



## Using evidence to inform teaching and learning

April 2016

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## Getting evidence to schools: true or false



Drinking 6 to 8 glasses of water per day improves pupil learning outcomes
Reducing class size is one of the most effective ways to improve pupil learning
Extending the school day is more likely to improve learning outcomes for pupils on free school meals than for other pupils
Interventions that focus solely on raising pupil aspirations have little impact on learning outcomes
Setting pupils by ability improves learning outcomes for all pupils
Individual pupils learn best when they receive information in their preferred learning style (e.g. auditory, visual, kinaesthetic).
Peer-tutoring (students supporting other students with their learning) usually benefits the pupil being tutored more than the pupil tutoring
Homework has a greater impact on pupils' learning outcomes at secondary school than at primary school.

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The Education Endowment Foundation is an independent education charity based in London




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Our mission is to break the link between family income and educational achievement




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We were set up in 2011 with an endowment from government to find out 'what works' in improving attainment



Department for  
**Education**



£125m  
Endowment from  
Government

Created by  
Sutton Trust and  
Impetus PEF

EEF  
established in  
2011

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We have a small expert team of education specialists, academics, analysts and grant managers




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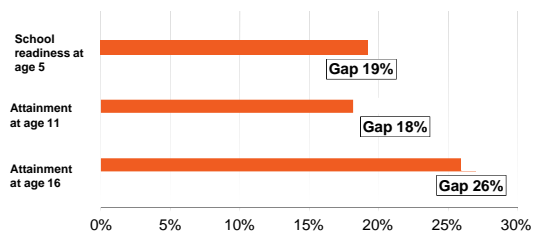
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There is a strong link between family income and educational attainment



Percentage point gap in proportion of pupils achieving the expected level, FSM-eligible vs Not FSM-eligible (FSM = Free School Meals)



The EEF is committed to finding ways to break the link so that all children can fulfil their potential



We fund and evaluate programmes that aim to improve attainment, especially for disadvantaged pupils



**We fund ideas that:**

- Focus on narrowing the gap
- Build on existing evidence
- Can be scaled up cost effectively if shown to work

We are looking to generate significant new understanding of 'what works' in education



Some of the questions we're trying to answer this year are:



- Does teaching children to play chess boost their attainment in Maths?
- Can peer observation by teachers improve teaching practice?
- Do pupils respond to financial rewards?
- Does training parents to read with their children improve attainment?
- What are the best ways of grouping students, and what impact does this have on attainment?
- What impact, if any, does giving children breakfast in schools have?
- Does delaying school start times for adolescents improve attainment?

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## Nuffield Early Language Intervention



Nuffield Early Language Intervention




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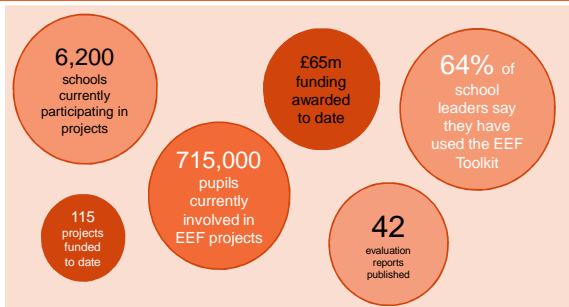
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## Projects by numbers




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There are three different routes we use to encourage the adoption of evidence-based programmes and practices



**1. Identify specific programmes** that have been shown to be effective and **incentivise schools to use them**

Example 1: Scaling up successful trials

**2. Identify types of practice** that have been shown to be effective and **incentivise schools to use them**

Example 2: EEF Guidance

**3. Enable schools** to identify and select effective programmes and practices for themselves

Example 3: EEF Toolkit

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Example 1: 'Raising the Bar' in Suffolk



*Suffolk County Council's Raising the Bar 2015-17 programme and the Education Endowment Foundation have created a new joint fund worth £600,000 to boost attainment across the county.*

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1. Identify specific programmes that have been shown to be effective and incentivise schools to use them

