

***It ain't what you don't know that gets you
in to trouble. It's what you know for sure
that just ain't so.***

Mark Twain (or not)...

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Outline of the session

- Remarks about early education
- Introducing an approach to consider existing evidence
- Principles to guide generating new evidence
- The case for an integrated and aligned approach
- An urge to invest in collaboration to accelerate our pace of learning

Investing in the early years works, but...

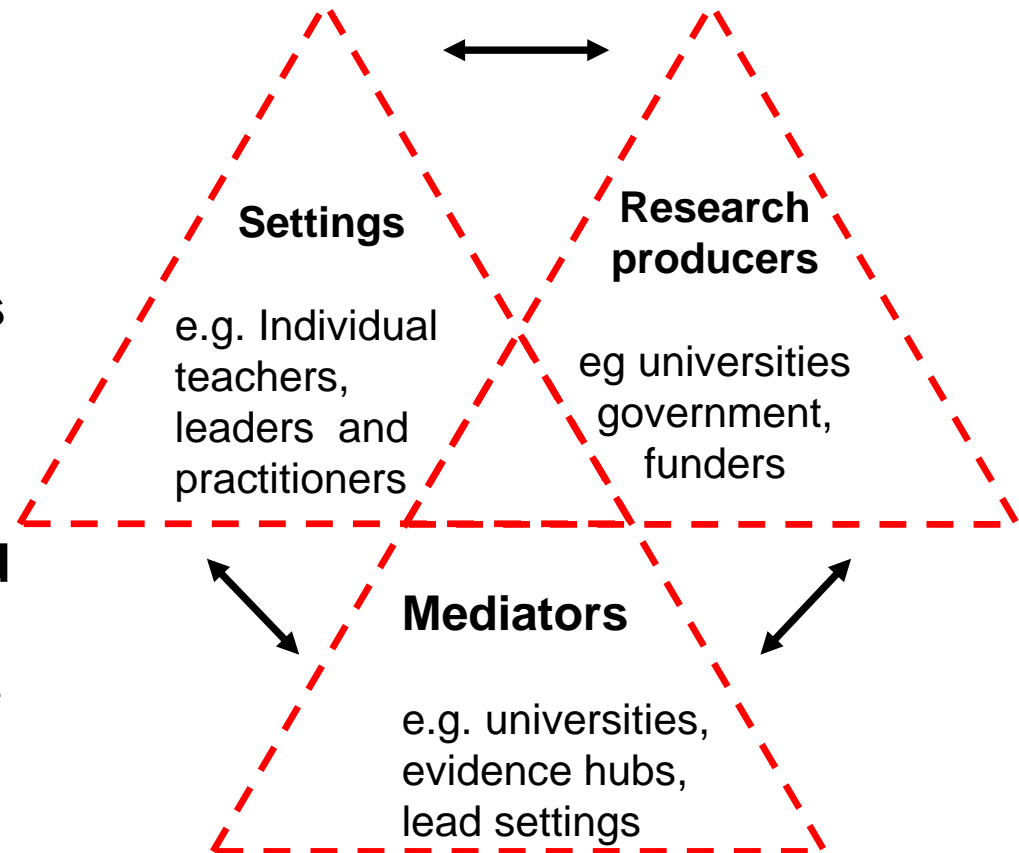
- We know that high quality early years education is a good idea. It benefits all children, but can have a particularly positive effect on disadvantaged children
- Investing in the early years provides an opportunity to tackle education inequality
- However, more resources alone will not necessarily lead to improved outcomes
- Variation in outcomes within and between settings prompts a shift from focusing on access to quality and setting level agency

Aligning effort and improving relationships

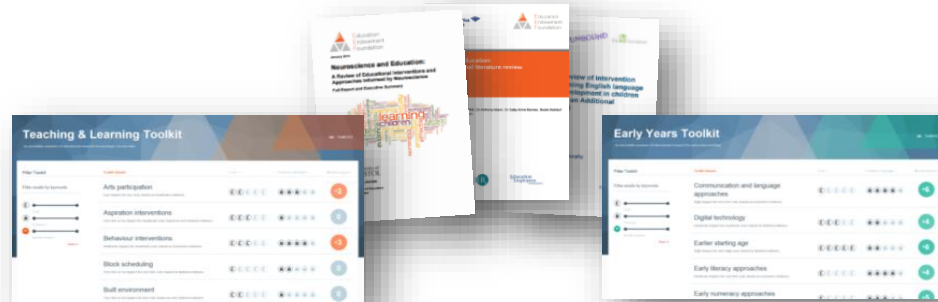
How can **research organisations** and others effectively communicate their findings?

How can **settings and schools** overcome the barriers to using evidence well?

What support from **brokers and mediators** do settings and schools need to adopt evidence informed approaches?



An evidence system...

