Plan on a page example

Problem	
What is happening now?	*Mathematics is a priority in our School Strategic Plan.* *Student learning growth in mathematics is below expectations.* *Observation and teacher feedback indicates that students are not engaging with teacher feedback on tasks used as part of learning or for assessment and are focussed on right/wrong instead of the process.* *Teachers report that they are spending a lot of time on this feedback without the desired impact.*
Why is change needed?	*So that students gain effective feedback from learning and assessment tasks…so that they progress their learning…and become more independent as learners…so that they develop essential mathematical knowledge, skills and dispositions…so that they can continue to learn and use mathematics outside and beyond school.*
Solution	
What evidence can we draw on to address this?	*E4L Teaching and Learning Toolkit: Feedback, Metacognition* *E4L Guidance Reports: Mathematics, Metacognition*
What are the keys to making an impact?	*Teachers have a shared understanding of metacognition* *Teachers have capacity to teach specific metacognitive strategies* *Students use metacognitive tools and strategies effectively*
Where will we start?	*Focus on 'task wrappers'…with Year 7 maths classes… in the topic of algebra… during Term 4. Start with summative assessment tasks.* *Collaboratively developed by teachers in junior maths PLC… using PLC meeting time across Terms 3 and 4.*
What will we do?	*Professional learning for teachers involved.* *Teachers develop 'task wrapper' format/protocol to try.*
How can we sustain/scale this?	*Refine practice using this pilot/trial then expand to 7-10 maths classes.* *Resource use is in getting started, longer term not a lot needed to sustain.*
What do we need to be careful of to stay on track?	*Ensure the tool/protocol focuses on process not form.* *Keep the scale of the trial small.*
Have we checked that other things don't need attention first?	*Yes.* *Student behaviour and classroom expectations are clear and embedded.* *Curriculum sequence is clearly planned (although VC v2 requires changes).* *Shared instructional practices are effective and embedded.*
Outcomes	
What baseline data should we capture?	*Teacher baseline reflections on student independence when reflecting.* *Student baseline reflections on how they reflect on tasks.*
How will we know how well it is going?	*Teachers have engaged in professional learning.* *Trial tool/protocol for task wrapper has been developed.* *Task wrapper used in targeted classes; students know how to use it.* *Teacher confidence in using and value of tool/process.*
What outcomes do we want to see in future?	*Teachers provide structured support to students to use 'task wrappers' to reflect on their learning and identify next steps.* *Students reflect on tasks to help them progress their learning with increasing independence.* *Student learning growth in mathematics improves.*