CENTURY

Introduction

Welcome to CENTURY! This document aims to support you throughout your time using CENTURY. The implementation section is important for initial discussions with your CENTURY account manager. The rest of this document can be referred to at key points to support embedding.

Please remember that your CENTURY account manager can help to support you to make the most out of using CENTURY.

Implementation: What happens next?

Develop vision	Set goals	Complete survey	Call with account manager	Teacher training	Student launch	6 week check in

- Develop vision and set goals
- Complete the implementation survey (school version/further education college version) to help us understand your needs
- Have a call with your dedicated account manager
- Arrange teacher training sessions and launch with students
- Review call 6 weeks later

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Usage Models of CENTURY

Class work

As a starter
Students complete recap or introductory nuggets. The teacher can use the data for groupings and differentiation of tasks for the rest of the lesson.

As a personalised in-class activity
Students complete nuggets from their own RLP as part of a series of activities or carousel. The teacher can use the data to make in-class interventions.

As a plenary
Students complete the relevant summary nuggets for the lesson. The teacher can use the data to plan the next lesson based on student understanding.

Non-specialist interventions and isolation work
CENTURY can be used in intervention sessions by non-specialist teachers or for work in isolation settings.

Set CENTURY for Cover work
Students can either follow their recommended paths or be set work by teachers. Students progress and effort can be monitored remotely.

Homework

Consolidation of lesson
The teacher sets nuggets that cover exactly what they have just taught as a way to assess understanding

Flipped Learning
The teacher sets a nugget for students to learn a topic they will use in their next lesson(s). The teacher can use the data to plan.

Personalised Homework
Students complete two or three nuggets per week from their recommended path. These will be personalised to them by CENTURY.

Semi-Personalised Homework
The teacher sets (via planner or assignments) one nugget for students to complete. Students then complete one or two additional nuggets from their recommended path.

Multimedia homework
The teacher sets a task assignment for students to complete via file upload or written submission. The teacher gives feedback via audio, text or multimedia.

Data and assessment

Diagnostic as a baseline test
Students complete a diagnostic at the start of the year. The data is used to inform lesson planning and department strategies. Students could sit a diagnostic at the start and the end of a topic to map student progress.

In Lessons
Teachers use nugget data generated in lessons such as score and time spent to inform in-class differentiation. Can be used for assessment for learning.

For Parents' Evenings
Display select rows of student data during parents' evenings to facilitate conversations with parents/ guardians.

For Form Tutors
Form tutors can use nugget data to facilitate one-to-ones.

Reward System
Reward those students who have spent the most time on CENTURY or those who have answered the most questions.

Independent learning

Revision Resource
Students follow pathway, or select specific nuggets from the courses page. Allows students to address their own misconceptions. Teachers can use the data to inform future planning based on classwide weaknesses.

CENTURY Club
A dedicated CENTURY intervention/revision lesson after school. Students follow their own pathways.

Holidays
Teachers set nuggets for students based on classwide/individual weaknesses from end of term/half term assessments. Conversely, teachers set nuggets to introduce new concepts/ideas so students are ready for next term.

Persistent Absentees
Teachers/SLT set work for students who are away from school for various reasons. *Note, students could simply follow their own path and not need work to be set for them.*

Implementing CENTURY

1 – Develop a vision

Building the right driving team will aid the successful implementation of CENTURY. They are there to guide, coordinate and communicate the implementation. It works well for members of staff outside of the leadership team to be included.

We suggest a selection of the following staff who will be heavily involved:
- Academic
- Pastoral Middle Leaders
- Tech enthusiasts
- Staff with less tech experience

Once you have assembled your driving team, any members who have not seen a CENTURY demonstration should attend a CENTURY subscriber introduction demonstration so they understand the potential of the platform.
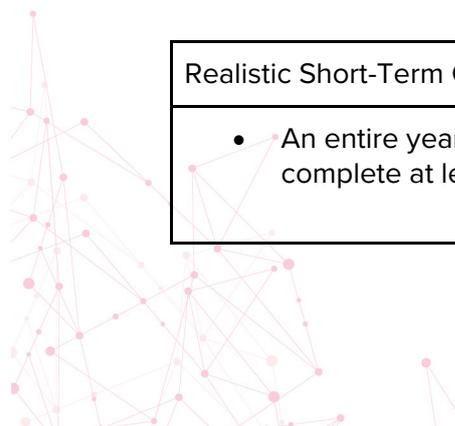
Potential questions to guide you:
- What do you want to achieve with CENTURY?
    - *Driving student performance?*
    - *Facilitating personalised learning?*
    - *Improving student engagement?*
    - *Developing students' independent learning skills?*
    - *Facilitating distance learning?*
- How do you envision CENTURY being used?
    - *In lessons?*
    - *For homework?*
    - *For independent learning?*

2 - Set goals

With the vision established, it is worthwhile establishing where you want to get to in the short term and the longer term.

