

Research evidence should not be used to tell teachers and leaders what to do. Each pupil and each classroom are far too complex. But research can inform our decision making when planning our strategies for tackling educational disadvantage. It can suggest 'best bets', and also where to be cautious.

1. Evidence should inform our decision making: values, assessment, research evidence, professional judgement and context are all key ingredients.
2. Evidence should be used to challenge our views, not just confirm them.
3. Beware of [confirmation](#) bias and [publication](#) bias.

### **The great teaching toolkit is a good starting point**

<https://www.greatteaching.com/>

Shaun Allison's blog:

<https://classteaching.wordpress.com/2020/06/07/a-thousand-little-moments/>

Margaret Mulholland:

<https://impact.chartered.college/article/mulholland-send-art-of-detection-evidence-based-approach-supporting-learners/>

<http://www.educationalneuroscience.org.uk/2019/10/15/margaret-mulholland-director-of-development-research-director-of-swiss-cottage-teaching-school-alliance/>

### **Metacognition and self-regulated learning**

[https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF\\_Metacognition\\_and\\_self-regulated\\_learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf)

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=collaborative-learning&practice%5B%5D=meta-cognition-and-self-regulation>

<https://services.viu.ca/sites/default/files/metacognitive-awareness-inventory.pdf>

### **Literacy**

Preparing

[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing\\_Literacy\\_Guidance\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf)

KS1

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

KS2

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

Secondary

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

Greenshaw High

<https://www.greenshaw.co.uk/learning/tutor-group-reading-programme/tutor-group-reading-programme>

What works for children and young people with literacy difficulties - Professor Greg Brookes

<https://thatreadingthing.com/wp-content/uploads/2019/09/What-Works-5th-edition-Rev-Oct-2016.pdf>

Evidence based vocabulary instruction

<https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/>

Oral language strategies

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=oral-language-interventions>

Conversation more important than word exposure for literacy and language development

<http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/>

Paper reading more effective than screen reading

<https://learningenglish.voanews.com/a/study-paper-reading-more-effective-than-screen-reading/4876473.html>

Nuffield Early language Intervention

<https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention>

## **Social and Emotional Learning**

[https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF\\_Social\\_and\\_Emotional\\_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)

<https://www.evidence4impact.org.uk/search?outcome=primary-social-and-emotional>

<https://www.evidence4impact.org.uk/search?outcome=secondary-social-and-emotional>

## **Relationships**

<https://www.tandfonline.com/doi/full/10.1080/10888691.2018.1537791>

<https://www.researchgate.net/publication/329882360> The peer relations of pupils with special educational needs in mainstream primary schools The importance of meaningful contact and interaction with peers (included because of pupils with multiple barriers to learning)

Parental involvement

[https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF\\_Parental\\_Engagement\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf)

Looping

<https://hechingerreport.org/opinion-how-looping-works/>

Collaborative Learning

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/>

Attendance and exclusions

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf>

Attachment

<https://www.waterstones.com/book/what-about-me/louise-michelle-bomber/9781903269183>

### **Tuition – Small Group**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition>

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=s mall-group-tuition>

### **Tuition – One to One**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition>

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=one-to-one-tuition#>

### **Implementation Guidance**

[https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF\\_Implementation\\_Guidance\\_Report\\_2019.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf)

### **Pupil Premium**

DfE 'longer term' planning / reporting template and guidance

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

Blog to be read alongside the template document:

<https://researchschool.org.uk/news/pupil-premium/>

Blogs and videos on getting strategy and activity right for disadvantaged pupils:

<https://researchschool.org.uk/unity/news/canaries-down-the-coalmine-what-next-for-pupil-premium-strategy/>

<https://researchschool.org.uk/unity/news/distance-learning-through-the-lens-of-disadvantaged-pupils/>

<https://researchschool.org.uk/rosendale/news/beware-of-the-matthew-effect/>

Podcasts on Pupil Premium:

<https://podcasts.apple.com/gb/podcast/best-bets/id1516020856>

<https://podcasts.apple.com/gb/podcast/pupil-premium-with-marc-rowland/id1448601060?i=1000454840382>

EEF Pupil Premium guidance:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_G](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_G)



[Guidance iPDF.pdf](#)

East Sussex Pupil Premium Report

<https://czone-backoffice.azurewebsites.net/media/6190/7east-sussex-schools-pupil-premium-report-final.pdf>

**Marc Rowland**

DRAFT