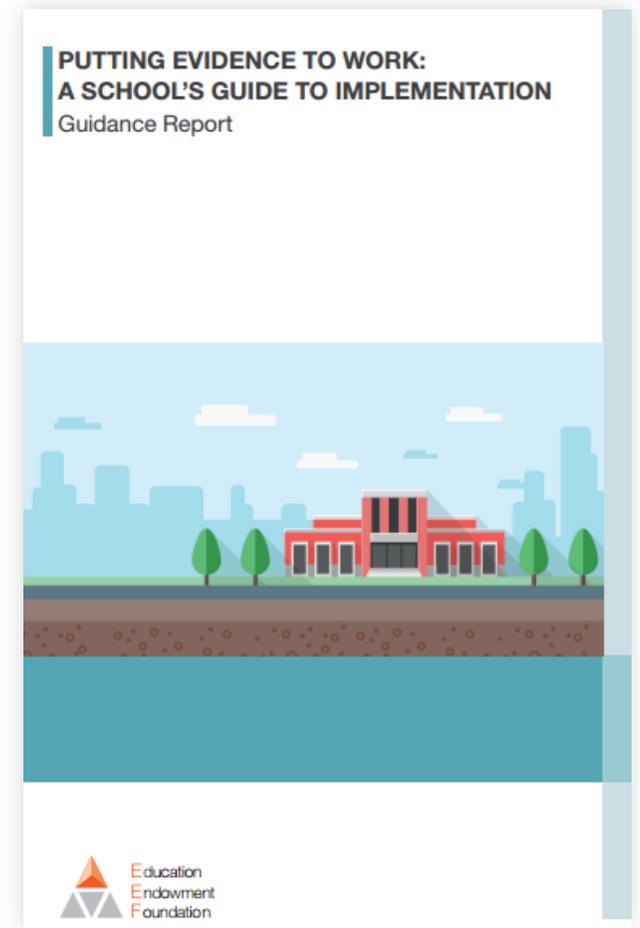Supported by the Education Endowment Foundation

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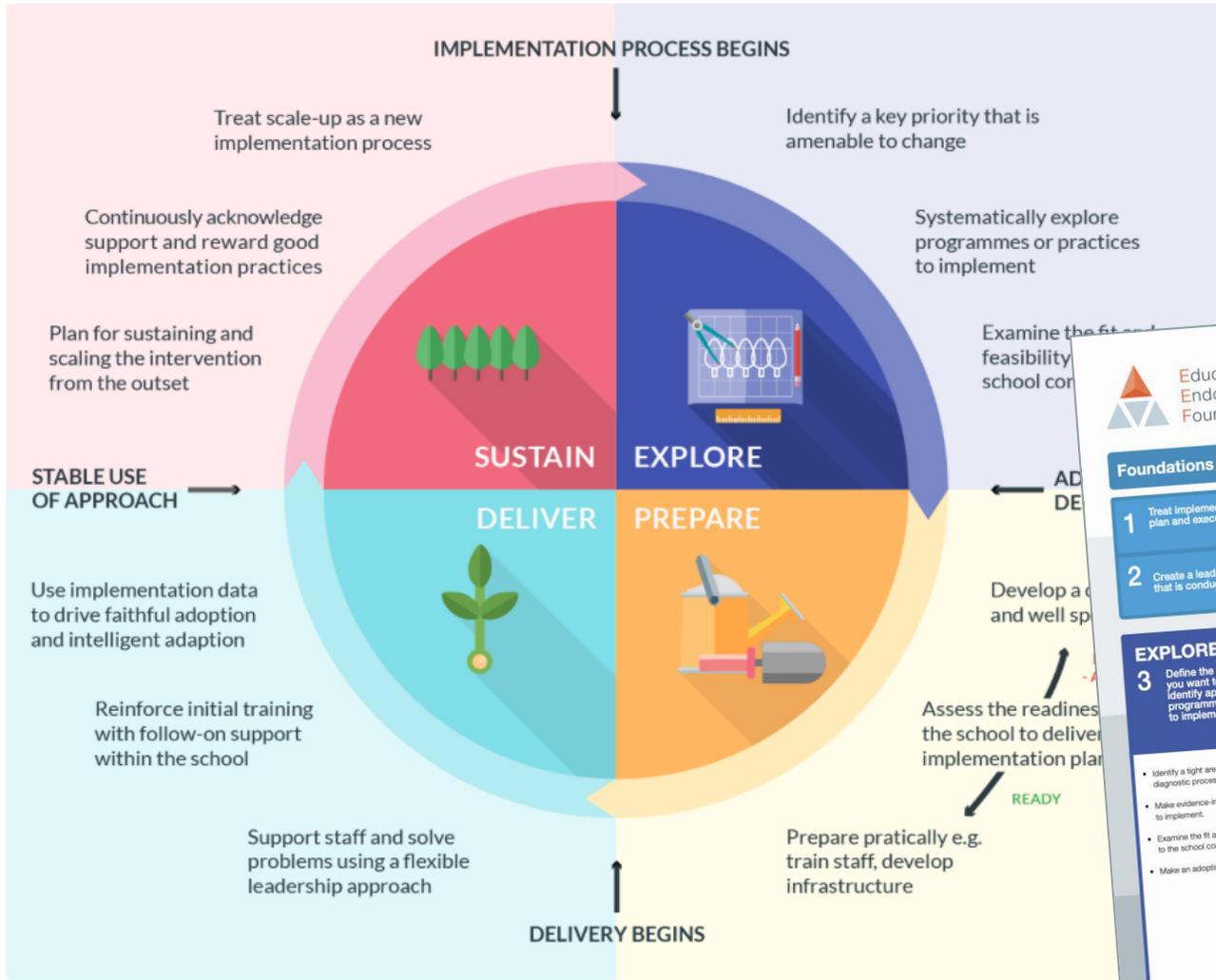Supported by the Education Endowment Foundation

"In our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success."