Example: Scaling up successful trials

2. Identify types of practice that have been shown to be effective and incentivise schools to use them

Example: EEF Guidance

3. Enable schools to identify and select effective programmes and practices for themselves

Example: EEF Toolkit

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**Example 2: The EEF Teaching Assistants Guidance**


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Example: Scaling up successful trials

2. Identify types of practice that have been shown to be effective and incentivise schools to use them

Example: EEF Guidance

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Example: EEF Toolkit

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### Example 3: EEF/Sutton Trust Teaching and Learning Toolkit



### The success of the different routes depends in part on the capacity of each school



1. Identify specific programmes that have been shown to be effective and incentivise schools to use them

School must be able to implement a programme with fidelity

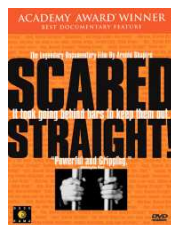
2. Identify types of practice that have been shown to be effective and incentivise schools to use them

School must be able to adapt practices to their context

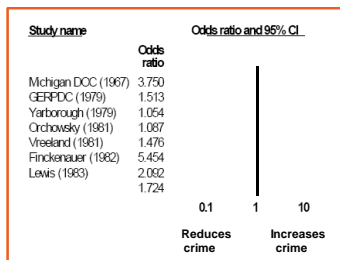
3. Enable schools to identify and select effective programmes and practices for themselves

School must be able to identify good evidence and know how to apply it

### Why evidence matters



Scared Straight 1978 documentary directed by Arnold Shapiro

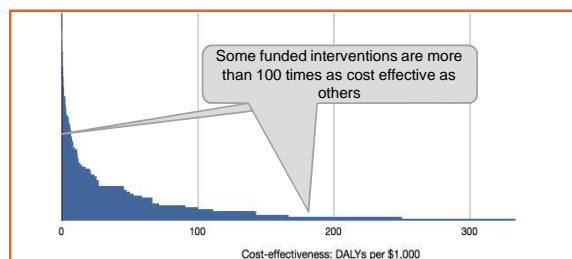


Scared Straight and Other Juvenile Awareness Programs for Preventing Juvenile Delinquency: A Systematic Review  
Anthony Petrosino, Carolyn Turpin-Petrosino, Meghan E. Hollis-Peel, Julia G. Lavenberg

## Why evidence matters



Cost Effectiveness Estimates for 108 different Global Health Interventions

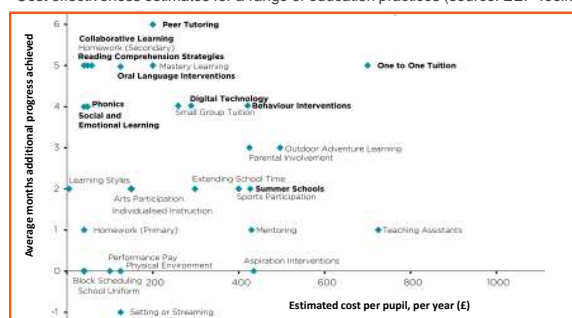


Toby Ord, 2013, The Moral Imperative toward Cost Effectiveness in Global Health

## Cost effectiveness in education



Cost effectiveness estimates for a range of education practices (source: EEF Toolkit)



## Questions

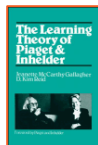


- Is it wrong to talk about cost-effectiveness in education?
- Why do you prioritise RCTs?
- What about professional judgement?
- Are you 'experimenting on children'?

A huge range of evidence sources are used in education research



- Case studies
- Expert opinion
- Pupil attainment
- Theoretical analysis
- Pupil and teacher views




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But to understand 'what works' we need to focus on **evidence of impact**. Some sources cannot provide this.



