



Case Study



In the Autumn Term 2024, WOWW (Working on What Works) was introduced to a Y4/5 class at a village primary school in Shropshire.

Initially at **Phase 1**, the class teacher and NDP (WOWW Coach) met to discuss three class targets and determine a pre-intervention rating and expected rating scores that were then shared with the pupils and displayed in class.

During **Phase 2**, the NDP visited weekly to observe, share specific positive feedback and reflect upon the established targets with the class – pupils and staff.

“It helps having specific feedback. We want to hear our names and what we have done well.”
(Y4 pupil)

“It is motivating having someone different coming into school.” (Y4 pupil)

Phase 3 involved pupil target setting. The children really took ownership of this session, requiring additional time to consider initial ideas, and enable group, and class discussion to agree the next steps. The discussion naturally led to children identifying strategies and approaches that would support these learning behaviours and promote working together, supporting each other.

“This session is an opportunity to create thrust and purpose with the children and staff so a visit that dedicates time to reviewing, feedback and target setting feels appropriate at this stage.” (Y4/5 Class Teacher)

Specific observations were completed weekly in **Phase 4** with the children and staff reinforcing learning behaviours and expectations between visits.

Phase 5 is the Review Phase. This session was adapted, in discussion with the class teacher, to reflect the enthusiasm and ownership of the approach from the pupils. A celebration meeting was held, with refreshments, to review the impact of the WOWW project. The classroom tables were re-arranged into a horseshoe layout enabling an engaging discussion regarding the goals. Targets were rated using a 1-10 scale.

Alongside this, the children were encouraged to reflect on what WOWW had meant for them personally, as a class promoting a sense of belonging and togetherness and how the WOWW approach could be continued in the future.

The children identified different ways of displaying targets, involving other classes in the school and how they could share these targets at home.

“It has made us feel better about ourselves. We can see that we have improved – given us the momentum to keep going.” (Y5 pupil)

“It has been a very beneficial and useful learning experience for both staff and children.”
(Y4/5 Class Teacher)

This approach was successful due to the commitment from both the staff and pupils.