The setting of realistic goals and expectations will have a dramatic impact on the implementation of new technology. Your account manager will discuss short and long-term goals with you during your implementation call. The following are some ideas to get you and your team thinking, and are by no means exhaustive:

Realistic Short-Term Goals (Examples)	Realistic Long-Term Goals (Examples)
• An entire year group/cohort to complete at least one diagnostic in a	• All cohorts using CENTURY have completed diagnostics and are confident studying from their

subject and have a personalised pathway. • An entire year group/cohort to have completed at least one nugget from each of their assigned courses. • All core teachers have logged in to their teacher accounts and have familiarised themselves with the markbook once their class has done a certain amount of nuggets. • Students have engaged with their dashboard and are aware of their strengths and weaknesses. • Feedback has been received from all staff on the platform	pathway and using CENTURY on a regular basis. • Teachers are confident in setting work and analysing data. • Teachers can quickly demonstrate class-wide and student misconceptions. • Policy discussions have taken place and there is the beginning of a formal plan to embed CENTURY into SOWs.

Measuring success
There are many different ways to measure success depending on your circumstances, but considering what makes sense for your school or college will make a difference in a successful roll out.

Some dimensions to consider:
• Number of nuggets or questions answered by students
• Frequency of use for students or teachers
• Qualitative measures via surveys or feedback from parents, staff or students

3 - Define plans

Once the vision and goals are in place, you will need to complete the implementation survey:
• Implementation survey for schools
• Implementation survey for further education colleges

This will inform the call with your CENTURY account manager, during which you can start to plan your staff training sessions and how you will roll out CENTURY to students.

Questions to consider whilst planning

Tech provision
• Will current hardware & connectivity support use? (technical requirements link)
  o Are school browsers up to date?
  o Do you need to invest in sets of headphones for students?
• How will it align with other platforms & products?

Roll out
• Who will need training from the staff body to use CENTURY?
• What will the expectations be of staff and how will this be communicated?
• How will CENTURY be launched with students?
  o Refer to *Launch with students* section

- How will CENTURY be communicated to parents/guardians?
  - Parent letters, surveys, emails
- Who will be the on-site "go-to" person for staff and students' CENTURY questions?
  - It can be worthwhile to train up a member of the IT team as well as having an appointed CENTURY Lead attached to each department.
- Will CENTURY be incorporated into school policies?

Train staff

- Prior to attending an initial training session, all staff should attend a CENTURY [subscriber introduction demonstration](). These sessions last between 30-45 minutes and allow staff to have an initial introduction to the platform.
- Staff training sessions are tailored to your implementation plan. These interactive sessions allow your staff who will be using the platform to gain in confidence. Subsequent CENTURY Drop in Q&A sessions are available if they have any further questions.
- You could also run internal training, including:
  - peer demonstrations of the platform.
  - getting staff to experience CENTURY from a student perspective.

Launch with students

CENTURY has expertise in launching in two ways. Your choice of how to launch depends on your needs and might be influenced by the time of year. We can:

1. Launch directly with students allowing them to learn independently, in tandem with clear communication to parents about the product. Teacher training will occur after the launch.

2. Train teachers to launch with students directly via the following methods:
- Assembly launches
- In-class launches with teachers
- Distance virtual launches

Review Call

It is important to recognise and communicate short-term wins as early and often as possible in relation to your CENTURY goals. This can be a great way to motivate staff and students alike. Celebrating the achievement of short-term goals (some suggested above) may be more motivating for staff whilst celebrating individual users or classes who have made a great start with the platform will encourage students.

A few weeks after the initial training, you should gather the driving team to clarify the aims of the implementation plan before your review call with your CENTURY account manager. This happens six weeks after launch and is an opportunity to discuss progress towards your goals. When reviewing the implementation plan:
  - We suggest adopting a 'what you could do, should do, must do' approach.
  - Expectations could be different within each department, so this could be done at a departmental level.

CENTURY

Embedding CENTURY into your learning culture

In this section, we explore the leadership dashboard and how different members of pastoral and academic staff can use it to embed CENTURY into your setting.

Leadership Dashboard

The Leadership Dashboard allows leaders to see CENTURY usage at a broader level for a department, class or student. You can monitor a wide range of metrics across different time periods, including:

- nuggets completed
- questions answered
- total study time
- average scores
- time spent per student

This data can be used to inform usage competitions and encourage usage across classes, departments or year groups. These could take the form of:

- weekly leaderboards
- rewards for learners
- bronze, silver, gold system linked to number of nuggets completed
- led by HoY or subject lead (or both)

In order to ensure key leaders have access to the Leadership Dashboard, please provide your CENTURY account manager with their:

- Names
- Emails
- Roles

It is also possible for all staff to be granted access to the leadership dashboard. Please inform your CENTURY account manager if you would like to adopt this approach.