Useful in development

Necessary for evidence of impact

Credible theory of change

Empirical evidence

Detailed case study

Quantitative data

Before and after results

Comparison group

Example: Mind the Gap project

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Mind the Gap



*'Mind the Gap' aims to give parents the skills they need to support their child's learning effectively. The programme has been developed over a number of years and is currently being delivered to over 1,500 pupils, mostly 8-9 year-olds (Year 4, primary) within the UK.*

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## Barriers to using evidence



Schools tell us there are three major barriers that stop them from making the best use of evidence:

- They don't know what to trust
- They don't know where to access high quality evidence
- Traditional evidence sources don't help them to put the evidence into practice

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## Evidence to suit schools



We wanted to provide:

- An accessible, user-friendly summary of educational research
- Based on research conducted by independent academics
- A practice-focused resource which allows comparison between approaches and includes information on implementation

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## The EEF/Sutton Trust Teaching and Learning Toolkit




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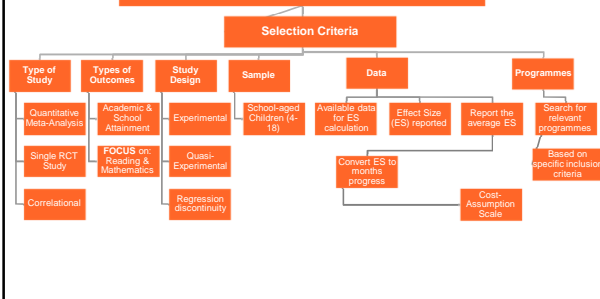
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## A meta-analytical approach...



## Systematic search process for the Toolkit



## ..... which is still meaningful to decision makers



**Teaching assistants**

Contents

- How is it?
- How effective is it?
- How much does it cost?
- What should I consider?
- Further Reading

**How effective is it?**

Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.

**What are the costs?**

The average cost of employing a teaching assistant, including salary and on-costs, is estimated at about £10,000. Overall, costs are considered as high.

**What should I consider?**

Before implementing or expanding a TA role, decision-makers should consider the following:

- What are the costs?
- What are the benefits?
- What are the risks?
- What are the opportunities?

**Further Reading**

Teaching Assistants: A Toolkit for Schools (2014)

Teaching Assistants: A Toolkit for Schools (2014)

Teaching Assistants: A Toolkit for Schools (2014)

## Using the Toolkit to make evidence-based decisions



## Understanding your context

- What are your priorities for better learning?
- Where should you focus your efforts?
- What change do you want to make?

## Seeking independent, high quality information

- Who tells you what to do?
- Where do you get your ideas from?
- Who do you trust?

## Promoting professional conversations

- How will it work in practice?
- Can you deliver this in your setting?
- Should you stop doing that?

## Digital technology



**Digital technology**  
High impact for many children, based on moderate evidence

**Contents**

- 1. What is it?
- 2. How effective is it?
- 3. How is it used in schools?
- 4. What are the costs?
- 5. What should be considered?

**Digital technology**

The use of digital technologies to support learning, approaches in this area are very varied, but a simple split can be made between 1. Programmes for students, where teachers use technology to personalise learning in their own classrooms; and 2. Technology for teachers such as interactive whiteboards or learning platforms.

**How effective is it?**

Overall, studies consistently find that digital technology is associated with moderate learning gains, an average of an additional five months' progress. There is considerable variation in impact. Evidence suggests that technology should be used to supplement other learning, rather than replace face-to-face approaches. It is unlikely that particular technology will bring about changes in learning styles, but effective technology does the opposite to other changes in learning and teaching practices, such as by providing more immediate feedback for example, or enabling more frequent opportunities to be used to simply by providing students to practice more.

**Resources**

- 1. What is it?
- 2. How effective is it?
- 3. How is it used in schools?
- 4. What are the costs?
- 5. What should be considered?

**What we do**  
EEF's resources at a glance

## Meta-cognition and self-regulation



**Meta-cognition and self-regulation**  
High impact for many children, based on moderate evidence

**Contents**

- 1. What is it?
- 2. How effective is it?
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**Meta-cognition and self-regulation**

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own emotions towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

**How effective is it?**

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

**Resources**

- 1. What is it?
- 2. How effective is it?
- 3. How is it used in schools?
- 4. What are the costs?
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**What we do**  
EEF's resources at a glance

## Parental involvement



**Parental involvement**  
High impact for many children, based on moderate evidence

**Contents**

- 1. What is it?
- 2. How effective is it?
- 3. How is it used in schools?
- 4. What are the costs?
- 5. What should be considered?

