

Sustainability and Legacy

It is vital that output is sustained beyond the funding to ensure long-term change for schools in challenging circumstances.

Ongoing support will differ according to the needs of each school. We aim to leave schools in a strong position for sustained self-improvement and will therefore consider:

- o The stability of the leadership team – how long have they been in role?
- o Has the quality and effectiveness of teaching improved?
- o Has the school's Ofsted status changed?
- o Is the school implementing systems to ensure each member of staff is coached?

- o Have pupil outcomes improved – particularly those from disadvantaged backgrounds?

Many schools will need a light-touch or no support from RMT after the first two years and will be able to support other schools in their areas. Others may need more ongoing support. No school should be left in a vulnerable state – we propose the options below to sustain the progress made over the two-year project.

We also aim to work with the DfE, independent evaluator and publisher of the Read Write Inc. Phonics programme (Oxford University Press), to maximise learning from the project and cascade to interested parties.

Sustainable offer to deliver the goals of TLIF

We will provide the leadership team in project schools with systems and processes they can sustain once the project is complete. During the project the consultant trainer will work with the leadership team to:

- o Ensure they have expert knowledge of teaching literacy by the end of the project
- o Provide systems and documentation to monitor quality of teaching, children's progress with half-termly assessment trackers, and individual tutoring tracking systems for the slowest progress 20% of children
- o Provide an action report after each of the 16 PD days to ensure clear and actionable next steps and dates to be achieved by
- o Establish a cycle of weekly half-hour PD sessions to practice teaching activities
- o Help establish a coaching cycle of practice, observation and feedback.

Sustainability and legacy plan once TLIF project is complete:

Options to help schools sustain impact:

- o Schools choose to book 2 or 3 PD days per year once they are Good or Outstanding or more if they are still in RI or below - [REDACTED] + VAT per day (usually cost [REDACTED] +VAT) to ensure schools can self-fund
- o Our proposal targets schools in geographic hubs – Reading Leaders can 'shadow' each other's school PD days to share good practice, ensure consistency and gain PD experience from each other
- o Access to regularly updated PD films on school portal for all schools during project and after for those that book ongoing PD days
- o Refresher training can be organised in hubs for schools to share
- o Two-day training available for newly appointed staff at regional venues - [REDACTED] +VAT per participant ([REDACTED])
- o Email and video call support from trainer
- o Pupil reading data can be sent to consultant trainer half-termly – trainer to provide feedback and actions for children not making expected progress

- o Free place for newly appointed headteacher on regional training – standard practice for RMT
- o Free annual regional phonic screening check prep and regional meetings to keep up-to-date on training content.

Legacy

RMT aim to ensure that PD and systems can be shared with as many other schools in priority areas as possible to maximise impact on quality teaching and leadership.

All documentation and reports can be shared with schools, the DfE and independent evaluators during and after the project – to be clarified in project documentation for schools.

The most successful schools in the project will act as ambassadors in the local area and receive visitors from other priority schools.

There will be:

- o Evaluations from participants at the end of two-day literacy PD providing evidence to evaluators, DfE and other stakeholders regarding benefits of high-quality PD
- o Pre- and post-project qualitative and quantitative survey data – including KS1 reading results and year-on-year Phonics Screening Check results.
- o Ongoing relationships with local stakeholders in priority areas – Opportunity Area Coordinators, for example.
- o ‘Find Out More’ PD events hosted by project schools in Year 2 and 3 of the project to spread the word to local schools.
- o Regional PD Training in the hub areas - RMT to market and host. RMT will work with stakeholders to ensure that leaders from other schools attend to find out more.
- o Case studies of successes from individual schools or hubs to share on RMT, Oxford University Press websites.