Empowering Academic Middle Leaders

Academic middle leaders should be some of the main implementation drivers of CENTURY. Assigning members of the driving team to departments who attend departmental meetings can also help with gaining buy-in. Our middle leader guidance document will provide a range of ideas on how to embed CENTURY into different departments.

Implementation

During implementation, middle leaders can gain a good understanding of our course structures and how the resources can be used effectively through:

- training
- reading the subject guidance documents (available in the Annexe)
- using the **About CENTURY - Teacher** course
- using department development time to complete diagnostics and subsequent nuggets

It can be effective to develop a policy regarding how they would like their department to use CENTURY. For example:

- Teachers set 2 nuggets per week for students to complete as homework.
- Teachers set a nugget as a flipped learning task once a week.
- Teachers use CENTURY resources in one lesson per week.
- Teachers check their Teacher Dashboard once a week and reward the highest users.

Use and ownership of data

Access to the Leadership Dashboard enables middle leaders to identify teachers using CENTURY well. These teachers can then share best practice with the rest of the department or support staff who may need assistance embedding CENTURY into their teaching practice.

Curriculum development

Over time, it may be useful for CENTURY nuggets to be integrated into schemes of work. This approach saves teacher time and ensures consistency across the department. This can be achieved through use of the Planner to pre-plan homework for the term or by simply sharing adding the appropriate nugget codes to relevant documents.

Questions for line managers

During your regular meetings, you could also have standing meeting items to review usage across different groups and classes.

We have compiled a few areas of questioning that could be used as part of your coaching conversations:

- How have you tried to integrate CENTURY into a lesson?
- Have you used data on CENTURY to inform your practice? If not, how could you do this?
- In the last topic covered were there particular areas that students struggled with - what were the reasons for this? What is the plan to rectify these?
- Why are you choosing to use CENTURY in this way in your lessons?
- Which group of students has surprised you and why in their use of CENTURY? (use of Intervention graph)

Empowering Pastoral Middle Leaders

Middle leaders with pastoral responsibilities can play a key part in driving implementation as well as using CENTURY to aid them in their role.

Academic monitoring

Having access to the leadership dashboard enables middle leaders to see organisation level data. It gives staff visibility of usage data by year group and subject.

A range of data is available that can identify effort and/or attainment. Heads of Year can share the top three users of CENTURY in assemblies. The data can also identify students who may be struggling or who need additional provision.

Student Dashboards

Access to student dashboards provides information about individual students. These are invaluable during meetings with parents & guardians, as well as providing information to other external agencies.

Key parents and guardians could be granted access to a parent dashboard to improve engagement in their child's education. This can be set on an individual student basis through the student's profile.

Mentoring

We recommend that mentors set up individual classes for their mentees. This provides them with academic data and enables them to track progress with less reliance on subject teachers.

The mentor should assign the same courses as those assigned by the student's subject teachers.

Empowering the Inclusion Leader

CENTURY can be used by SEN Coordinators and Inclusion Leaders to ensure that students have immediate access to high-quality learning content made by our subject experts that suits their needs. The SEN team and the classroom teacher can easily track performance inside and outside the classroom.

Interventions groups
Literacy and numeracy support groups can be created as classes, allowing any member of staff to access the data and track the progress. Teaching assistants can also be added as teachers to existing classes.
We suggest giving admin access to members of the inclusion team so they can create and maintain classes.

Accessing data for tailored interventions
Members of the inclusion team can track student progress using the Markbook and Student Dashboards. Topics and questions can be identified that might be causing difficulties. These insights can then help guide discussions with students and structure any interventions.

Supporting withdrawal groups
It may be appropriate to withdraw students from certain lessons or subjects. CENTURY can be used during these sessions to support students, whilst requiring limited resources to be run successfully.

Catchup provision

CENTURY can help students to catch up on any content they may have missed. The diagnostics can identify any gaps in knowledge and misconceptions and plug these using relevant nuggets.

For example, if a student is in Year 7 but is working at a primary level, you can create a class for this student and assign primary courses. The student will not know that they are studying different content to their peers, as all students will be studying their own Recommend Path.

Note: Make sure the student has been removed from any class that might have content that is too challenging.

Upskilling your team

CENTURY is also a valuable resource that can be used to upskill members of the inclusion team. They can review aspects of the curriculum to facilitate support in the classroom or in intervention sessions. An inclusion staff class can be created in Class Admin, giving access to a selection of courses which they can access through their Recommended Path or My Courses.

Suggested model of use
- Identify mistakes using the Nuggets section of the Teacher Dashboard or the Student Dashboard.
- Teach the student (using the CENTURY video or slideshow or own teacher instruction).
- Student answers the assessment questions at the end of the nugget.

Parent & Guardian Engagement

- Parent guide
- Resources for parents
- Information for parents
    - Letter

Annexe: supporting documentation

Subject/Setting Guidance docs
FE English
FE Maths

Secondary English
Secondary Maths

Science

SEN
Alternative Provision

Resources for students, parents/guardian and teachers