

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION: PSED : Social Learning and developing social language in play

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Staff to have an increased confidence in the connections between CLLD: Listening and Attention alongside PSED prosocial behaviour and self-regulation.</p> <p>Staff to consider the pedagogies to provide Awe & Wonder for curiosity and engagement.</p> <p>Teacher behaviour: Teachers' lack of confidence in discussing development to use in reflection and planning.</p> <p>Pupil Behaviour: Children demonstrate less play skills, social interaction, and focus. Post Pandemic.</p> <p>Parental Behaviour: Parents lack self-efficiency (confidence) to B. establish boundaries and attachment behaviours and focus 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> <ul style="list-style-type: none"> Revisit development of PSED, listening and attention, prosocial behaviours, CoEL. Sustain Phoenix Cups / Identiplay understanding as a strategy. Develop an understanding of the importance of puppets and social stories. Review Policy for purpose. Plan settling sessions for parents/ work with family Hub. (PEEP?) <p>Staff will adapt teaching and provision to include focused strategies and individual interventions to enable; increased focus for focus and attention and prosocial play skills.</p> <p>Staff will recognise the importance for applying knowledge when supporting children with SEND.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Whole team training SEPT 2023</p> <p>A- Focus and Attention</p> <p>Self-regulation</p> <p>Play skills (social)</p> <p>Staff newsletters will include regular (monthly) 'checking' of key information to revisit elements of pedagogy and approaches related to training.</p> <p>Staff to access early education articles to extend their understanding</p> <p>Fortnightly team meetings to include link to key elements.</p> <p>Coaching and mentoring focus:</p> <p>Plan and deliver experiences (in and outside) where children are involved and concentrating in a range of play experiences and learning</p> <p>Quality Assurance and peer review:</p> <p>SSTEWS: subscale 4. Pg 28-33</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term Staff behaviours are encouraging early focus and attention from September.</p> <p>Medium term</p> <p>Elements of Shimamura's MARGE model is evident in adult-led experiences 'A whole brain learning approach' for early years. https://headguruteacher.files.wordpress.com/2018/10/marge.png</p> <p>Workshops and 'stay and play' sessions engage parents and support their confidence in B</p> <p>Staff have developed approaches to supporting self regulation</p> <p>Long term</p> <p>increased opportunities to use social stories and puppets will be captured in planning and practice.</p> <p>School staff engage with 'Incredible Years' programme being delivered in the Family Hub</p>	<p>How will pupils, teachers and the school benefit?</p> <p>Teachers can talk with confidence about their knowledge of A</p> <p>Teachers can explain a range of strategies appropriate to the age and stage of the child to support A <i>And so staff can apply this when adapting planning, routines and provision. This will be evidenced in staff Journals and discussed at supervision.</i></p> <p>Children will have a consistency of expectation across staff and demonstrate increasing self-regulation.</p> <p>Children will continue to develop an enthusiastic curiosity for play and learning; demonstrating focus and developing language to engage in social and solitary play.</p>