Putting Evidence to Work: A School's Guide to Implementation

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

Education
Endowment
Foundation

2017

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 school con

STABLE USE OF APPROACH

SUSTAIN EXPLORE

DELIVER PREPARE

Use implementation data to drive faithful adoption and intelligent adaption

Develop a and well sp

Reinforce initial training with follow-on support within the school

Assess the readines the school to deliver implementation plan

READY

Support staff and solve problems using a flexible leadership approach

Prepare pratically e.g. train staff, develop infrastructure

DELIVERY BEGINS

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION
Summary of recommendations

Education Endowment Foundation

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.

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.

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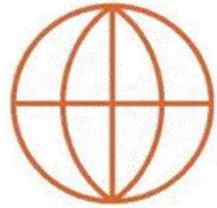
SUSTAIN
6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- 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.

eef.li/implementation

Report published 2nd December 2019

Largest review of evidence on implementation

101 factors on system map

3,373 studies full text screened

34 implementation strategies analysed

293 papers included

- TMF empirical studies: 27 included, 5 excluded
- REVIEWS: 44 included, 13 excluded
- Empirical studies: 125 included, 577 excluded
- EEF reports: 40 included, 119 excluded
- BESPOKE PT search: 17 included, 53 excluded
- Cook & Lyon CITATIONS: 24 included, 72 excluded
- ADDITIONAL finds: 16 included

Implementation is fundamentally
a collaborative and social <u>process</u>
driven by how people think,
behave, and interact.

2017

2024

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

Summary of recommendations

Education Endowment Foundation

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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.
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- Use highly skilled coaches.
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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.

Report published 2nd December 2019

eef.li/implementation

These three elements work together. The process helps schools do implementation. The cross-cutting behaviours and contextual factors help them do it well.

1 Adopt the behaviours that drive effective implementation

- **Engage** people so they can shape what happens while also providing overall direction.
- **Unite** people around what is being implemented, how it will be implemented, and why it matters.
- **Reflect**, monitor, and adapt to improve implementation.

2 Attend to the contextual factors that influence implementation

- Consider whether **what is being implemented** is evidence-informed, right for the setting, and feasible to implement
- Develop **systems and structures** that support implementation, for example, time allocation or data systems.
- Ensure **people who enable change** can support, lead, and positively influence implementation.

3 Use a structured but flexible implementation process

- Use a **structured process** to apply the behaviours and contextual factors to your day to day work.
- Adopt a practical and tailored set of implementation strategies organised into manageable phases: Explore, Prepare, Deliver, and Sustain.
- Treat implementation as a process of ongoing learning and improve.