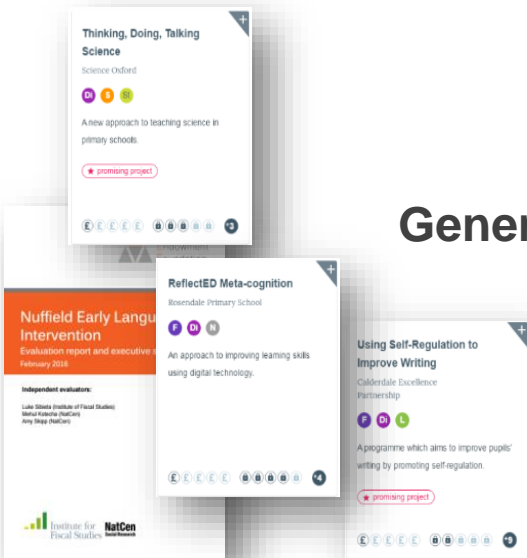


Synthesis

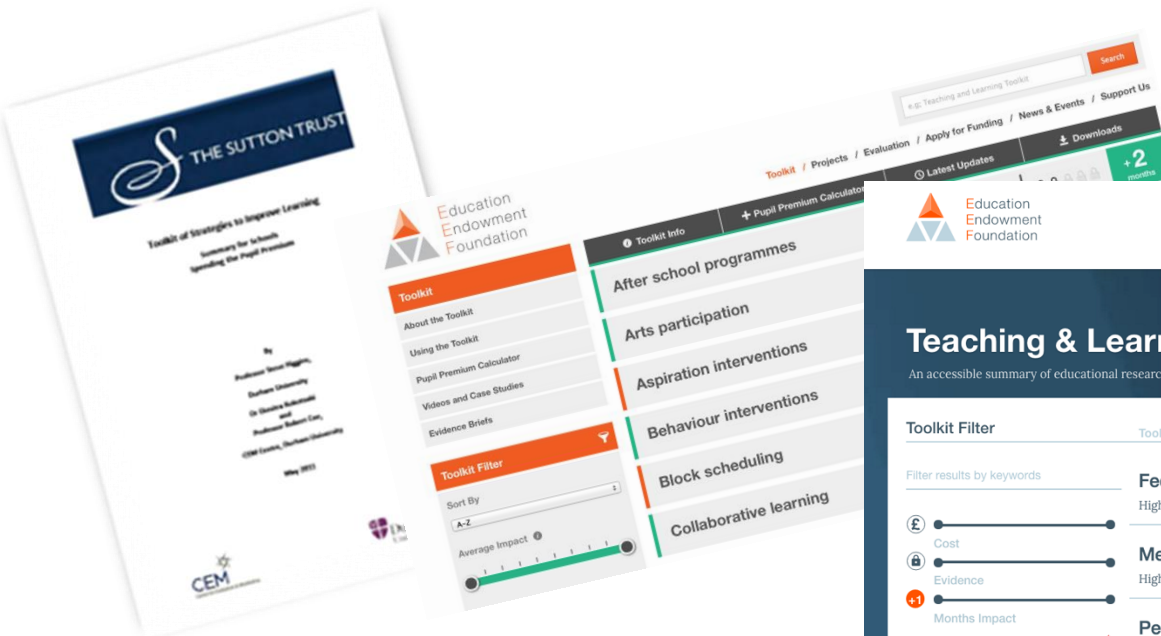


Generation

Adoption



Teaching & Learning Toolkit



- Findings from 15,000 studies
- Best 'buys' on average from research
- Currently used by over 65% of England's schools

