

Schedule 3 Monitoring Form



Ashfield Junior School Implementation Plan- Year 2 (2022-2023)			
WELL Grant Yr1	£4500	School Budget / Resources Yr1	£1500
Indicative WELL Grant Yr2	£4500		Yr2 £1500
Indicative WELL Grant Yr3	£4500		Yr3 £1000
School Implementation Team <small>Please provide names and contact details</small>	Sue Frost, Headteacher- head@ashfield-jun.cumbria.sch.uk Richard Bishop, Deputy Headteacher- rbishop@ashfield-jun.cumbria.sch.uk Caroline Gibson, Senior Leader- cgibson@ashfield-jun.cumbria.sch.uk Emily Lumb, SENDCO- elumb@ashfield-jun.cumbria.sch.uk		
Which Tier will be your focus for the WELL grant? <small>Please select one only</small>	<input checked="" type="radio"/> TEACHER	<input type="radio"/> TARGETED INTERVENTION	<input type="radio"/> WIDER STRATEGIES
What is the problem/priority you are going to address?	The impact of the pandemic has severely disrupted learning over the past 18 months. School staff have been asked to shift priorities and take on alternative responsibilities such as home learning and safeguarding of vulnerable pupils not in school. As a school we see the need to go back to the fundamentals of quality teaching and learning by providing high quality professional learning opportunities for our staff with a focus on how children learn, cognition, meta-cognition and strategies to support the inclusion of pupils with additional learning needs, particularly communication & interaction and to ensure our teaching takes account of cognitive overload.		
What are you doing? <small>(Active ingredients (AI)) (Include links to evidence where appropriate)</small>	How and When are you doing this? <small>(The implementation Activities and approximate cost breakdown)</small>	Intended Outcomes <small>(How will you know that you are implementing effectively?)</small>	Final Outcomes Ambition for 2024
<ul style="list-style-type: none"> AI1: Metacognition is part of staff PD provision every half term; AI2: EEF Metacognition & Self-regulated Learning Recommendations are the focus of all teachers appraisal objectives. 	<ul style="list-style-type: none"> Final PD session of each half term has metacognition focus- blend of face-to-face and individual reading/research. Led by SF/PW Cost: £1150 (ELE days x 3). Staff appraisals/ professional learning objectives agreed Oct 22. 	July 2022 RAG rated to position at end of academic year 21-22: Outcome 1: AJS Learning Policy established in school. Evidence of the use of CLT strategies through lesson observations, learning walks and pupil discussions. Outcome 2: All teachers achieve their professional learning objectives and can provide evidence of the impact of these in their classrooms and throughout their subjects across school.	By July 2024: 1. All teachers carry out ELE or Learning Lead roles within school and for the Research School and have excellent understanding of research and evidence around