Multiple, inadequate glances

Using research evidence
A concise guide

Education Endowment Foundation
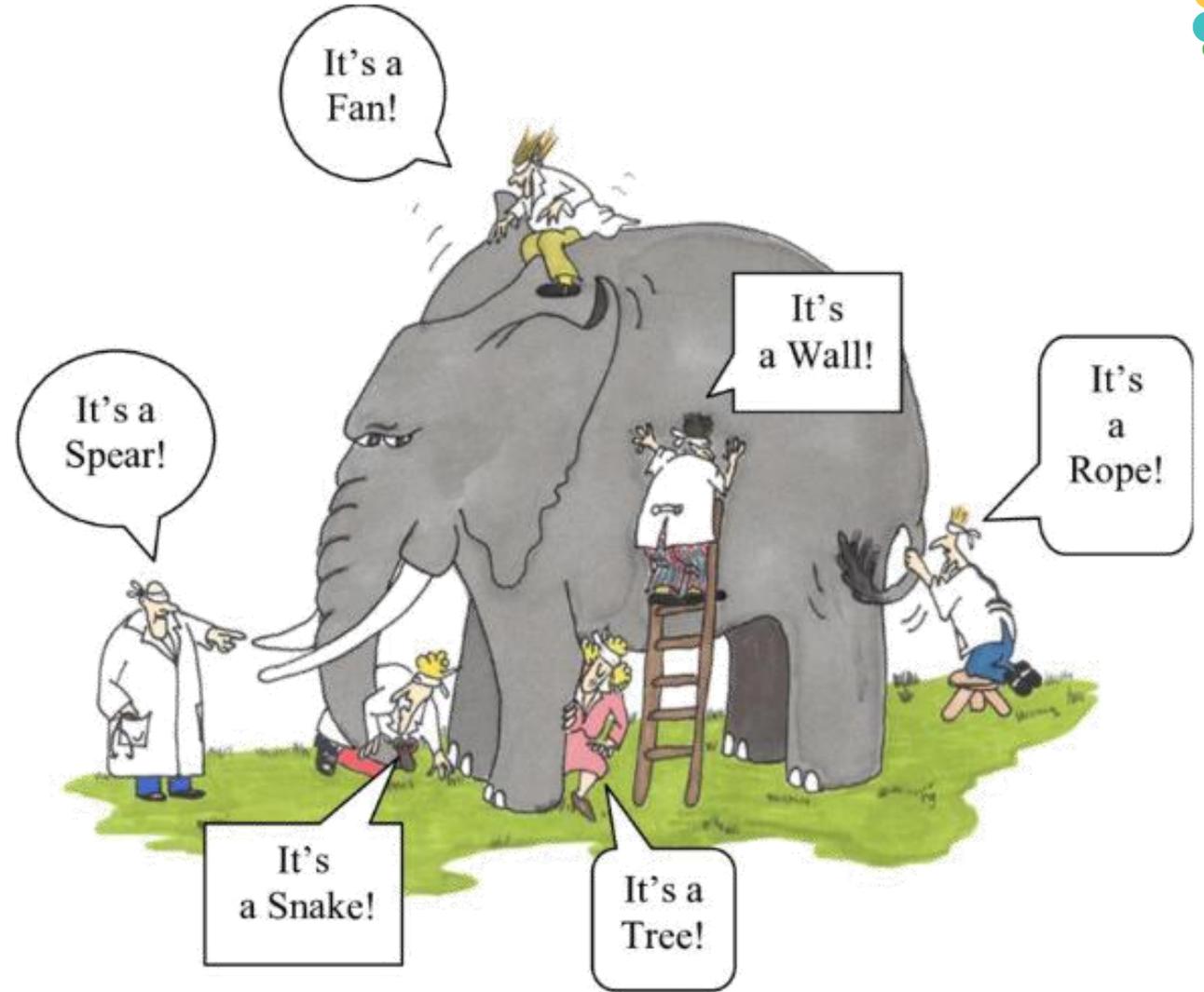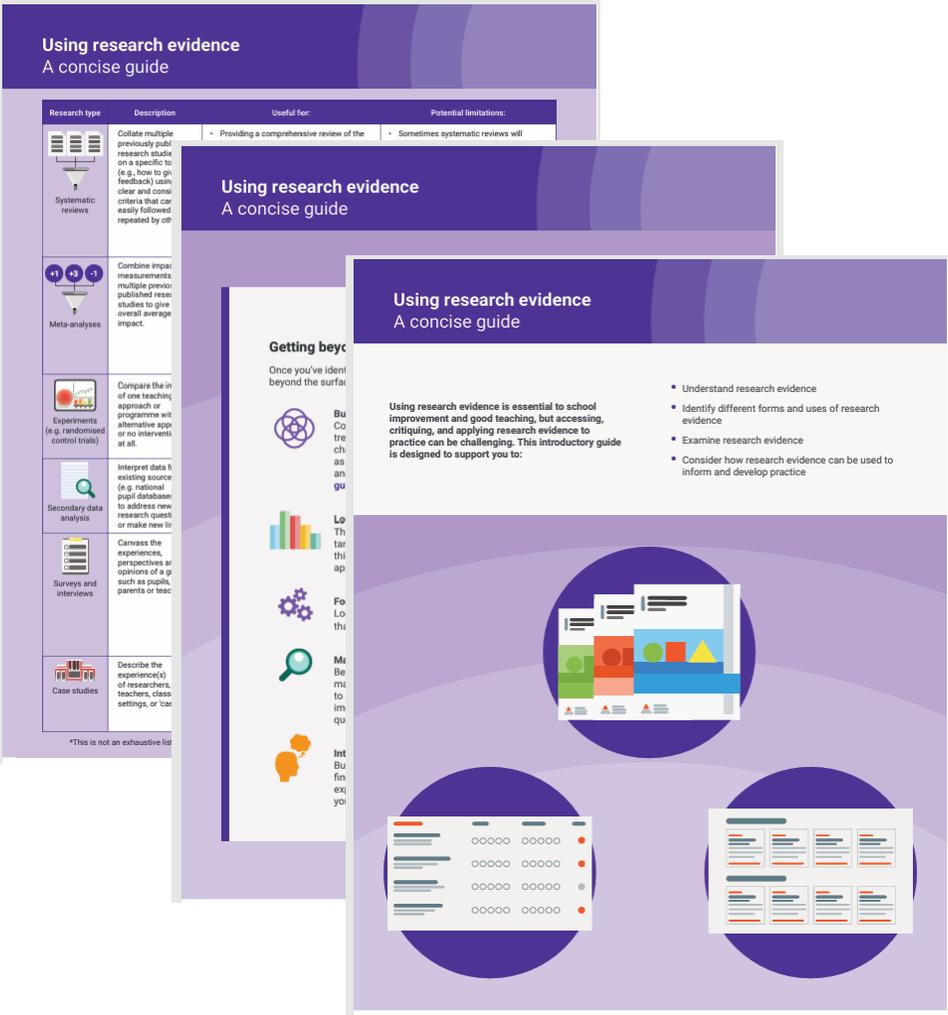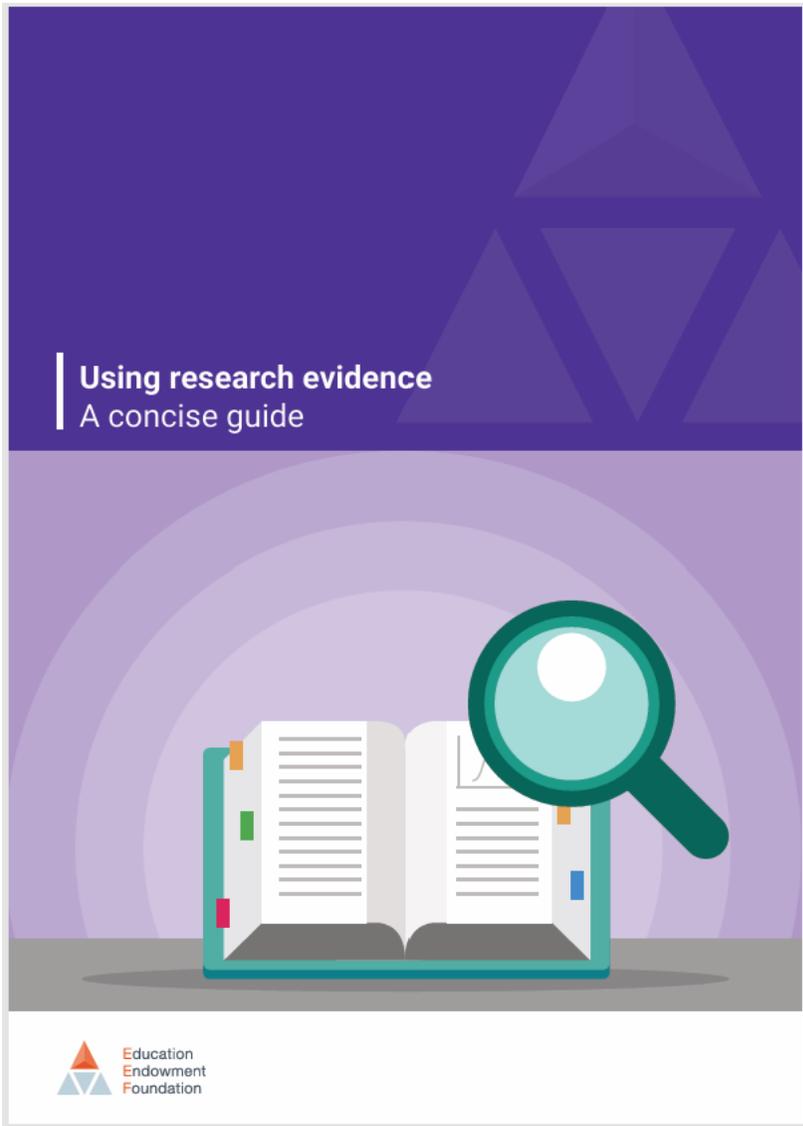
Using research evidence
A concise guide