Teaching & Learning Toolkit

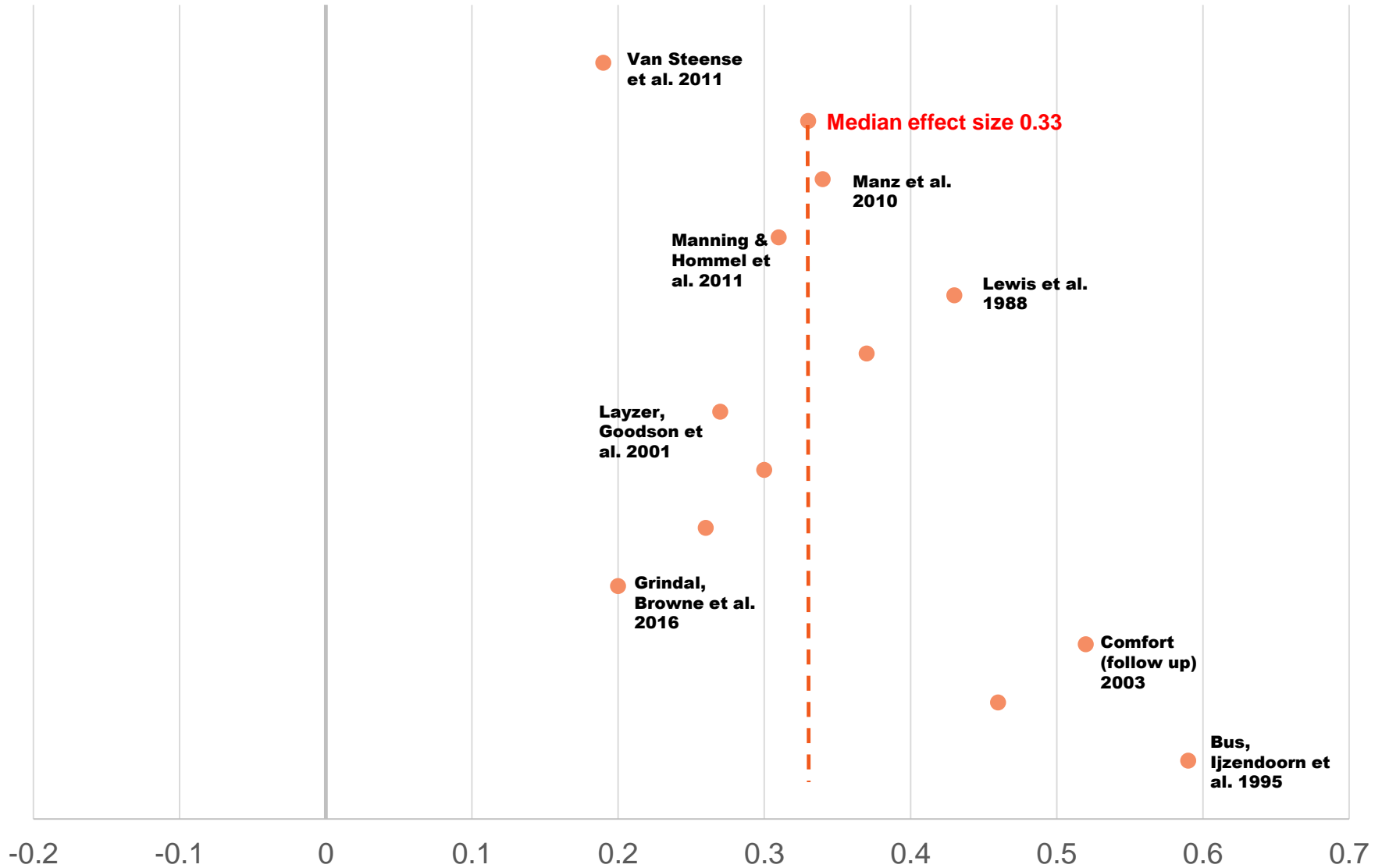
An accessible summary of educational research on teaching 5-16 year olds.

Toolkit Filter	Toolkit Strand	Cost	Evidence Strength	Months Impact
Filter results by keywords	Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
	High impact for low cost, based on moderate evidence.			
£: [slider]	Meta-cognition and self-regulation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
Cost: [slider]	High impact for very low cost, based on extensive evidence.			
🔒: [slider]	Peer tutoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Evidence: [slider]	Moderate impact for very low cost, based on extensive evidence.			
Months Impact: [slider]	Early years intervention	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Reset	Moderate impact for very high costs, based on extensive evidence.			
	One to one tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Moderate impact for high cost, based on extensive evidence.			
	Homework (Secondary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Moderate impact for very low or no cost, based on moderate evidence.			
	Collaborative learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Moderate impact for very low cost, based on extensive evidence.			
	Oral language interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	Moderate impact for low cost, based on extensive evidence.			

The Early Years Toolkit

Communication and language approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Digital technology	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Earlier starting age	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Early literacy approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Early numeracy approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Extra hours	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Parental engagement	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Physical development approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Physical environment	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Play-based learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Self-regulation strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7 months
Social and emotional learning strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months

Parental Engagement



Summaries

What is it?

How effective is it?

How secure is the evidence?

What are the costs?

What should I consider?

The screenshot shows the EEF website page for 'Meta-cognition and self-regulation'. The page is titled 'Meta-cognition and self-regulation' and has a subtitle 'High impact for very low cost, based on extensive evidence.' The page is divided into several sections: 'Contents', 'Meta-cognition and self-regulation', 'Resources', and 'Related Content'. The 'Contents' section lists five questions: '01. What is it?', '02. How effective is it?', '03. How secure is the evidence?', '04. What are the costs?', and '05. What should I consider?'. The 'Meta-cognition and self-regulation' section is currently selected and contains text about the effectiveness and security of the evidence. The 'Resources' section lists three items: 'Printable Summary', 'Technical Appendix', and 'Related Projects'. The 'Further Reading' section lists several articles and reports. The 'Related Content' section lists three projects: 'Changing Mindsets', 'Fit to Study', and 'SPOKES'. Arrows from the text on the left point to the corresponding sections on the page.

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 motivation 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.

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

How secure is the evidence?

A number of systematic reviews and meta-analyses have consistently found similar levels of impact for strategies related to meta-cognition and self-regulation. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.

