

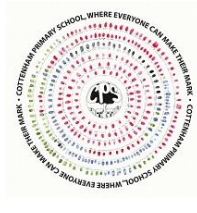


Using the CMO model

21st March 2019

**“Have the children learned what we
have taught them?”**





Using the CMO Model

21st March 2019

Supporting docs:

- **CPS 100 Day Plan 7th Feb. – 17th May 2019**
- **First Principles of the CPS Curriculum**
- **CPS Curriculum Map 2018-19**
- **Curriculum 100 Day Plans**





How to Report

CMO Reports will be used to share the key messages about how our curriculum is performing.

They will provide an accurate narrative about the impact of the work that is taking place across the school in a particular domain, or area of practice.

They will also provide a series of recommendations, based on findings.

By having a standardised approach, it should enable us to grow together in developing the skills necessary to be able to make accurate judgements about our curriculum – and, crucially, to provide a clear diagnostic for improvements.





Concrete Example: English 100 Day Plan

English 100 Day Plan Feb - 17th May 2019 [Compatibility Mode] - Word

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English Curriculum Leadership Report

CPS Curriculum Leadership 100 Day Strategic Plan

Period: 7th February to 17th March 2019

Last Updated: 7th March 2019

Objective	Investigate the following Programme Theory: <i>The school's use of <u>TfW</u> does not provide enough opportunities to optimally extend the accuracy and sophistication of children's independent writing</i>	
	Context: Year 2, Year 4 and Year 6 pupils Mechanism: sequencing and teaching strategies for <i>Talk for Writing</i> Outcome evidence base: pupils' books; planning documents; pupil surveys; teachers' views; pupil assessment data; display work	
Actions and initiatives		
<ul style="list-style-type: none">English CCs to monitor pupils' work during Dis-<u>Agg</u> PD session	21/03/2019	<ul style="list-style-type: none">

PAGE 1 OF 1 187 WORDS ENGLISH (UNITED KINGDOM) 210%





Concrete Example: Maths 100 Day Plan

Maths 100 Day Plan Template 6th Feb to 17th May 2019 [Compatibility Mode] - Word

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Maths Curriculum Leadership Report

CPS Curriculum Leadership 100 Day Strategic Plan

Period: 7th February to 17th March 2019

Last Updated: 7th March 2019

Objective	Investigate the following Programme Theory: <i>The recent focus on developing the pupils' mathematical fluency is improving their ability to reason and problem solve</i>		
	Context: Year 3 and Year 6 pupils Mechanism: sequencing and teaching strategies Outcome evidence base: pupils' books; PUMA outcomes; Y6 Mock SATs papers; Times Tables Rock Star data; pupil surveys		
	Actions and initiatives	Due Date	Status

PAGE 1 OF 1 143 WORDS ENGLISH (UNITED KINGDOM) 220%



Tips and Traps from the Experts...

- A realist evaluation design is well suited to assess how interventions in complex situations work because it allows the evaluator to deconstruct the causal web of conditions underlying such interventions.
- A realist evaluation yields information that indicates how the intervention works (i.e., generative mechanism) and the conditions that are needed for a particular mechanism to work (i.e., specification of contexts) and, thus, it is likely to be more useful to policymakers than other types of evaluation.
- As with any evaluation, the scope of the realist evaluation needs to be set within the boundaries of available time and resources. Using a realist approach to evaluation is not necessarily more resource or time-intensive than other theory-based evaluations, but it can be more expensive than a simple pre-post evaluation design.
- Larger scale or more complicated realist evaluations are ideally carried out by interdisciplinary teams as this usually allows for a broader consideration of likely mechanisms. However, it is possible to undertake realist evaluation with single practitioners, and in small-scale evaluations.
- If the programme theory is made explicit together with the main actors, it can lead to a better, shared understanding of the intervention. This in turn could improve ownership and lead to more context-appropriate interventions.
- Developing the causal theory may also contribute to a better definition of what needs to be evaluated and, thus, what the key evaluation questions are.
- Allow sufficient time for assessing the interactions between intervention, actors and context.





Model CMO (1)

Model CMO March 2019 [Compatibility Mode] - Word

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Kilsby James

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Programme Theory	
The school's use of carefully designed summative writing tasks are enabling children to demonstrate causality	
Context	Year 1/2 pupils (mixed ability, genders and specific groups)
Mechanism	Teaching sequences which lead to summative writing tasks
Evidence Base	Pupils' work; teachers' planning
Outcomes	
<p>SLT monitoring of writing across the school earlier this year identified that whilst the volume and frequency of children's writing was a clear strength of the school; the sophistication of their writing – particularly with regard to offering explanations and drawing connections – was, at best, limited.</p> <p>In response to this, the decision was made to provide children with explicitly <u>scaffolded</u> writing activities towards the end of the module (eg. 'But, so, therefore' and essay style questions), which require children to offer causality and to reflect upon the knowledge they have learned. This also posed challenges to the amount and sequencing of knowledge to be covered during a particular module – as well as the supporting pedagogies; with an enhanced focus on ensuring that enough teaching time was being allowed for the consolidation of prior knowledge. Consequently, professional development has been delivered on a range of tactics which research suggests support effective retention of knowledge, as well as the move to develop a culture where teachers share with colleagues what they feel to be working.</p> <p>From the evidence observed, this would appear to be having an immediate and dramatic impact on the quality and consistency of pupils' ability to write with increasing sophistication, despite its relatively recent introduction. The books sampled were from all five Y12 classes, and were a mix of abilities and gender. There was consistency in expectations and entitlement; with all books reflecting a coherent learning journey and children's factual understanding developing throughout the module (as well as evidencing the careful consideration that teachers have paid to both the planning and the delivery).</p>	

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Model CMO (2)

Consequently, it would appear that the children are very well equipped to tackle the summative writing task (eg. Which of these events had the most impact on shaping modern democracy in the UK?). Pupils' books were compared across the team and provided some wonderful examples of children offering technically accurate and relatively sophisticated explanations. This mainly took the form of justifying an opinion (eg. why King Charles I was executed), but there were some examples where pupils had drawn a clear causative link between events and were using these to justify their opinion as to which event was more significant (eg. without the Magna Carta 1215, there would have been no Bill of Rights in 1689).

It was also noted, however, that a small number of children did struggle to provide a reason other than a very simplistic view (eg. King John was bad), and it would appear that there needs to be a greater focus on exploring and developing explanations at the point of delivery in some cases.

Overall, it would appear the school has moved forwards quickly in its ability to provide pupils with opportunities to deepen their learning and to demonstrate it through the introduction of carefully designed summative writing tasks. In addition to highlighting the pupils' growing substantive knowledge, these tasks also give a clear indication of their emerging understanding of the relevant disciplinary knowledge (eg. creating a historical argument) and, crucially, evidence of their progress towards the Intended Outcomes for History at CPS.

What is not so clear however, is the link between children's domain specific knowledge, and their understanding of the conventions of specific forms of writing (eg. persuasive arguments), and it is possible that the English curriculum can play an even greater role in driving progress across other domains.



To do....

In your CC Teams:

Check your Curriculum 100 Day Plan aligns with the template: identifying the Programme Theory, the Context, the Mechanism and the Outcome evidence base.

Using the model CMO Report, consider what the narrative addressing your Programme Theory could look like. Be careful not to over complicate the exercise (start small!).

Begin the process of looking at the evidence base...

