Implementation Policy

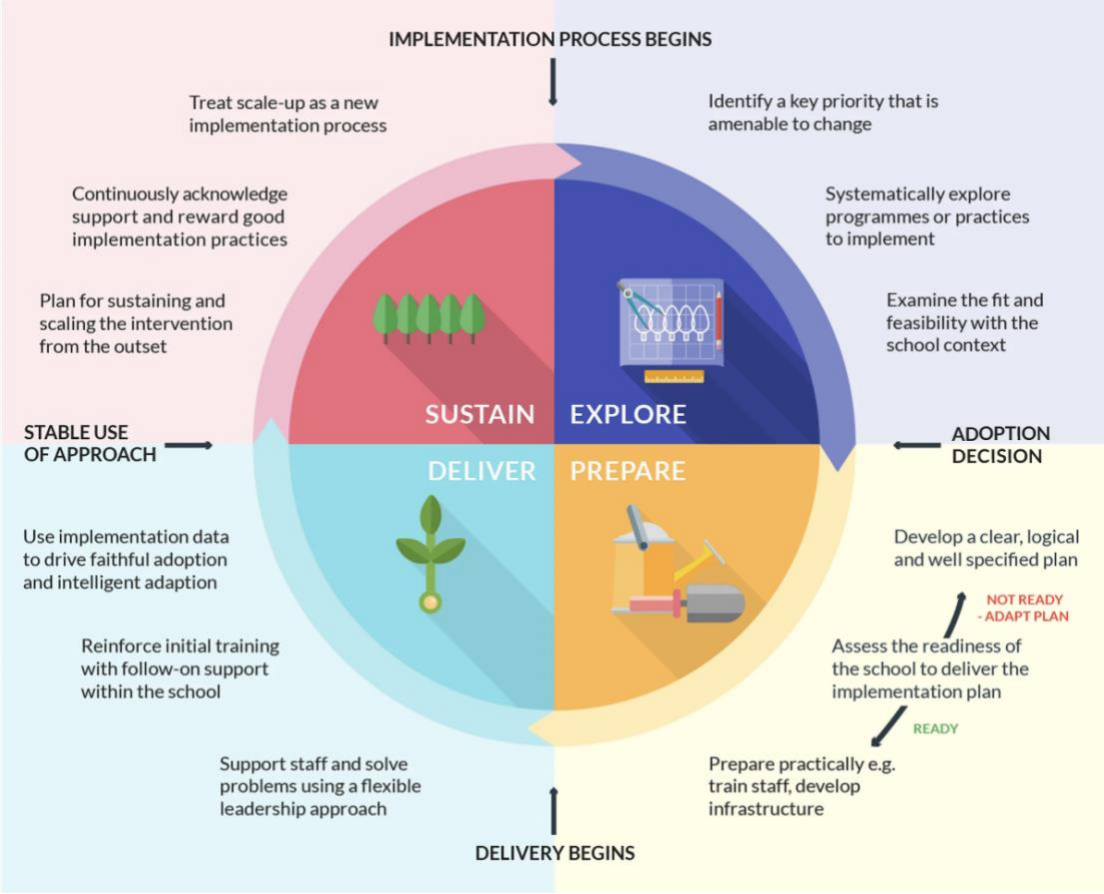
Agreed	Sept 2024
Next Review	Sept 2025

Intent:

At Penpol we understand that new initiatives, strategies and policies take time to implement, deliver and embed.

A successful implementation process takes time and happens in stages. The process begins long before adopting any new teaching practice, idea or sequence of change. The timeline of each individual implementation cycle depends on what is being introduced and the complexity of the strategy. However, each stage of the process is important in ensuring sustainable change.

We use the **Education Endowment Foundation's** model of Implementation to guide the process



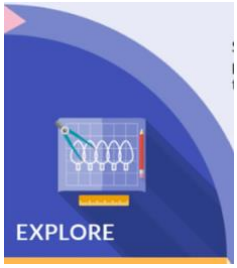
We are committed to giving time and resources to each stage and may use a team of people in different roles, including external colleagues, to help deliver the change. This is an important way to combine expertise.

At Penpol we nurture confident and trusted leaders, empowered to develop a vision for their area of implementation. We have a culture of professional dialogue that allows mistakes to be made, learning to be shared and implementation to be honed. Therefore, provision for the children is high-quality, evidenced-based and robustly monitored for impact.