In the UK, four recent studies indicate that programmes that seek to improve learning to learn skills can effectively improve academic outcomes. A 2014 study, Improving Writing Quality, used a structured programme of writing development based on a self-regulation strategy. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies can be achieved in English schools. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families.

Please click [here](#) for the technical appendix, which includes full references and more detail on the security rating.

What are the costs?

Overall, costs are estimated as very low. Many studies report the benefits of professional development or an inquiry approach for teachers, where they actively evaluate strategies as they learn to use them. Most projects are estimated as costing under £80 per pupil.

5 What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.
2. Have you taught pupils explicit strategies on how to plan, monitor and evaluate specific aspects of their learning? Have you given them opportunities to use them with support and then independently?
3. Teaching how to plan: Have you asked pupils to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?
4. Teaching how to monitor: Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?
5. Teaching how to evaluate: Have you asked pupils to consider how they would improve their approach to the task if they completed it again?

Resources

- Printable Summary
18th February, 2016 - Toolkit/EEF_meta-cognition-and-self-regulation.pdf
- Technical Appendix
18th February, 2016 - Toolkit/Technical_Appendix/EEF_cognition_and_self-regulation_Technical_Appendix.pdf
- Related Projects
There are 6 Meta-cognition and self-regulation related projects we've funded.

Further Reading

- METACOGNITION: Study Str...
Examples of metacognition strategies.
- There is an Education Resou...
A Education Resources Information Center (ERIC) digest in the USA which provides a sound, if a little dated, overview.
- Article on self-regulation fro...
An outline of self-regulation, concentered to compliance.
- An overview of the developm...
A general overview of research regarding the development of self-regulation in children from birth to six years of age
- TLRP research briefing-Met...
In this project, frameworks and classroom strategies were developed with teachers to enhance children's thinking skills across the curriculum.
- TLRP research briefing-Met...
This project, involving 40 primary and secondary schools, investigated the conditions in classrooms, schools and professional networks that support the creation, embedding and spread of new knowledge and practice.
- Toolkit Talks Meta-cognition Video - 1:10 min

Related Content

- Changing Mindsets
Fortsmouth University
- Fit to Study
University of Oxford
- SPOKES
Plymouth Parent Partnership

PROJECT COMPLETE FEB 2014 PROJECT IN PROGRESS PROJECT IN PROGRESS

Printable summary

Technical Appendix

Further reading

Case studies/
video

Related EEF projects

Digital technology

Evidence and Data

Teaching and Learning Toolkit

Early Years Toolkit

About the Early Years Toolkit

Using the Early Years Toolkit

Families of Schools Database

Videos and Case Studies

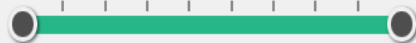
Publications

Toolkit Filter



Keywords

Average Impact ⓘ



Cost ⓘ

£ £ £ £ £

Evidence ⓘ



Reset Toolkit

Digital technology

£ £ £



+4
months

Download
Approach



What is it?

The use of digital technologies to support children's development and learning. This includes approaches where:

- children use technology themselves, either as part of their planned experiences or as part of teaching activities such as instructional games;
- technology, such as interactive whiteboards or digital cameras, is used by early years professionals to support their interactions with children; and
- technology is used to support professional development.

How effective is it?

Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains, on average an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions. Introducing new technology on its own is unlikely to have an impact; it must be accompanied by a change in pedagogy to improve learning.

A number of structured programmes and instructional games for four to five year old children that aim to supplement the teaching of early literacy or mathematics skills have been evaluated and have shown positive impacts on learning. There is also evidence from the USA that the use of technology can support the professional development of early years teachers in mathematics. A study from the USA showed that providing video examples of effective practice for early years professionals to apply and develop can directly benefit children's learning.

The degree to which digital technology should be used in early years education is highly contested. Some studies suggest that excessive use of digital technology (e.g. more than 1-2 hours a day, including television) is linked to attention problems, sleep and eating disorders and obesity. However, no high quality evaluations have assessed the link between extended use of technology and educational outcomes in the early years.

Further Reading



ICT in early childhood education review - New Zealand Council for Educational Research

A report on the role and potential of ICT in early childhood education.

[Follow Link](#)

Using Early Childhood Education to Bridge the Digital Divide - RAND

A report arguing for the importance of technology literacy in a child's ability to succeed in school and later life.

[Follow Link](#)

Recognizing the potential of ICT in early childhood education - Unesco

A report on the potential of ICT in for early childhood education.

