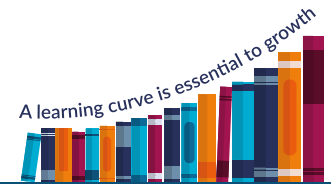


# English Hubs

## Witham St Hughs English Hub



### SUSTAIN

#### Post Graduation

- Schools maintain approach to the teaching of phonics
- Phonics lead continues to monitor, challenge and coach
- Leaders continue to ensure phonics lead has time to carry out role effectively
- Schools continue assessment process and regularly analyse data

STABLE USE OF APPROACH

### DELIVER

#### Partner School

- Literacy Specialist Support Days
- Monitoring
- Coaching
- Challenge
- Analysing data to drive impact
- New Phonics Teachers are fully trained and prepared for delivery

Use implementation data to drive faithful adoption and intelligent adaption

Reinforce initial training with follow-on support within the school

Support staff and solve problems using a flexible leadership approach

IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Continuously acknowledge support and reward good implementation practices

Plan for sustaining and scaling the intervention from the outset

SUSTAIN

EXPLORE

DELIVER

PREPARE

Identify a key priority that is amenable to change

Systematically explore programmes or practices to implement

Examine the fit and feasibility with the school context

ADOPTION DECISION

### EXPLORE

#### Medium Level Support

- Showcase
- Information Events
- Audits
- Literacy Specialist Support Days
- SSP programme suits school context and capacity

### PREPARE

- Timeline
- School Culture
- SSP Resources & Decodable Books
- Capacity for Delivery
- Outline Expectations
- School Action Plan (SAP)
- Leadership Commitment
- Whole School SSP Training
- Implementation Readiness

Develop a clear, logical and well specified plan

Assess the readiness of the school to deliver the implementation plan

NOT READY - ADAPT PLAN

READY

Prepare practically, eg: train staff, develop infrastructure

DELIVERY BEGINS