

# The EEF Guide to Supporting School Planning: A Tiered Approach to 2020.21



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TEACHING SCHOOL ALLIANCE

## In this session:

A brief **introduction** to the EEF and the Research School network

Explore the **EEF Guide to Supporting School Planning: A Tiered Approach to 2020.21**

Explore the **Rapid Evidence Assessment on Remote CPD**



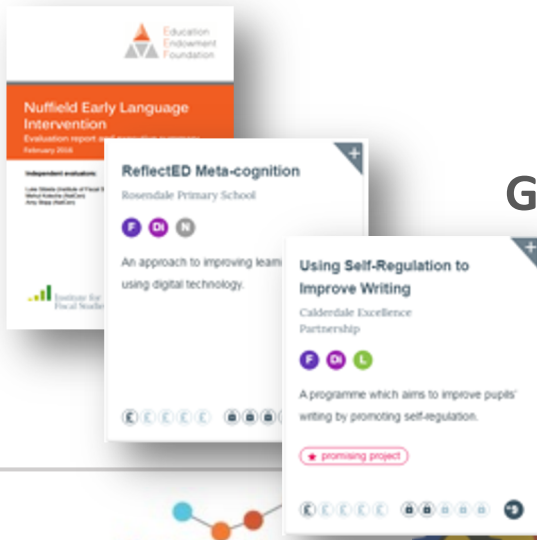


## Synthesis



## Generation

## Mobilisation



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# Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

## Filter Toolkit

Toolkit Strand 

Cost 

Evidence Strength 

Impact (months)

Filter results by keywords



Reset 

## Feedback

High impact for very low cost, based on moderate evidence.