[Follow Link](#)

A digital essay on Use of Digital Technology in Early Childhood Education - Alanya Jackson

Technical Appendices

- Definition
- Search terms
- Evidence rating
- Additional cost information
- References
- Summary of effects
- Abstracts of meta-analyses

Technical Appendix: Meta-cognition and self-regulation



Definition

Meta-cognition (sometimes known as 'learning to learn') and self-regulation approaches aim to help learners think about their own learning more explicitly so as to take increased responsibility for achievement. Meta-cognition involves consciously thinking about planning, monitoring and evaluating your own learning and as often considered to have two dimensions: knowledge and skillfulness or the extent to which a learner is aware of meta-cognitive strategies to manage learning and the individual's capability at putting these strategies into practice. Approaches usually focus on teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development in relation to particular learning tasks and activities. Self-regulation relates to meta-cognitive skillfulness but also involves managing one's own motivation towards learning and the development of dispositions such as resilience and perseverance. In practical terms, the intention is often to provide pupils with a repertoire of strategies to choose from during learning activities, this often involves feedback on use of different strategies. Approaches also frequently involve Collaborative learning activities and techniques.

Search terms:

Meta-cognition*, executive function, self-regulation*

Evidence rating

Extensive: There are seven meta-analyses with five undertaken in the last 10 years. These are mainly from experimental studies which were often undertaken in schools and which evaluated impact on pupil attainment data as well as more general cognitive outcomes with some exploration of the causes of any identified heterogeneity. The quality of the evidence is very good. Most of the estimates of impact are high with pooled effect falling in a narrow range (0.82 to 0.71). Recent single studies have not consistently achieved these gains.

Additional cost information

The main financial cost of implementing a meta-cognition and self-regulation approach will be the cost of professional development. The average cost of professional development in EEF-funded programmes is well under £50 per pupil.

The cost of the Using Self-Regulation to Improve Writing programme, which aims to improve pupils' writing by promoting self-regulation, cost £52 per pupil.

References

Full references
 *Abram, P.C., Bernard, R.M., Borokhovski, E., Wade, A., Sarkis, M.A., Tamim, R., & Zhang, D. (2008). Instructional Interventions Addressing Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. *Review of Educational Research* 78, 4 pp 1102-1134. <http://www.eric.ed.gov/fulltext/EJ1023463/040208.pdf>
 *Chiu, C.W.T. (1998). *Synthesizing Metacognitive Interventions: What Training Characteristics Can Improve Reading Performance?* Paper presented at the Annual Meeting of the American Educational Research Association San Diego, CA, April 13-17, 1998. <http://files.eric.ed.gov/fulltext/EJ420944.pdf>

Technical Appendix: Meta-cognition and self-regulation



Crawford et al 2014 (EEF: LIT Programme)	0.90
Hanley, Slavin & Elliott 2015 (EEF: Thinking Doing Talking Science)	0.22
Garand et al 2015 (EEF P4C) Reading	0.14
NIESR 2015 (EEF Changing Mindsets) Maths	0.13
Pupil intervention - English	0.17
Pupil intervention - Maths	0.11
Torgerson et al 2014 (EEF: Using Self-Regulation to Improve Writing)	1.00
Tracy, Reid & Graham 2009 (writing overall)	0.47
Weighted mean effect size	0.62

Meta-analyses and abstracts

Study	Abstract
Abram et al 2008	Critical thinking (CT), or the ability to engage in purposeful, self-regulatory judgment, is widely recognized as an important, even essential, skill. This article describes an on-going meta-analysis that summarizes the available empirical evidence on the impact of instruction on the development and enhancement of critical thinking skills and dispositions. We found 117 studies based on 20,889 participants, which yielded 165 studies with an average effect size (d) of 0.341 and a standard deviation of 0.010. The distribution was highly heterogeneous ($Q = 1,767.89, p < .001$). These meta, however, little variation due to research design, so we further separated studies according to their methodological quality nor used any statistical adjustment for the corresponding effect sizes. Types of CT intervention and pedagogical grounding were substantially related to fluctuations in CT effects sizes together their effect sizes for 52% of the variance. These findings make it clear that improvement in students' CT skills and dispositions is a matter of instructional design. As important as the development of CT skills is important to be, educators must take steps to make CT objectives explicit in courses and also to include them in both pre-service and in-service training and faculty development. In this paper, meta-analysis is used to identify components that are associated with effective metacognitive training programs in reading research. Forty-three studies, with an average of 81 students per study, were synthesized. It was found that metacognitive training could be more effectively implemented by using small-group instruction, as opposed to large-group instruction or one-to-one instruction. Less intensive programs were more effective than intensive programs. Program intensity was defined as the average number of days in a week that instruction was provided to students. Students in higher grades were more receptive to the intervention. Measurement artifacts, namely teaching to the test on non-standardized tests and the quality of the studies synthesized played a significant role in the evaluation of the effectiveness of the metacognitive reading intervention.
Chiu 1998	