Research type	Description	Useful for:	Potential limitations:
Systematic reviews	Collate multiple previously published research studies on a specific to (e.g. how to give feedback) using clear and consi criteria that can easily followed repeated by oth	• Providing a comprehensive review of the	• Sometimes systematic reviews will
Meta-analyses	Combine impac measurements multiple previou published rese studies to give overall average impact.		
Experiments (e.g. randomised control trials)	Compare the im of one teaching approach or programme wit alternative app or no interventi at all.		
Secondary data analysis	Interpret data f existing source (e.g. national pupil database) to address new research questi or make new li		
Surveys and interviews	Canvass the experiences, perspectives a opinions of a g such as pupils, parents or teac		
Case studies	Describe the experience(s) of researchers, teachers, class settings, or 'cas		

*This is not an exhaustive list

Getting beyo

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Using research evidence
A concise guide

Using research evidence is essential to school improvement and good teaching, but accessing, critiquing, and applying research evidence to practice can be challenging. This introductory guide is designed to support you to:

• Understand research evidence
• Identify different forms and uses of research evidence
• Examine research evidence
• Consider how research evidence can be used to inform and develop practice
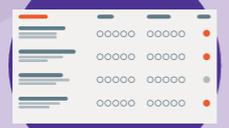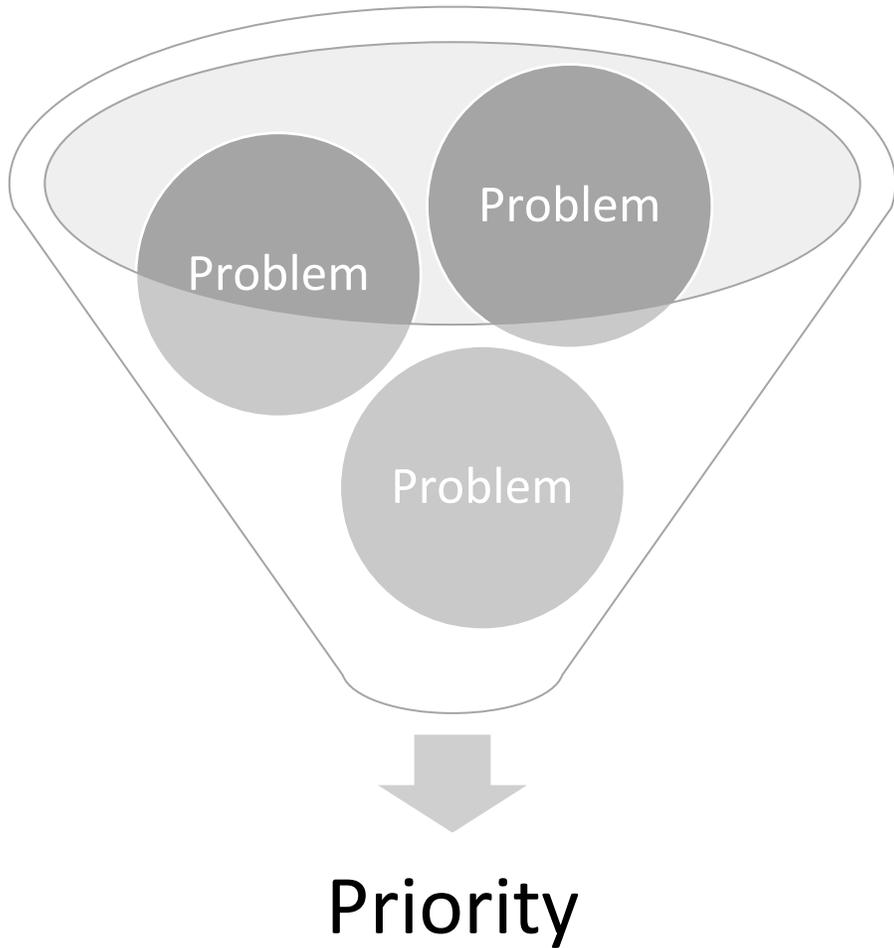
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Tudor Grange Research School

Language Hubs
Grand Union

Supported by the Education Endowment Foundation

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Department for Education

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Implementation is fundamentally a collaborative and social process driven by how people think, behave, and interact.[8]

ENGAGE

Engage people so they can shape what happens while also providing overall direction.

UNITE

Unite people around what is being implemented, how it will be implemented, and why it matters.

REFLECT

Reflect, monitor, and adapt to improve implementation.

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The **engage** behaviour

ENGAGE

Engage people so they can shape what happens while also providing overall direction

"When the school community feels included in decisions that affect them, then implementation is likely to improve. People, ultimately, value what they feel part of."