<ul style="list-style-type: none"> AI3: Metacognitive strategies are taught explicitly through assemblies and within sessions in class. (EEF Metacognition & Self-Regulated Learning Recommendations 2,5 & 6). AI4: A common language of cognition and meta-cognition is used by staff and pupils throughout the school. 	<p>Monitored Feb 23 & July 23. Cost for cover: £500;</p> <ul style="list-style-type: none"> Claire Grosvenor to work with Y6 teachers on further development of Learning Questions. (External consultant support Cost: £2000). Learning reflection time monitored half termly. Teachers to do class visits to watch each other and provide social support. January 2023- introduction of a new learning policy with reference to CLT strategies and common language for metacognition. Monitored half termly- lesson visits, pupil interviews, staff discussions; Cost: £1000 (cover time for subject leads to monitor strategies in their subjects). Training for 2 teachers to become ELEs or 'Learning Leads' with a specialism in aspects of Cognition & Metacognition. Cost for cover: £850. Pupil Survey Nov 22 & July 23. Questions to determine understanding of knowledge of self, task & 	<p>Outcome 3: SLT can successfully use the Implementation Planning process. Middle leaders are beginning to use this process for their subject action planning.</p> <p>Outcome 4: all pupils are establishing the ability to understand what makes them a successful learner and identify what their strengths are and what they need to improve on. They are beginning to use the plan, monitor and evaluate process in their learning.</p> <p>July 2023: Outcome 1: AJS Learning Policy embedded in school. All staff report confidence in using strategies to reduce Cognitive load and pupils show a good understanding of what will help them to learn. A common language is used consistently across school. Outcome 2: All teachers understand the importance of professional learning and the use of research and evidence in their professional development. Outcome 3: SLT & Middle leaders can all successfully understand and apply the Implementation Planning process. There is evidence to show the impact of this on pupil performance. Outcome 4: all pupils confidently motivate themselves to learn and improve. They talk with confidence about the learning process and can demonstrate planning, monitoring and evaluating their learning.</p>	<p>cognition and metacognition. (Evidenced in staff questionnaires, pupil work, learning observations).</p> <ol style="list-style-type: none"> All pupils to make good progress with 75% EXS+ in reading, writing & maths) in all aspects of their learning and display positive learning behaviours. (Evidenced in learning observations, termly data, pupil interviews). All disadvantaged pupils to make better than expected progress in Reading, Writing & Maths from their starting points in Y3 and display effective learning behaviours. Evidence to show they are motivated and engaged in learning.
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	<p>strategies (use EEF Metacognition Audit tool).</p> <ul style="list-style-type: none"> All teachers access the Great Teaching Toolkit Activating Hard Thinking programmes. Begin Jan 23 (additional WELL funding to be provided as school will be part of research group). 		<p>4. School policies all reflect the focus on metacognition and self-regulation and this is 'seen' throughout the school. (Evidenced in policies, classrooms displays, assemblies, lessons, pupil interviews, staff discussions & meetings).</p>
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<p>Notes</p>	<p>Review of Year 1 (2021-2022)</p> <p>The plan has been RAG rated in terms of actions completed and impact on school.</p> <p>As we moved through the first year of this plan it was clear that we needed to spend more time on developing teacher knowledge of metacognition and self-regulation before we could be in a position to establish and embed school policy and ensure a shared language was used with and by pupils. This first year has been spent very much within the explore and prepare phases of implementation.</p> <p>As a result of lesson visits, half termly CPD sessions and professional support discussions with teachers throughout 2021-22 we are now in a position where all of our teaching staff have developed understanding of the following areas:</p> <p>Cognitive load;</p> <p>Working and long term memory;</p> <p>The importance of retrieval practice and how this can be facilitated effectively in the classroom;</p> <p>The importance of using learning questions to plan your lessons so that pupils are thinking about the skills they are using and linking new learning to prior learning.</p> <p>All teachers worked on aspects of this list as part of their appraisal cycle 21-22 and all have since developed actions to further develop or embed these strategies over 2022-23. There is a definite change in teachers understanding of how developing these skills can impact on their effectiveness as teachers. All teachers are now in a much stronger position to fully understand the importance of further developing this moving forward through the use of the Great Teaching Toolkit 2022-2023/24.</p> <p>2022-2023 will now focus on developing school policy and embedding a shared language and understanding with pupils. This will form the main focus of our Implementation Plan Y2.</p> <p>Two teachers have become leaders within school on the use of Learning Questions and Plan, Monitor and Evaluate skills for pupils. They have linked with another local school to share their findings and key learning from the year and will also be supporting delivery of Research School PD in Metacognition Nov 22.</p>
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Senior Leaders are beginning to use the Implementation Cycle within school improvement activities and discussions. Middle Leaders have had initial training on using this approach to lead developments in their subjects. The Implementation Cycle is also now embedded within the school's appraisal process and will be reviewed throughout the year with all teachers. Taking part in the WELL project has had a huge impact on our teaching staff. It has given us the funds and time to develop a serious conversation in school around what makes quality teaching and allowed us to focus back on this after the disruption of the previous 2 years. Developing the Implementation Plan has given us the focus we needed to ensure we stayed on track with our priority and see an impact in school. It has now led us to be much more secure in the use of this process across many school improvement activities and staff appraisal and development.

Please complete all white sections and return along with the signed Grant Offer Letter to Vicki.Clarke@Cumbria.gov.uk before **31st October 2021**.

FAQs and requirements for funding spend can be found in Appendix 1.