Technical Appendix: Meta-cognition and self-regulation



Crawford, C. & Skipp, A. (2014) *LIT Programme Evaluation Report and Executive Summary* October 2014. London: EEF. http://educationendowmentfoundation.org.uk/eeef/eeef/eval/Evaluation_Report_-_The_LIT_Programme_Trial.pdf
 *Dignath, C., Buettner, G. & Langfeldt, H. (2009). How can primary school students learn self-regulated learning strategies most effectively? A meta-analysis on self-regulation training programmes. *Educational Research Review* 3, 2 pp. 101-120. <http://www.elsevier.com/locate/esr>
 *Donker, A.S., De Boer, H., Kostons, D., Dignath van Ewijk, C.C., & Van der Werf, M.P.C. (2014). Effectiveness of learning strategy instruction on academic performance: A meta-analysis. *Educational Research Review*, 11, 1-20. <http://www.elsevier.com/locate/esr>
 *Garand et al. (2015) *Philosophy for Children (P4C) Evaluation Report*. London: EEF
 *Hallar, C.P., Chiu, D.A. & Walberg, J.P. (1988). *Comprehension be taught? A Quantitative Synthesis of Metacognitive Studies*. *Educational Researcher*, 17, 9 pp 5-8. <http://www.eric.ed.gov/fulltext/EJ102600/090500.pdf>
 Hanley, Slavin & Elliott (2015) *Thinking Doing Talking Science Evaluation Report*. London: EEF
 *Higgins, S., Hall, E., Baumfield, V., & Mosley, D. (2005). A meta-analysis of the impact of the implementation of thinking skills approaches on pupils. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. <http://epr.ies.uva.es/ams/Default.asp?Chap=339>
 Jacob, R., & Parkinson, J. (2015). The Potential for School-Based Interventions That Target Executive Function to Improve Academic Achievement A Review. *Review of Educational Research* 85, 1 pp 85-123. <http://www.eric.ed.gov/fulltext/EJ1071360/010815.pdf>
 *Klauser, K.J. & Piyee, G.D. (2008). *Inductive Reasoning: A Training Approach*. *Review of Educational Research*, 78, 1 pp 85-123. <http://www.eric.ed.gov/fulltext/EJ1071360/010815.pdf>
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 *Perry, V., Abing, L., & King, C. (2012). Meta-Analysis of Single-Case Design Research on Self-Regulatory Interventions for Academic Performance. *Journal of Behavioral Education*, 21(3), 217-228. <http://www.tandfonline.com/doi/10.1080/10610409.2012.691160>
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 Torgerson, D., Torgerson, C., Almsworn, H., Barkley, H., Heasok, C., Hewitt, C., & Mitchell, N. (2014). *Improving Writing Quality: Evaluation Report and Executive Summary* May 2014. London: EEF. http://educationendowmentfoundation.org.uk/eeef/eeef/eval/Evaluation_Report_-_Improving_Writing_Quality_-_May_2014.pdf
 Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories: The impact of self-regulated strategy development. *The Journal of Educational Research*, 102(5), 325-332. <http://dx.doi.org/10.1037/a0015492>

Meta-analyses	FSM effect size	Overall effect size
Abram et al 2008		0.34
Chiu 1998		0.67
Dignath et al 2009	0.72	0.62
Hallar et al 1988		0.67
Higgins et al 2005		0.62
Haller & Piyee 2008		0.69
Recent studies		

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Haller & Piyee 2008		0.69
Recent studies		

Technical Appendix: Meta-cognition and self-regulation



Dignath et al 2009
 Recently, research has increasingly focused on fostering self-regulated learning amongst young children. To consider this trend, this article presents the results of a differentiated meta-analysis of 49 treatment components resulting from 30 articles on enhancing self-regulated learning amongst primary school students. Based on recent models of self-regulated learning, which consider motivational, as well as cognitive, and metacognitive aspects (Boskwaars, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31(8), 444-477) the effects of self-regulated learning on academic achievement, on cognitive and metacognitive strategy application, as well as on motivation were analyzed. As the results show, self-regulated learning training programmes proved to be effective, even at primary school level. Subsequent analysis tested for the effects of several moderator variables, which consisted of study features and training characteristics. Regarding factors that concern the content of the treatment, the impact of the theoretical background that underlies the intervention was tested, as well as the type of cognitive, metacognitive, or motivational strategy which were instructed, and if group work was used as instruction method. Training context related factors, which were included in the analyses, consisted of students' grade level, the length of the training, if teachers or researchers directed the intervention, as well as the school subject in which content the training took place. Following the results of these analyses, a list with the most effective training characteristics was provided.

Donker et al 2014
 In this meta-analysis the results of studies on learning strategy instruction focused on improving self-regulated learning were brought together to determine which specific analysis included 58 studies in primary and secondary education interventions aimed at improving cognitive, metacognitive, and management strategy skills, as well as motivational aspects and metacognitive knowledge. A total of 65 interventions and 180 effect sizes demonstrated substantial effects in the domains of writing (Hedges' $g = 1.25$), science (73), mathematics (60) and comprehensive reading (36). These domains differed in terms of which strategies were the most effective in improving academic performance. However, metacognitive knowledge instruction appeared to be the variable in all of them. Furthermore, it was found that the effects were higher when self-developed tests were used than in the case of interviewer-developed tests. Finally, no differential effects were observed for students with different ability levels. To research, the authors have listed some implications of their analysis for the educational practice and made some suggestions for further research.