Just another leadership initiative

What you do

- Explore **pupil needs** collaboratively

- Represent the **community**

- Promote and structure future opportunities for **implementation**

- Show how roles are **interconnected**

How you do it

- Model being reflective yourself

- Frame & structure collaboration with accessible information and questions
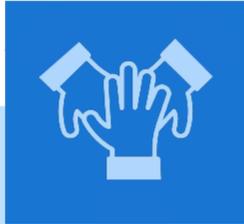
- Ask people about barriers and enablers

How do you balance collaborative exploration with providing direction?

The **unite** behaviour

UNITE

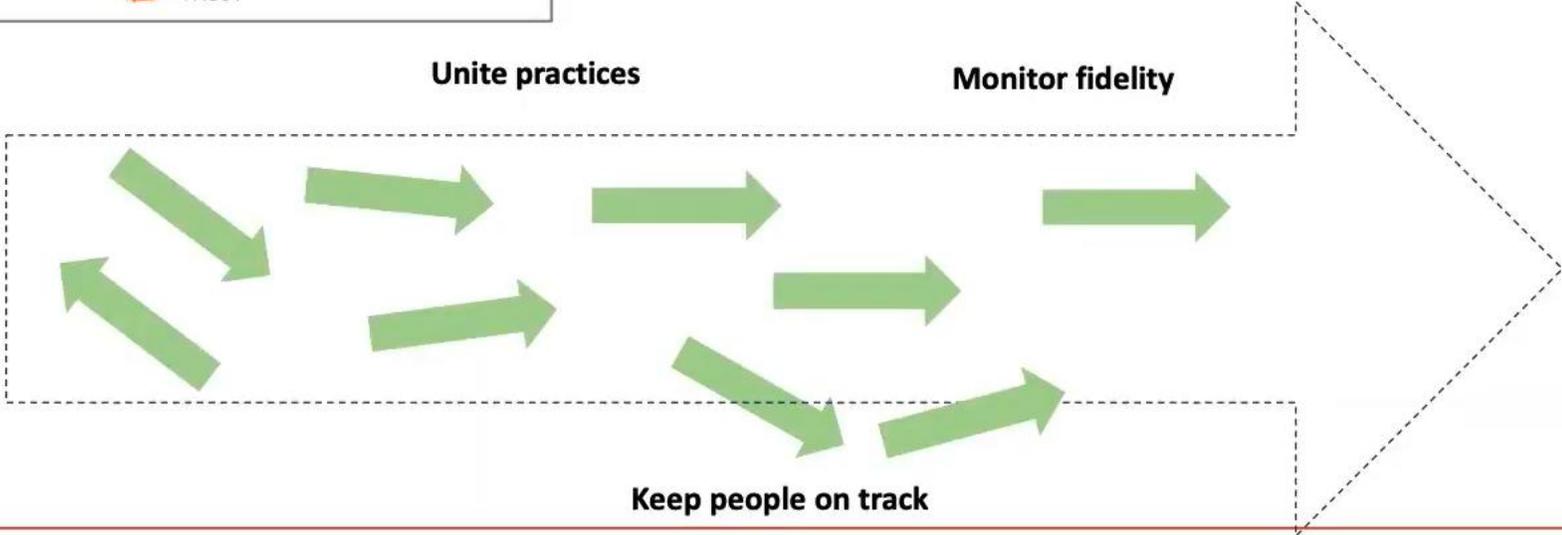Unite people around what is being implemented, how it will be implemented, and why it matters

"Poor implementation can often be traced to differing values, understanding, and practices among staff. This incoherence creates ambiguity, meaning colleagues can appear as though they are on the same page when they are not."

THE SEPSIS SIX

1. Give 02 to keep SATS above 94%
2. Take blood cultures
3. Give IV antibiotics
4. Give a fluid challenge
5. Measure lactate
6. Measure urine output

JUST ASK
"COULD IT BE SEPSIS?"
IT'S A SIMPLE QUESTION, BUT IT COULD SAVE A LIFE.

THE UK
SEPSIS
TRUST

NHS

Unite practices

Monitor fidelity

Keep people on track

Unite around what?

- Strategic goals and organisational values

- Rationale for change

- Implementation plans

- Knowledge and skills to implement and

- What is core, what can be adapted?

- Accountability

UNITE

Unite people around what is being implemented, how it will be implemented, and why it matters
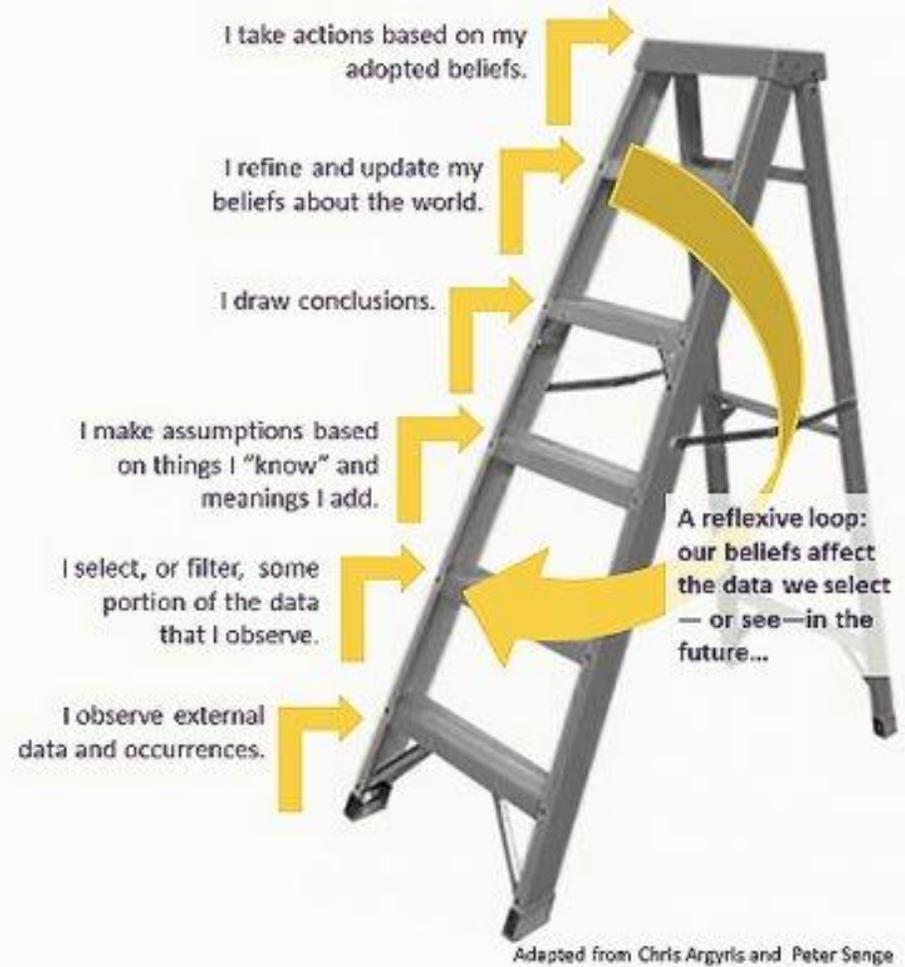
Session aims