+8

## Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

## Reading comprehension strategies



+6



**190**

EEF-funded  
projects

children and young  
people reached

**1,300,000**

**£114  
million**

total funding  
committed to date

**13,000+**

schools, nurseries,  
colleges involved



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# Supporting Resources



The Big

## THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21

Covid-19 Resources

News

More ▾



### Covid-19 Res

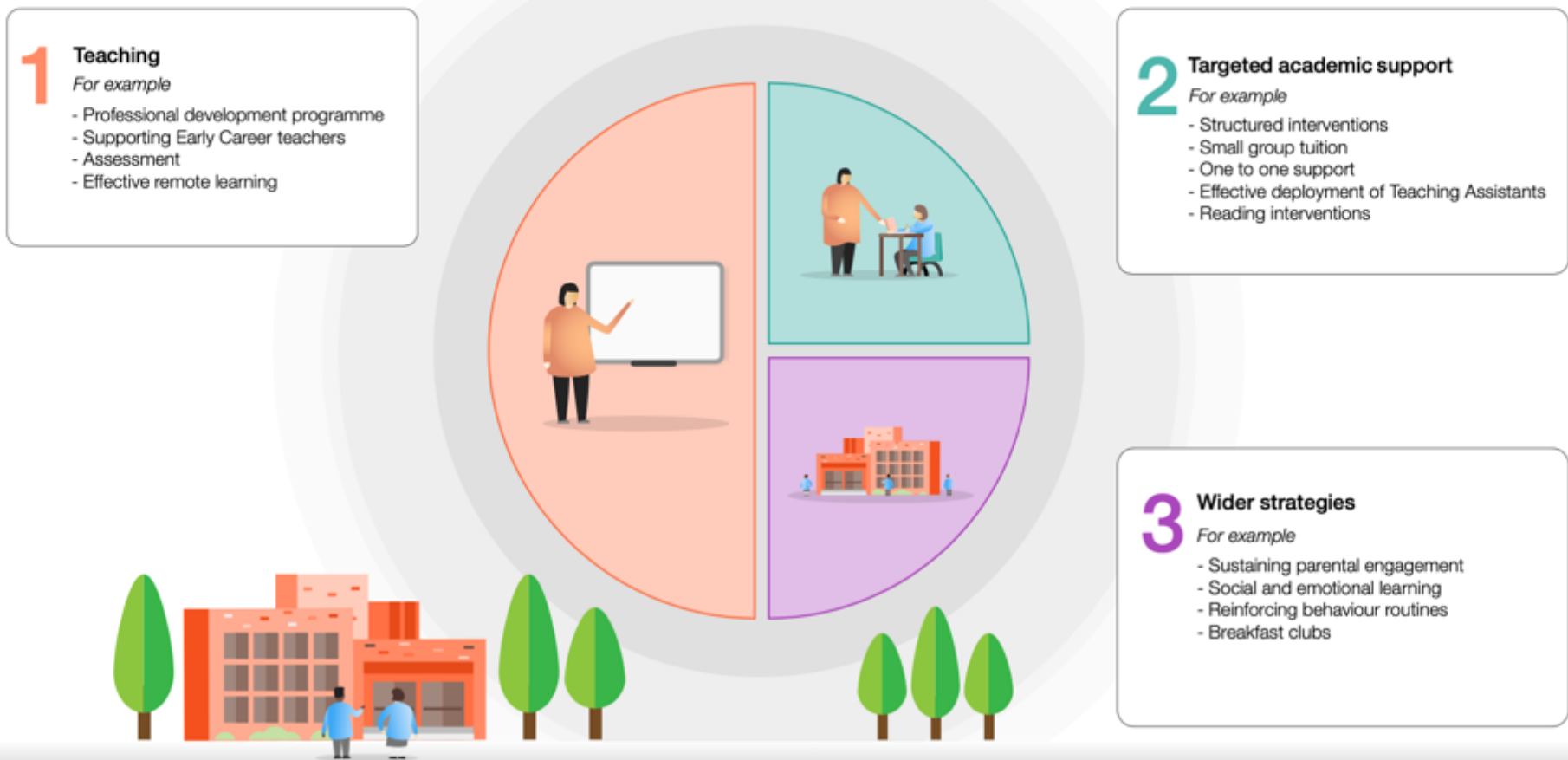
Supporting schools a  
pandemic



Published 22nd April, 2020



Figure 1: The tiered model for school planning



# Research Evidence

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development



## Further reading



[Metacognition and Self-regulation](#)

[Special Educational Needs in Mainstream Schools](#)



This general repertoire of strategies needs to be matched to subject knowledge and with requirements of the curriculum. For further subject specific evidence to support your whole-school planning, you can

## Further reading



[Using Digital Technology to Improve Learning](#)



[Best evidence on supporting pupils to learn remotely](#)



- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

## Further reading



[Making Best Use of Teaching Assistants](#)

## Further reading



[Special Educational Needs in Mainstream Schools](#)



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# 1 Teaching

- Quality First Teaching supported by evidence-informed CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by external Mastery Specialists.



# 2 Targeted academic support

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.

# 3 Wider strategies

- Daily breakfast in classrooms for all.
- Extensive outdoor learning provision.
- Character Education underpinned by Commando Joe's Primary Programme.
- School staff used to cover classes rather than supply staff.



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# Key Messages and Future Challenges

1. Great teaching remains the biggest school lever to improve pupil outcomes
2. New habits, routines and approaches will likely make teaching trickier than before (a significant implementation challenge)
3. Meaningful and manageable assessment is key to supporting great teaching, identifying interventions and monitoring improvement
4. New challenges may mean that existing evidence is a helpful and important steer e.g. TA deployment
5. Effective implementation in uncertain times is crucial (leadership is key)



# Key Messages and Future Challenges

There is no adequate evidence base to steer the many logistical challenges schools face, but there is evidence that reiterates the importance of great teaching to support all pupils, especially the most disadvantaged.

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year.



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# Key Messages and Future Challenges



## ***A checklist for implementing a tiered approach to planning in 2020-21:***

- Are we confident that we have identified a small number of implementation priorities that we think we will be able to change?*
- How many new routines and habits do teachers and other staff need to integrate into their work?*
- Have we appraised our capacity to make those changes, so that they are feasible and likely to be sustained by all staff?*
- Is there a clear and shared understanding of what is being implemented and how, e.g. targeted interventions are communicated clearly to teachers?*
- Are we able to respond to new challenges that may arise during the academic year ahead, e.g. significant falls in attendance?*

# Key Messages and Future Challenges

*How many new routines and habits do teachers and other staff need to integrate into their work?*

Breakout rooms

1 minute to think individually, then 1 minute each to share in groups

Timekeeper: first name first alphabetically

Feedback: first name last alphabetically



# Key Messages and Future Challenges

What components of high-quality teaching are at the forefront of your school planning for this academic year?

Component of high quality teaching	Example
<p><b>Explicit teaching</b></p> <p>Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.</p> <p>One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.</p>	<p>A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task.</p>
<p><b>Scaffolding</b></p> <p>'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.</p>	<p>At St Mary's Church of England Primary School in Barnet, teachers have used task checklists as a visual scaffold to support pupils to independently complete a task.</p>
<p><b>Cognitive and metacognitive strategies</b></p> <p>Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p>Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	<p>Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND. Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams—for example, the Venn diagram illustrating the overlap between the two concepts 'SEN' and 'disability' in English law—T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning.</p>
<p><b>Flexible Grouping</b></p> <p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.</p>	<p>A primary teacher undertaking a history lesson may be exploring the chronology through a local history text, using images on cards. The teacher subsequently regroups pupils, to work with those who weren't able to draw upon any background knowledge to identify the images and form an adequate chronology. This small group can then seamlessly be supported to quickly initiate the subsequent writing task assignment.</p>