Hallar et al 1988
 To assess the effect of "metacognitive" instruction on reading comprehension, 20 studies, with a total student population of 1,553, were compiled and quantitatively synthesized. For 115 effect sizes, or contrasts of experimental and control groups' performance, the mean effect size was .71, which indicates a substantial effect. In this compilation of studies, metacognitive instruction was found particularly effective for junior high students (seventh and eighth grades). Among the metacognitive skills, awareness of textual inconsistency and the use of self-questions as both a monitoring and a regulatory strategy were most effective. Reinforcement was the most effective teaching strategy.

Higgins et al 2005
 Executive Summary Methods: Relevant studies in the area of thinking skills were obtained by systematically searching a number of online databases of educational research literature, by identifying references in reviews and other relevant books and reports, and from contacts with experts in this

What we tried to do

- Summarise the evidence from meta-analysis about the impact of different strategies on learning (*tested attainment*) – series of related ‘umbrella’ reviews
 - As found in research studies
 - These are averages
- Apply quality criteria to evaluations: rigorous designs only
- Estimate the *size* of the effect
 - Standardised Mean Difference = ‘Months of gain’
 - On tested attainment only
- Estimate the *costs* of adopting
 - Information not always available

Key issues

- The Toolkit *does not* provide definitive claims of ‘what works’ BUT attempts to give a best estimate of what has worked**ed**
- Caution is needed since the applicability of an intervention to a new context may not be as effective
 - causal mechanism may not be identified
 - researcher-led interventions may differ from school-led
 - needs to be a solution to a problem to increase probability of benefit
- There is a lack of a clear causal link between general additional spending and learning

Current developments

Formalising methodology (translating/simplifying existing models)

- Cochrane/ Campbell/ EPPI
- PRISMA for reviews
- CONSORT for trials
- GRADE Guidelines for evidence

New comparable and updatable meta-analyses for each strand

- Identifying factors affecting current effect size estimates
- Design (sample size, randomisation, clustering)
- Measurement issues (outcome complexity, outcome alignment)
- Intervention (duration, intensity)

International partnerships

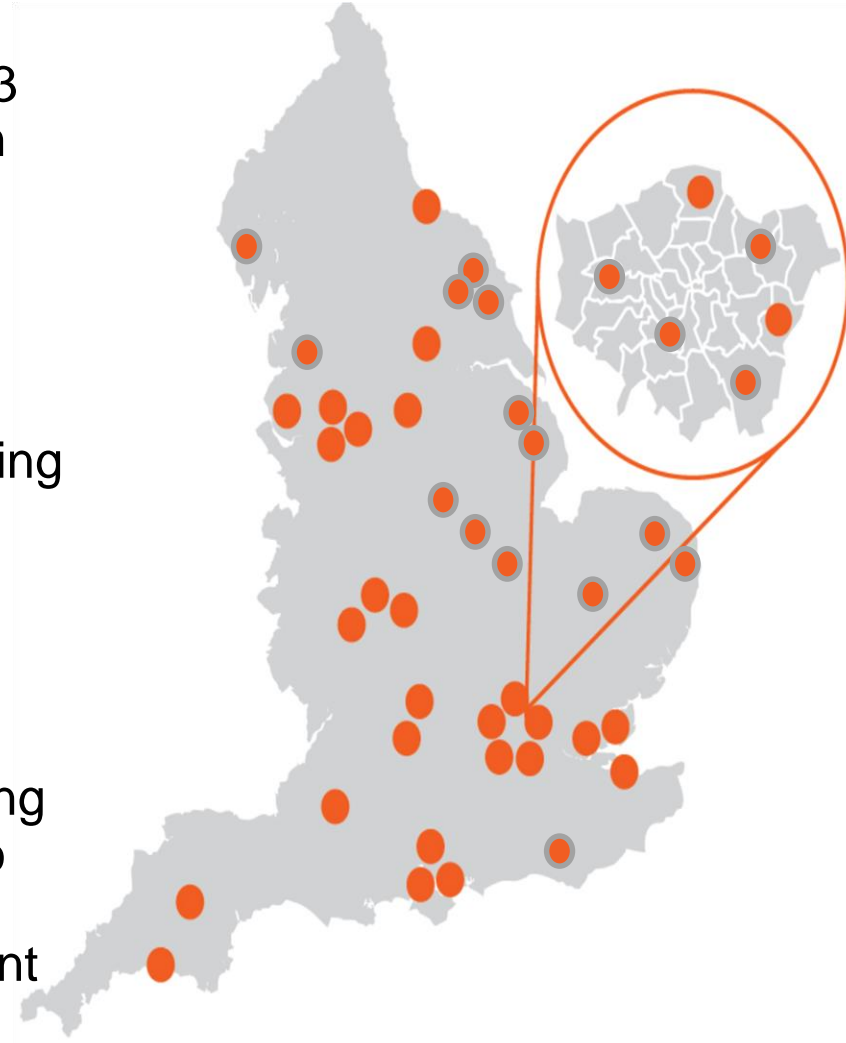
- Australia – 3 RCTs commissioned
- Latin America (Spanish and Portuguese versions of the toolkit)
- Scotland

Disciplined innovation

More than 170 programmes working with 1:3 schools and approximately 1 million children that:

- Build on existing evidence
- Improve outcomes for FSM pupils
- Generate significant new understanding of 'what worked'.
- Can be replicated cost effectively if proven to work.