- To understand the EEF mission and the role of the Research School

- To understand the EEF guidance on effective implementation

- **To understand how to approach implementation on a practical level**

- To reflect upon goals and consider next steps

Identifying a narrow area of focus

Ensuring the problem to solve is the right problem

The Ladder of Inference

I take actions based on my adopted beliefs.

I refine and update my beliefs about the world.

I draw conclusions.

I make assumptions based on things I "know" and meanings I add.

I select, or filter, some portion of the data that I observe.

I observe external data and occurrences.

A reflexive loop: our beliefs affect the data we select — or see—in the future...

Adapted from Chris Argyris and Peter Senge

Culture is vital. **It will happen** with or without deliberate input.

- **POSITIVE CULTURE**

Human first, professional second, embedded and intentional, two-way communication, stable leadership, collaborative, agency and autonomy

- **NEGATIVE CULTURE**

Inflexibility, hiding challenges, monitoring rather than evaluating, doing too much, lack of trust, punitive, not attuned to staff, superficial nods to wellbeing, reactive

What would your narrow area of focus be?

What culture would you like to achieve?

What are the barriers?

What would your narrow area of focus be?

AFL strategies

Phonics at ks3 level

What culture would you like to achieve?

- Staff schedule (part-time/SLT/maternity cover)
- Conflicting whole school priorities

What are the barriers?

- 'Buy in'
- Support from SLT

Learning...

...a person is said to have learned something when they consistently exhibit a new behaviour **over time.**

(Spielman et al., 2015).

Learning involves a **lasting change** in pupils' capabilities or understanding.

DfE 2020

- **PERFORMANCE:**
Immediate change in behaviour or knowledge that can be observed and measured.

- **LEARNING:**
Lasting change in capabilities and understanding, which happens over time and is hard to observe.

Learning is invisible.

We see what is performed, not what is learned.

Phonics at ks3 level

- Is this the right focus?
- What have you seen in the classroom?
- What have the students said? What have the staff said?
- What does the data tell you?
- Do you have a broad range of data?
- Who has checked your thinking? (Bias?)
- Is this the right time for change?
- Is the culture fit for change?
- What else is out there for you to use? What research have you done?
- How have you analysed these? (Criteria?)
- Do you have any experts? Do you have colleagues you can delegate to? (Distributed leadership)
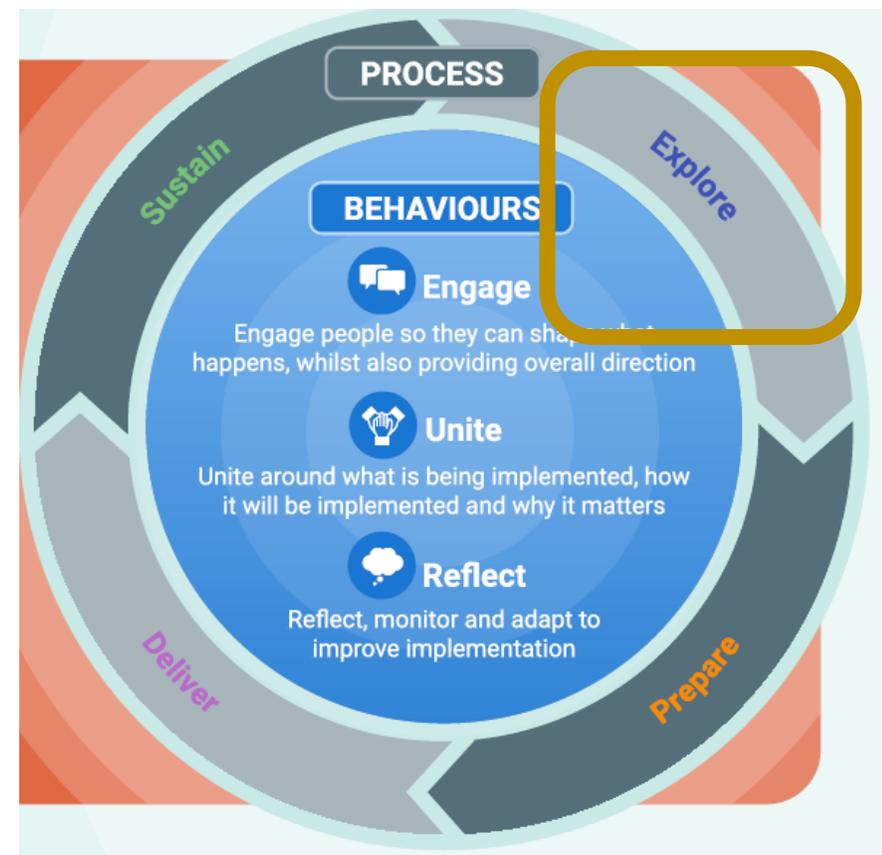

- Identify a key priority that is amenable to change
- Systematically explore programmes or practices to implement
- Examine the fit and feasibility with the school context

Phonics at ks3 level

- What training is required?
- Can this be internally delivered? Do you require external input? (Potential barriers here)
- When will the training take place? How often?
- Is the understanding of the goal shared?
- How are you supporting culture and 'buy in'?
- What model will you use? Coaching?
- How will you avoid cognitive overload?