Implementation:

Implementation happens in stages. The timeline is flexible, according to the context, and each stage is applied rigorously.

There may be rare occasions where a more urgent change or adaptation is required. On these occasions, if some stages of the implementation policy are bypassed, the change or initiative is regarded as a temporary measure until the full implementation cycle is complete.



Stage 1 – Confidently identify a priority using evidence informed decisions

Staff will:

- Gather relevant, rigorous and meaningful data.
- Ensure the data comes from a variety of places such as national test data, internal data, lesson visits, surveys and interviews.
- Read the data with openness and integrity, avoiding preconceptions of what it might show.
- Interpret the data to identify whether the priority really is a priority.
- Agree as a leadership team where to plot the initiative on our **implementation map.** This implementation map is a working document, charting implementation across the whole school up to three years into the future. This is a working document which will be adapted in response to evolving priorities and evaluations.

We expect staff to ask themselves these questions before deciding to adopt a new programme or practice:

- *Does the programme or practice fully address the defined challenge?*
- *Is it likely to lead to better outcomes?*
- *How motivated are staff to engage in this change?*
- *Are staff sufficiently skilled and, if not, are we able to provide the necessary CPD?*
- *Can we create the space, time and conditions for the new implementation effort?*

Stage 2 – Create an action plan, decide on the readiness of the school to deliver the plan and prepare staff and resources.

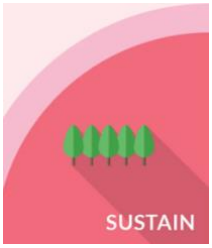
Staff will:

- Develop a clear and logical plan using the EEF template, identifying the 'active ingredients' – those which need to be place for the approach to succeed.
- Define a clear set of implementation outcomes.
- Identify the training staff will receive and timeline for adopting the strategy.
- Identify a year group, class or staff member to trial the approach.
- Meet with relevant staff who are trialling and share the detailed implementation outcomes.
- Set implementation outcomes, identifying how to monitor the impact in a way that is suitable. For example, through collection of data, lesson visits, book looks or surveys.
- Summarise any findings after the trial, reflecting upon and co-constructing any changes with staff who trialled the approach and adapt where necessary.
- **Re-visit and assess whether the school is ready to implement on a wider scale.**
- Communicate the purpose and importance of the innovation to all staff and what is expected through PDMs.
- Share with governors if appropriate and other stakeholders as required.
- Explain monitoring expectations.
- Plan another PDM for reflection time and shared discussion point part-way through the process.
- Clarify timescales and expectations of all colleagues.

Stage 3 – Provide ongoing support. Adapt and hone approaches.

Staff will:

- Deliver the approach and problem-solve together.
- Feedback during reflection meetings and work together if the approach needs adapting.
- Support and learn together if challenges arise and use feedback to improve delivery over time.
- Deliver coaching or mentoring during this stage, creating time for discussion where needed.
- Monitor what is happening during this stage to ensure it is having the desired impact. This may lead to actively tailoring the approach. This will also ensure the approach is being applied with fidelity.
- Identify any further training needs.
- Use the identified set of implementation outcomes to analyse the approach and monitor for effectiveness, paying particular attention to the 'active ingredients'.



Stage 4 – Plan for sustaining the approach and continuously hone its use. This may depend upon the scale and complexity of the approach.

Staff will:

- Discuss if the process is successful, having the desired impact and not adversely affecting other areas of the school or staff wellbeing.
- Check the 'active ingredients' are still being adhered to.
- Decide whether the approach needs scaling up: does it need expanding to include more staff or sharing with another setting? This should be supported by data or other available evidence.

- Continue to evaluate the approach over time. For it to be embedded into practice, it needs to be modelled by all staff at all levels and demonstrate continual impact.
- Create contingency plans for any proposed changes across the school such as staffing moving on or a change of staffing in particular year groups. Consider handover procedures.
- Carefully consider capacity and resources when scaling up.

Impact:

Penpol is continually developing how we support our children and ensuring provision meets the needs of every pupil.

For new approaches and strategies to have maximum impact, they need to be researched, evidence based and delivered in a timely way, taking into account the breadth of change required.

The implementation stages provide clarity of outcomes which are measurable and attainable with high expectations. It means that staff are aware of each stage of the process. The vision and aim of each approach is clear and any potential barriers are identified and resolved, leading to sustainable change.