

Moving Forwards, Making a Difference: A Planning Guide for Schools 2022-23

Introduction and background

As they embark upon the new academic year, schools need to be sure that their pupils, particularly those from disadvantaged backgrounds, are given the best possible chance of getting back on track in the wake of the pandemic. This planning guide from the Education Endowment Foundation (EEF) offers expert advice, and case studies. It also signposts teachers to evidence-informed resources and provides discussion questions at the end of each section. The guidance is underpinned by a tiered model which encompasses high quality teaching, targeted academic support, and wider strategies. This summary will address each element of the model in turn.

Key points

High quality teaching

- The EEF's '5 a day' approach is made up of 'best bets' which evidence suggests can have a positive impact on all pupils. These are outlined below.
- Explicit instruction – i.e., a teacher-led approach with clear explanations, modelling, and frequent checking for understanding. This is then followed by guided practice before independent practice.
- Managing cognitive load is crucial for transferring content into pupils' long term memory. Teachers should provide opportunities for pupils to plan, monitor, and evaluate their own learning.
- When pupils are working on a written task, teachers should provide a support tool or resource (scaffold) such as a writing frame or a partially completed example. They should then aim to provide less support of this nature throughout the course of a lesson, week, or term.
- Flexible grouping involves allocating pupils to groups temporarily, based on their current level of attainment – e.g., a group which comes together to get additional spelling instruction.
- Technology can be used by teachers to model worked examples. It can also be used by a pupil to help them learn, to practise, and to record their learning. Teachers may, for example, use a visualiser to share pupils' work or work together on an incorrect model.
- The above '5 a day' strategies support all learners, particularly when they are underpinned by strong teacher-pupil relationships.
- Another key element of high quality teaching is the use of diagnostic assessment to address learning gaps. It is important that teachers know why they are conducting assessments before using them. It should be clear what information the assessment is being designed to yield.
- On the basis of results from diagnostic assessments, teachers may: reteach specific concepts; adjust the level of challenge of activities; adjust curriculum content; provide pupils with specific targeted feedback; and decide which pupils may need additional targeted feedback.
- Diagnostic assessment may take a variety of forms. 'Hinge questions' are targeted questions which are posed at a certain point and can identify misconceptions. Other forms include low-stakes quizzes, and pre-topic mind maps which establish prior learning and generate curiosity about the learning ahead.
- English and maths are important not only in their own right, but also because they unlock other areas of the curriculum. The EEF has produced a range of evidence-based guidance reports for maths and literacy: [Preparing for Literacy](#), [Improving Literacy in Key Stage 1](#), [Improving Literacy in Key Stage 2](#), [Improving Mathematics in the Early Years and Key Stage 1](#), and [Improving Mathematics in Key Stages 2 and 3](#).
- Key recommendation for literacy include: targeted vocabulary instruction in every subject; developing pupils' speaking and listening skills; teaching reading comprehension through modelling and supported practice; and extensive practice of handwriting, sentence construction and spelling.
- The key recommendation for maths include: using manipulatives and representations to aid understanding; explicit teaching of problem-solving strategies; and emphasising the connection between facts, procedures, and concepts.
- The EEF also highlights a need to support pupils at points of curricular transition such as the move from primary to secondary school when performance tends to dip.
- Effective professional development (PD) is a further element of high quality teaching. PD programmes are therefore an important element of school planning.
- Previous EEF guidance has identified several mechanisms which increase the likelihood of PD having an impact on classroom practice. There are 4 groups of mechanisms which are expanded on below. If PD includes at least one mechanism from each of these 4 groups, it is more likely to lead to lasting change.
- **Building knowledge** involves managing cognitive load and revisiting prior knowledge. **Motivating teachers** involves setting and agreeing on goals, presenting information from a credible source, and affirming teachers when progress has been made. **The development of teaching techniques** involves



instructing teachers how to perform a technique, modelling and rehearsing it, and providing feedback. Finally, **embedding practice** involves providing prompts, prompting action planning and context specific repetition, and encouraging monitoring.

good implementation practices. If a decision is made to scale up the practice, this should be treated as a new process.

Targeted academic support

- Some children may require additional targeted support which is tailored to their needs. Interventions must complement and strongly link to the curriculum and the content should be determined by teachers where possible.
- The EEF's **TARGET** model encapsulates the key elements of successful interventions. These are: **t**iming (brief and regular), **a**ssessment to identify pupils and track progress, **r**esourcing in the form of structured support such as lesson plans and delivery scripts, **g**ive it time (careful timetabling to ensure consistency), **e**xpert delivery with interventions delivered by a qualified teacher or trained TA, and **t**eacher links (clear communication between the teacher and the person delivering the intervention).

Wider strategies

- Wider school strategies remove non-academic barriers to learning, such as absence and poor behaviour.
- In terms of attendance, there are several evidence-based approaches which can help. These include: sharing pupils' attendance percentage with parents and carers at key points in the year; frequently restating the importance of regular attendance; and the use of technology including text messages.
- For pupils with significant levels of absence, targeted interventions where schools work closely with parents and carers can be helpful. This may include making use of specialist services.
- Following the pandemic, schools have worked hard to reestablish routines in order to support positive learning behaviour. Doing so may mean re-establishing a whole school culture in which behaviour rules are implemented positively and consistently. It may involve the explicit teaching of social and emotional learning (SEL) skills. Finally, it may involve approaching transition carefully, ensuring that pupils have a curriculum which builds upon their prior learning experience, that they have a good understanding of the school's expectations, and that they have opportunities to establish new friendships.

Essentials of implementation

- Successful implementation of new approaches is not a quick one-off event. The EEF implementation cycle offers clear processes for delivering change.
- The initial stage of implementation is **exploration**. This involves identifying a key priority for change, exploring programmes to implement, and examining the fit with the school context.
- This is followed by the **preparation** stage when the school will develop a clear plan, assess its readiness to deliver the plan and undertake practical preparations such as training staff or developing infrastructure.
- As a school moves into the **delivery** phase, it will support staff, follow up on initial training and use data to drive intelligent adaptation.
- The final phase is the **sustain** phase which involves continuously acknowledging support and rewarding

The full documents can be downloaded from:

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support>