- What are your 'active ingredients'? (What are the non-negotiables to improve practice?)
- Are you clear how success will be achieved? What will the outcomes be?
- How will you monitor and evaluate?
- Do you have flexibility when needed?
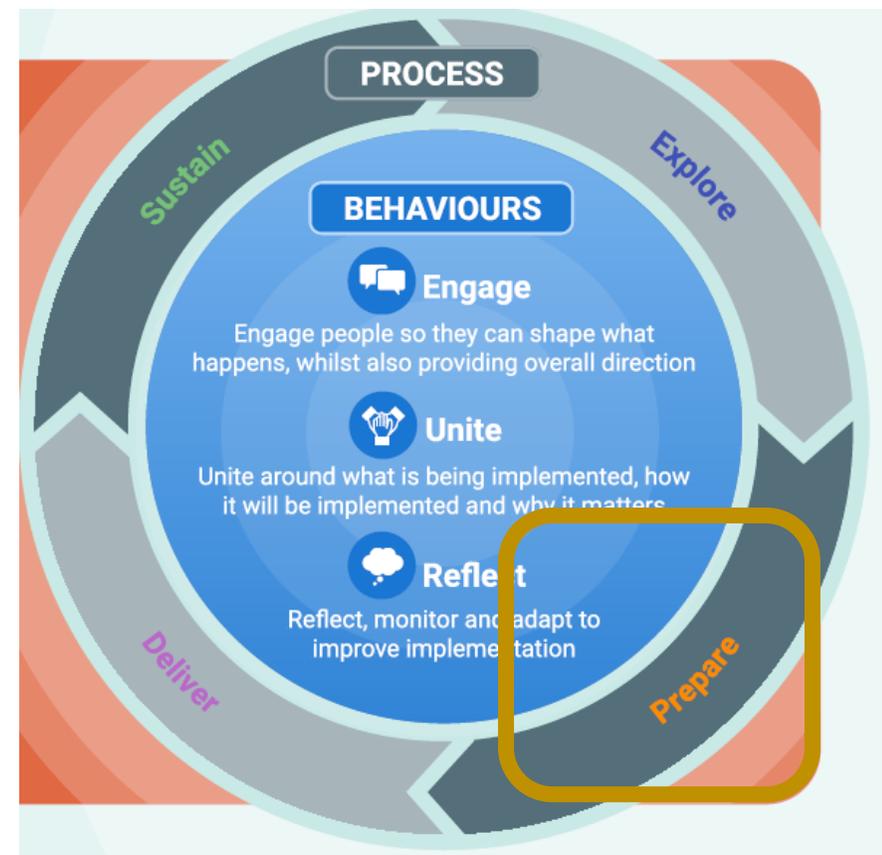
- Develop a clear, logical and well specified plan
- Assess the readiness of the school/department to deliver the implementation plan
- Prepare practically, e.g. train staff, develop infrastructure

Phonics at ks3 level

- How and when are you reinforcing training?
- How will you protect the process (maintain fidelity) and ensure it is not deprioritised?
- What data are you collecting and how often to measure impact?
- Are you receptive to adapting?
- Is your coaching model effective? Do groups/pairs need to change?
- How you do you monitor and hold to account whilst maintaining buy in?
- Is it still a transparent process?
- Is there capacity to support staff where needed? How has this been planned?
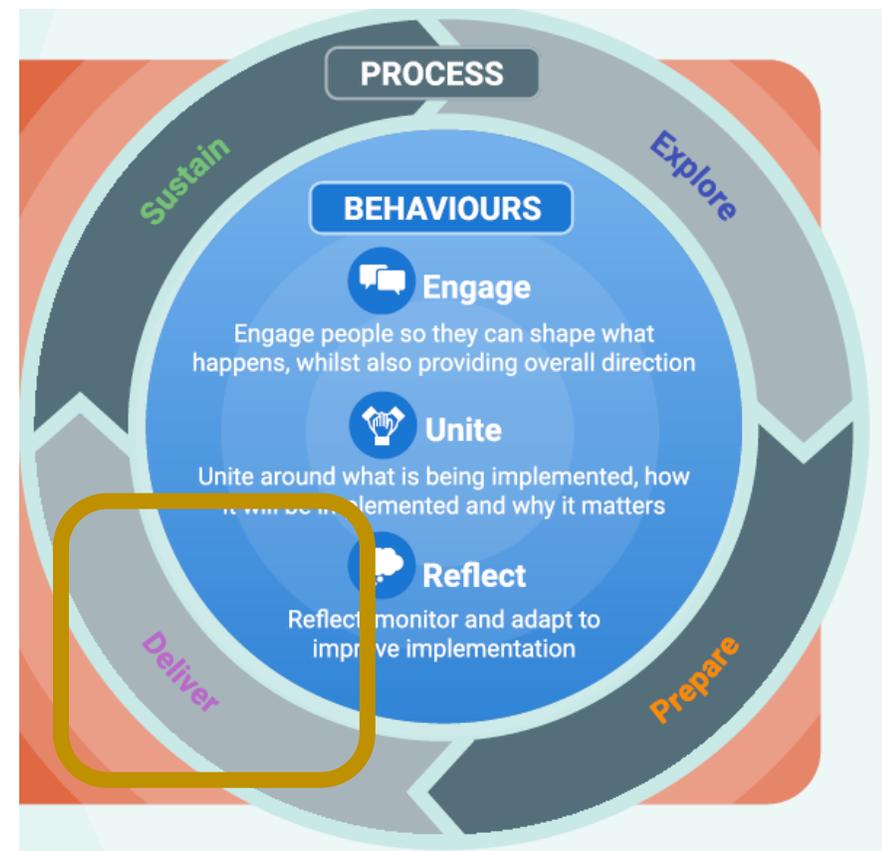
- Use implementation data to drive faithful adoption and intelligent adaptation
- Reinforce initial training with follow-on support within the school
- Support staff and solve problems using a flexible leadership approach