**Parental involvement**

Parental involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills such as improving literacy at home, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families at risk.

**How effective is it?**

Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where contrasting parental engagement strategies with other interventions, such as extended early years provision, have not been associated with any additional educational benefit. The suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.

**Resources**

- 1. What is it?
- 2. How effective is it?
- 3. How is it used in schools?
- 4. What are the costs?
- 5. What should be considered?

**What we do**  
EEF's resources at a glance

## Evidence-based practice in action at Huntington School in York



**HuntingEnglish**  
AN ENGLISH TEACHER AND SCHOOL LEADER FROM YORK, ON THE HUNT FOR GREAT TEACHING STRATEGIES, EDUCATIONAL DEBATE AND EVIDENCE OF WHAT MIGHT WORK BEST IN THE CLASSROOM

**The Potential Perils of Peer Tutoring**  
Do you remember the Education Endowment Foundation Toolkit? I've always held with the Beatles lyric that we got by with a little help from our friends.  
[Read more](#)

**The Trick of Teaching**  
We know a great deal about the human memory, but there's still so much more to know. Much of what we know is...  
[Read more](#)

**Whole School Feedback Policy**  
Inspired by the Education Endowment Foundation Toolkit findings! All the evidence tells us that great feedback works. Simple. Let's discuss that...  
[Read more](#)

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## School improvement cycle



## Families of Schools Database



**Families of Schools Database**

Charter Academy

Families of Schools database is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another. Search for a school in England.

## Guidance reports



- Bridging the gap between the Toolkit and practice
- Providing actionable, evidence-based recommendations
- A blueprint for future independent evidence-based guidance?



## Making best use of teaching assistants



RECOMMENDATIONS IN THE SET OF TEACHING ASSISTANTS REPORT (REPORT 2: ASSISTANT LEADERS)				RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS TO SUPPORT LEARNING AND TEACHING IN THE CLASSROOM		RECOMMENDATIONS FOR ASSESSING LEARNING AND TEACHING IN THE CLASSROOM
I	II	III	IV	V	VI	VII
<p><b>1.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>1.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>1.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>1.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>1.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>2.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>2.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>2.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>2.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>2.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>3.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>3.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>3.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>3.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>3.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>4.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>4.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>4.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>4.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>4.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>5.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>5.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>5.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>5.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>5.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>6.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>6.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>6.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>6.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>6.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>	<p><b>7.1</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>7.2</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>7.3</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>7.4</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p> <p><b>7.5</b> The school should ensure that all teaching assistants are trained to support the learning and teaching of all pupils.</p>

## 'Raising the Bar' in Suffolk



### PROGRAMME OVERVIEW

PROVIDER	SUMMARY	TYPE OF PROGRAMME	USERS / TARGET GROUP	ADDITIONAL RESOURCES REQUIRED	PROVISIONS	SUBJECT AREA
Thames Valley University	A multi-based programme that improves and enhances reading, writing and language skills for all pupils.	Whole class	Years 3-6	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Reading
Cambridge University	One-to-one reading intervention that improves and enhances reading, writing and language skills for all pupils.	Targeted	Years 3-7	+2 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Reading
Cambridge University	One-to-one intervention that builds literacy skills for all pupils.	Targeted	Years 3-7	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Reading
First Step Learning	A phonics-based literacy programme for all pupils who are not at reading age.	Targeted	Years 3-6	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Reading
IPEDS - The Writing Project	Improving writing using a structured approach and interactive experiences.	Whole class	Years 4-7	+6 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Writing
Mathematical Reasoning	Developing logical thinking and understanding mathematics through teacher training, learning materials and computer games.	Whole class	Year 2	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Mathematics
Philosophy for Children	Whole school initiative that develops critical thinking and problem-solving skills.	Whole class	Years 2-6	+2 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Philosophy
Reading for Pleasure	10 week reading and writing intervention, aimed at improving reading and writing skills.	Targeted	Years 3-7	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Reading
Teaching, Learning and Assessment	Training teachers to make learning more practical, creative and challenging.	Whole class	Years 3-6	+3 months	Icons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Teaching



## Using evidence to inform teaching and learning

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