

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

Staff thinking

Problem (why?)	Intervention Description (what?)	Implementation Activities	Implementation Outcomes (how)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Staff review shows inconsistency of understanding the SHREC approach and how to implement it effectively.</p> <p>Makaton walk throughs and look arounds show Makaton is not being used consistently. Connection Tiered vocab in provision and practice inconsistencies are evident of the use of vocab.</p> <p>ELKLAN training inconsistency noted in approach to conversation and interaction and positive affirmations – inconsistencies in teacher feedback to children.</p> <p>To recognise visual communication including PECS as a strategy for communication. Parental behaviour- parents lack knowledge of how to improve children's language and attention.</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Revisit EEF SHREC approach. Revisit key Makaton signs and ensure Makaton in present across school and consistent practice. Cross tiered vocab list with intentional foundation vocab for each area of provision to be displayed with vocab flowers for enhanced vocab.</p> <p>Adults and children use Makaton sign and symbols for play routines and emotions.</p> <ul style="list-style-type: none"> - ELKLAN – revisit 10 modules of high quality language practice. - Parental workshops - Through SEND training we will develop knowledge of PECS as a strategy for communication. - Staff will adapt teaching and provision to include focused strategies and individual interaction to enable increased attention and focused, appropriately pitched and extend conversations. - 2 staff training in 'Making it Real' 	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Whole team training SEPT 2024</p> <ul style="list-style-type: none"> A. -EEF SHREC approach B. Intentional vocab lists <p>Fortnightly team meetings incorporating the 10 modules of ELKLAN over the year plus Makaton and PECS.</p> <p>Parent workshops for Making it Real</p> <p>Staff newsletters will include regular monthly checking of key information to revisit elements of pedagogy and approaches related to training or embedded approaches: blank level questions, colourful semantics etc.</p> <p><u>Coaching and mentoring focus</u></p> <p>Plan and deliver experiences and opportunities to practice SHREC and ELKLAN approaches using -GIBBS cycle for self- reflection and evaluation to more own practice forward.</p> <ul style="list-style-type: none"> -Staff to use communication friendly audit to review developments -Staff to talk with phase leader about strategy and review impact. <p>Being part on an ELKLAN research project with Leeds University (CFS Evaluation Project)</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p> <p>ICAN : Communication Trust Using the Communication Audit tool to monitor improvements in interaction.</p> <p>Short term</p> <p>Intentional vocab posters present in provision and staff actively heard using vocab explicitly and supporting children's attention through appropriate conversation</p> <p>Medium term</p> <p>Staff continuing to develop approaches to supporting children's language and attention both in the classroom and evident in shared Tapestry learning posts.</p> <p>Phase Leaders show impact for children's receptive and expressive language through coaching staff in specific strategies defined in short term review.</p> <p>Long term</p> <p>Those at risk of delay show increased progress through staff implementation of ELKLAN & SHREC. Low number of children requiring SALT intervention at the end of Nursery.</p> <p>Increased staff and parents' confidence in sustaining shared attention, conversation & extending children's language.</p>	<p>How will pupils, teachers and the school benefit?</p> <p>Teachers will talk with confidence about their knowledge of A.</p> <p>Practitioners make use of a variety of approaches to build relationships and enable progress.</p> <p>Teachers will have a consistency of knowledge of strategies and approach to sustaining shared attention on and improving children's vocab outcomes.</p> <p>Teachers will have consistency in their Makaton practice and consistent delivery in the use of it.</p> <p>All staff know how they can reduce gaps in children's CLLD outcomes through provision of a high quality education. Through more considered intentional vocabulary and enhanced vocab on vocab flowers, inside & outside.</p>