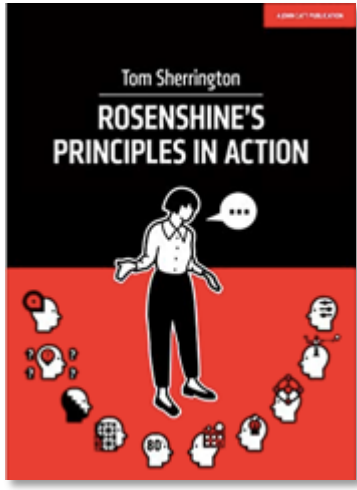
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Explicit teaching

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- Scaffolding
- Cognitive and Metacognitive strategies
- Flexible grouping



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"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils"

TeacherTapp, May 2020

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**Questions to consider for school-based assessment in the next academic year:**



- *What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum?*
- *Are we clear about the kinds of choices we want information from our assessments to support? Are these choices that we actually can and do act on?*
- *How will we best sequence assessments throughout the academic year?*



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# Maintaining provision for **Remote Learning**

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting pupils to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content



<https://www.youtube.com/watch?v=qkdp1Mb272k&t=8s>



**Questions to consider for sustaining high quality remote learning in the next academic year:**

- *How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances?*
- *What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning?*
- *How well do school practices align with the best available evidence on remote learning?*



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# 1 Teaching



Take 5 minutes to consider your priorities for Tier 1 planning:

High quality teaching for all

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead.



### **Questions to consider for effective interventions in the next academic year**



- *How are pupils being selected to receive additional tutoring? Is reliable data being used to inform those judgements?*
- *Is there a planned timescale for the tuition, with clear entry and exit strategies?*
- *What one to one or small group tuition approaches is your school implementing?*
- *What supports will be in place to ensure the work of the tutors is aligned with classroom practice?*
- *Have you considered how you will support pupils and class teachers to sustain the impact of the tutoring once they finish their cycle of tutoring sessions?*



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## Common elements of effective interventions:

- Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).
- Staff receive extensive training from experienced trainers or teachers.
- The intervention has structured supporting resources and lesson plans with clear objectives.
- Teaching assistants or academic mentors follow the plan and structure of the interventions.
- Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.



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## Early years support for schools

Opportunity for primary schools to receive EEF Promising Project, Nuffield Early Language Intervention, at no cost.



## Nuffield Early Language Intervention

Free participation and training as part of COVID catch-up.

<https://forms.office.com/Pages/ResponsePage.aspx?id=yXfS-grGoU2187O4s0qC-bVBuxp4sexMnn1VDEcTScFUOTRIQIISUzAwTFM4R0dWSjdXSzZHVkRTWC4u>





# National Tutoring Programme



NTP Tuition  
Partners

Subsidised high-quality  
tutoring for schools from  
an approved list of Tuition  
Partners.



Up to 75% subsidy.

Additionally, schools should receive a share of the £650m (£80/pupil) which they can choose to use to cover their 25% subsidy.

<https://nationaltutoring.org.uk/contact-us>



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# National Tutoring Programme



## NTP Academic Mentors

Schools will be supported to employ in-school academic mentors to provide intensive support to their pupils.



Academic Mentors trained by Teach First and paid £19K, fully funded by government.

<https://nationaltutoring.org.uk/contact-us>



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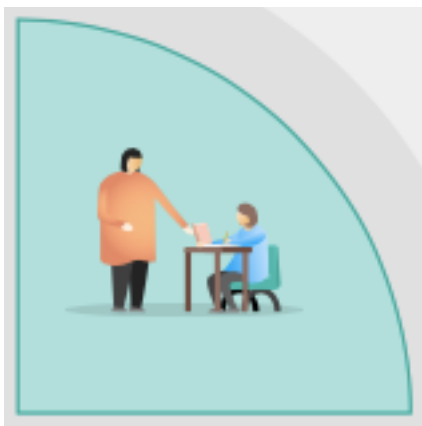


