

**Long term**

To make learning more fun and accessible, hopefully increasing attendance percentages.

**Medium term**

To increase children’s use of and understanding of vocabulary.

To increase writing assessment scores, particularly for greater depth.

**Short term**

To increase cooperative learning opportunities for all pupils through the use of Kagan.

To increase children’s speaking and listening skills.

One element of KAGAN should be present in each lesson.

What a Marsh Lane lesson looks like A4 guide to be established and used.

**Short Term**

To increase cooperative learning opportunities for all pupils through the use of Kagan.

To increase children’s speaking and listening skills.

**Medium Term**

To increase children’s use of and understanding of vocabulary.

To increase reading assessment scores.

**Long Term**

To make learning more fun and accessible, hopefully increasing attendance percentages.



**Marsh Lane Primary School**

Implementation plan – Cooperative Learning KAGAN

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

Implementation Outcomes (how well?)

Implementation Activities (how?)

**Active ingredient 1**

Staff to receive training from AB during staff meeting time. AB has received 4 days training and will slowly introduce new structures to staff.

All staff to attend Day 1 Kagan training in September inset day- £50 per delegate. – Booked

10 minute introduction at the beginning of staff meetings to introduce example structure and how to use it.

KAGAN experience modelled by AB ½ day inset 6th September.

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**Active ingredient 2**

To buy new KAGAN resources to support staff and improve children’s learning. Including KAGAN structures book for CPD library.

Look in the KAGAN magazine.

Could we buy:

Quiz, Quiz, Trade books to save time.

KAGAN timers/ online KAGAN timers and selector tools.

KAGAN posters for the classroom and perhaps used for a KAGAN display in the hall to remind children.

AB to print structures handouts from previous school to use alongside planning during PPA. AB to also send staff PPT version to include in their lesson delivery.

**Active ingredient 3**

Relationship established with neighboring school- Asthelton and Mylnurst. Staff to visit to see KAGAN being used.

**Active ingredient 4**

Whole school assembly and parent mornings to raise the profile of KAGAN across school.

Include KAGAN into school newsletter.

KAGAN posts shared on Class Dojo and School social media accounts.

**Active Ingredient 5**

Further Learning walks will be conducted to give feedback on the delivery of KAGAN and suggest future improvements.

AB to work alongside staff to plan using KAGAN structures.

AB to teach lessons if needed for staff to observe or team teach.

Intervention Description (what?)

**Active ingredient 1**

Training for all staff- to ensure all staff feel adequately trained to deliver a KAGAN approach across school. This will include teachers and TAs.

**Active ingredient 2**

Kagan Resources – To purchase resources to save workload for teaching staff and to ensure consistency across school.

**Active ingredient 3**

Visit to other schools- networking to share ideas and resources.

**Active ingredient 4**

Parental engagement- to raise the profile of Kagan for use at home.

**Active ingredient 5**

Learning Walks and pupil voice- to ensure the approach is used effectively across school. To create a ‘Marsh Lane Lesson guide’.

Problem (why?)

**Teaching and Learning**

* Teaching and learning approaches vary across school with expectations and academic outcomes. The pace of lessons and seating plans (mixed ability groupings) vary.
* Limited opportunities for children to be active with their learning- increased oxygen to the brain is scientifically proven to improve children’s achievement.
* Teaching and Learning is judged to be ‘Good’ from recent learning walks, but this showed a lack of cooperative learning with structured approach.
* Greater Depth Writing
* The % of our Pupil Premium Children reaching EXS in RWM has decreased compared to 2022. These percentages are still above National Average.
* Lack of engagement / use from previous launch in September due to missed training and too many other things changing at the same time. Needs to be a whole school approach from September.