Examples: Providing breakfast, addressing pupil well-being, using mobile technology to promote parental engagement, developing teaching approaches to promote assessment for learning...



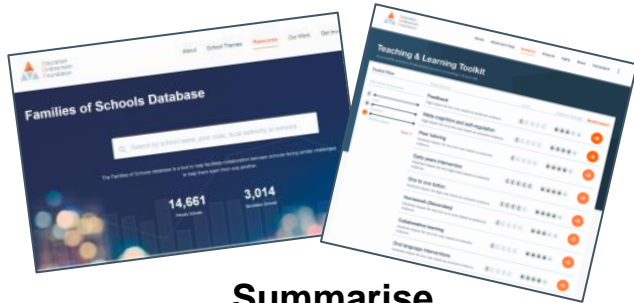
Early Years: some results

Project	Summary	Age	Toolkit theme	Effect size	Cost	Padlocks and stage
Supporting Parents on Kids' Education in Schools (SPOKES)	A ten-week intervention that teaches parents strategies to support their children's reading	Reception/Y1	<i>Parental engagement and literacy</i>	+1 month	£££££	
Abracadabra (ABRA)	An online reading programme to improve early literacy	Y1	Literacy	+3 months	£££££	
Nuffield Early Language Intervention	Oral language intervention for nursery and reception pupils, delivered by TAs	EYFS	Communication and language	+4 months	£££££	
Magic Breakfast	Free breakfast for children before the start of the school day	Y2	School organisation	+2 months	£££££	
Talk of the Town	School and setting wide approach to improve speech, language and communication	Y2 (and 5)	Language and literacy	0 months	£££££	

Early Years: in progress

Project	Summary	Age	Developer / Evaluator	Size of trial	Report
Easy Peasy: Learning through play	Play-based learning app for parents	3-4 years	<i>Easy Peasy / Durham University</i>	1,500 children in 120 settings	Spring 2019
Maths Champions	Supporting nursery staff to develop children's early numeracy	2-4 year olds	NDNA & Oxford University / York Trials Unit	2,000 children in 120 settings	Summer 2018
Peep Learning together programme	Engaging parents in the early years	4-5 year olds	Peep / Queens University Belfast	1,500 children in 150 settings	Summer 2019
URLEY	Using Research Tools to Improve Language in the Early Years	3-5 year olds	University of Oxford, UCL and A+ Education / Behaviour Insights and NIESR	2,800 children in 120 schools	Summer 2019

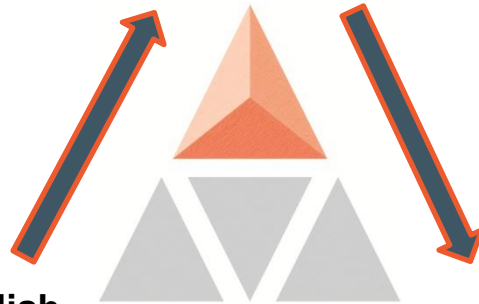
Generating evidence



Summarise existing evidence

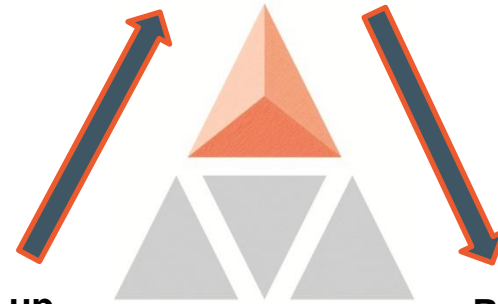


Clear and actionable guidance for schools



Publish independent, rigorous evaluations

Fund innovative projects



Scale-up evidence-based programmes

Practical support to bring evidence to life

74
reports

109
RCTs



Project Name	Evidence Strength	Weekly Impact
Improving Numeracy and Literacy in Key Stage 1	★★★★★	+3
Catch Up Literacy	★★★★	+2
Switch-on Reading	★★★★	+3
Grammar for iWBSP	★★★★	+3
Accelerated Reader	★★★★	+3
Thinking, Doing, Talking Science	★★★★	+3

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Research Schools

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Advocate-partners

Resources and further information

Use our free resources

Visit: <http://educationendowmentfoundation.org.uk/>

Apply for funding

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Volunteer to take part

Visit: <http://educationendowmentfoundation.org.uk/projects/how-can-i-get-involved/>

Connect with your local Research School

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