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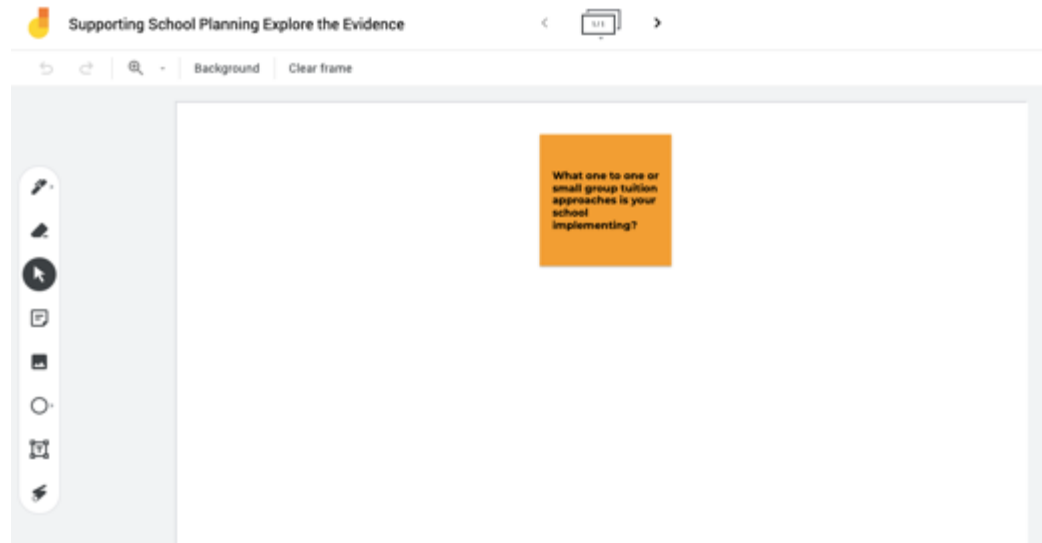
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*What one to one or small group tuition approaches is your school implementing?*



[https://jamboard.google.com/d/1AwfqEagLTlgcgM\\_4QH2L01GxIH3zwiMWymumC\\_gF0NY/edit?usp=sharing](https://jamboard.google.com/d/1AwfqEagLTlgcgM_4QH2L01GxIH3zwiMWymumC_gF0NY/edit?usp=sharing)



# Wider strategies



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1 minute to think individually, then  
1 minute each to share in groups

Timekeeper: first name first  
alphabetically

Feedback: first name last  
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# Headlines from the Rapid Evidence Review on Remote CPD



[https://educationendowmentfoundation.org.uk/public/files/Publications/Remote\\_PD\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Remote_PD_Evidence_Assessment.pdf)



What has been your most successful experience of remote learning, either as a teacher or a learner?

What were the characteristics of the remote learning that most contributed to its success?

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1. Professional development can be supported effectively remotely
2. Remote coaching, mentoring and expert support can be effective alone or as part of broader PD programmes
3. The use of video can enhance remote PD
4. Interactive content and opportunities for collaboration hold promise for remote professional development
5. Remote professional development requires supportive school conditions (support from leaders, protected time, tech-specific training, platform ease of access)



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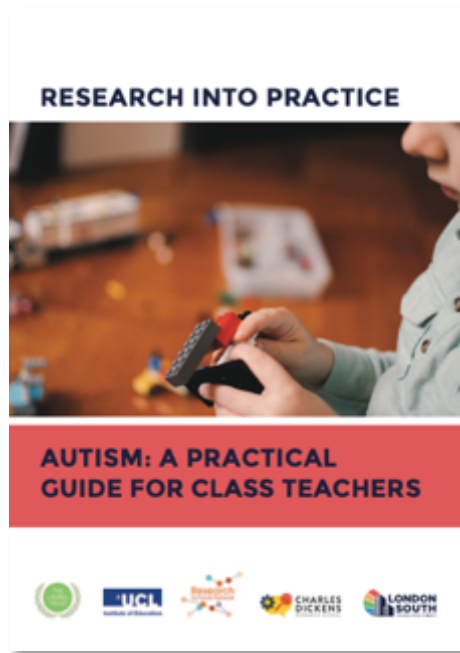
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- **Weds 14<sup>th</sup> Oct: Remote Professional Development and School Planning**
- Thurs 26<sup>th</sup> Nov: Metacognition and Self-Regulated Learning
- Thurs 25<sup>th</sup> Feb: The Science of Learning: Cognitive Load Theory
- Thurs 18<sup>th</sup> March: The Science of Learning: Memory & retrieval
- Thurs 20<sup>th</sup> May: The Science of Learning: Dual Coding Theory
- Thurs 10<sup>th</sup> June: Feedback

[https://docs.google.com/forms/d/e/1FAIpQLSebnwVUf2SSaVyAVTLaw09abj\\_67NXD92hjq99VISvaKC2Q0g/viewform](https://docs.google.com/forms/d/e/1FAIpQLSebnwVUf2SSaVyAVTLaw09abj_67NXD92hjq99VISvaKC2Q0g/viewform)





<https://researchschool.org.uk/charlesdickens/our-research/>



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