Phonics at ks3 level

- What processes need to remain in place to sustain practice? Plan these in advance
- Is there room for scaling up? Did you need to start smaller (i.e. with French and then across all languages or with year 7 and then year 8)?
- Consider that de-implementation is also a process and should be carefully planned
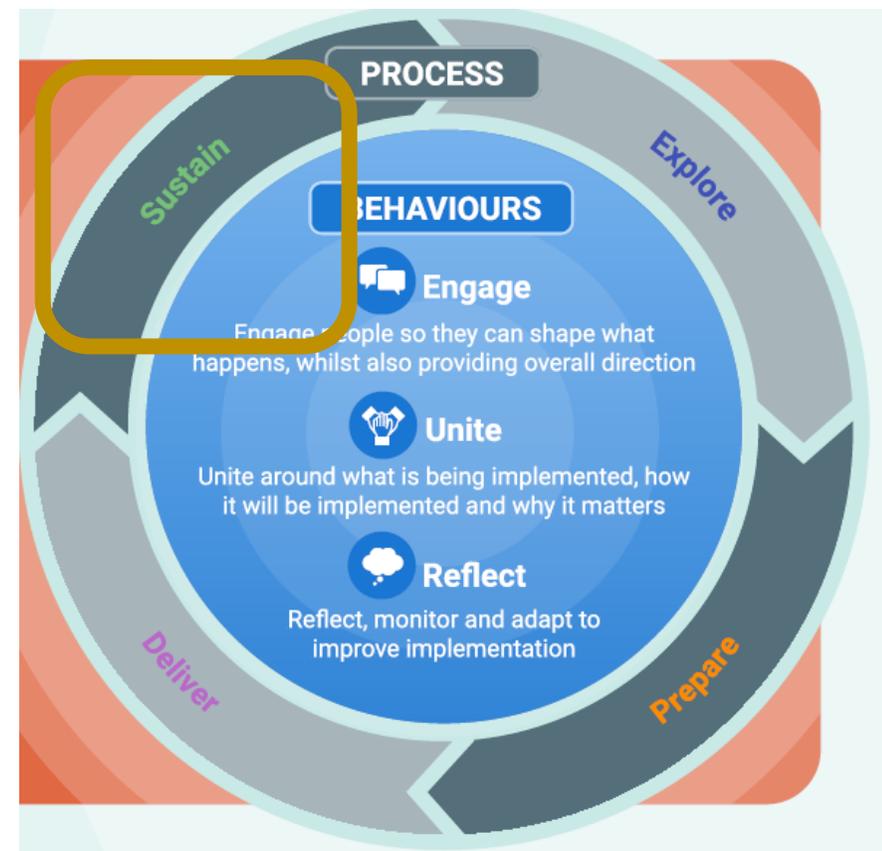
- Treat scale-up as a new implementation process
- Continuously acknowledge support and reward good practice
- Plan for sustaining and scaling the intervention from the outset

Common Pitfalls

1. Trying to meet people where you think they should be, not where they are

2. Assuming prior knowledge

3. Expectations of speed

4. Not going granular enough

5. Too much at once

6. Not being strategic about culture

Session aims

- To understand the EEF mission and the role of the Research School

- To understand the EEF guidance on effective implementation

- To understand how to approach implementation on a practical level

- **To reflect upon goals and consider next steps**

Breakout Room Discussion

Think of a previous initiative you have implemented:

- What did you do well?

- What could you have done better?

What is your current priority?

- What are your next steps ensuring that you use the EEF implementation guidance as a basis?

School/Department Outcomes

Focus:

Causes:

Solutions:

Barriers:

Action:

Spring CPD offer

Feedback form

26.2.25 - AI: Enhancing MFL Provision (Webinar)

15:30 - 16:30

11.3.25 - Sequencing for Success (In-person)

(The Lodge, Tudor Grange Academy Solihull)

**Grand Union Language Hub
Feedback Form - Spring Term**

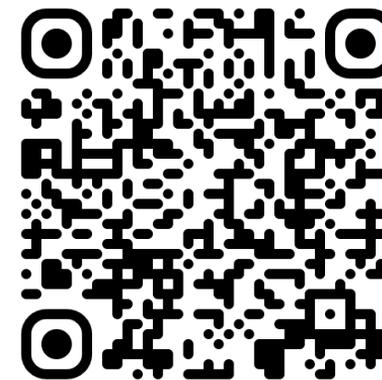# Contact Us

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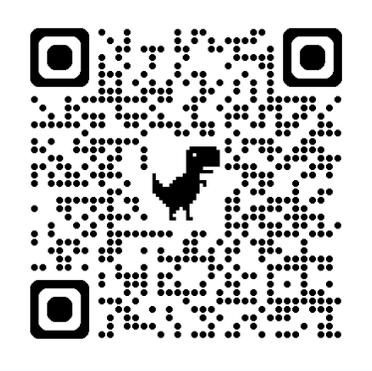
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