

## DfE Review Recommendations Mapped to EEF Resources

This is not intended to be exhaustive, merely a starting point for leaders looking to strengthen their knowledge base around some of the areas discussed in the curriculum review.

If leaders are looking to implement something new then, as always, we would advocate for '[A School's Guide to Implementation](#)' and '[Effective PD](#)'.

As always, if organisations are looking for support to implement evidence informed approaches, contact your local Research School.

<https://researchschool.org.uk/find-your-research-school>

## Curriculum Principles and Design

This section focuses on the structure, content, and delivery of the curriculum, particularly for mastery, communication, and inclusion.

DfE Recommendation	EEF Guidance Report	Relevant Blog/Article	Clips from the Classroom
<b>Knowledge-Rich Approach &amp; Mastery</b>	<a href="#">Cognitive Science Approaches in the Classroom</a>	<b>Blog:</b> <a href="#">Making Knowledge 'Rich': Knowledge Organisers and Cognitive Science*</a>	<b>Cognitive Science:</b> <a href="#">Using worked examples to reduce cognitive load in maths</a>
<b>Oracy</b>	<a href="#">Preparing for Literacy</a> <a href="#">Metacognition and Self Regulated Learning</a>	<b>Blog:</b> <a href="#">Talking the talk: teacher and leader views on embedding oral language across the curriculum</a>	<b>Maths:</b> <a href="#">High quality talk in mathematics</a>
<b>Adaptation and SEND</b>	<a href="#">Special Educational Needs in Mainstream Schools</a>	<b>Blog:</b> <a href="#">Seeing the Big Picture and Meeting Pupils' Needs</a>	<b>Learning Behaviours:</b> <a href="#">Explicit Instruction to support pupil learning</a>
<b>Digital Curriculum</b>	<a href="#">Digital Technology</a>	<b>Blog:</b> <a href="#">Moving Forward with Technology in the Classroom</a>	

## Assessment

This section addresses the use of assessment for diagnosis and the proposed changes to the accountability framework.

DfE Recommendation	EEF Guidance Report	Relevant Blog/Article	Clips from the Classroom
Year 8 Diagnostic Testing	<a href="#"><u>Teacher Feedback to Improve Pupil Learning</u></a>	<b>Blog:</b> <a href="#"><u>Assess for success: Using assessment to inform and adapt teaching</u></a>	<b>Maths:</b> <a href="#"><u>Using formative assessment in maths in a small school</u></a>
Reduce GCSE Assessment & EBacc/Progress 8 changes	<a href="#"><u>Teacher Feedback to Improve Pupil Learning</u></a>	<b>Blog:</b> <a href="#"><u>Effective assessment and feedback strategies using educational technology</u></a>	<b>Cognitive Science:</b> <a href="#"><u>Retrieval Practice: Challenge and Support</u></a> (Supports effective, low-stakes assessment)
Strengthen Key Stage 2 Writing	<a href="#"><u>Improving Literacy in Key Stage 1</u></a> <a href="#"><u>Improving Literacy in Key Stage 2</u></a>	<b>Blog:</b> <a href="#"><u>The power of talk in Primary Science Education: Helping Pupils Articulate Their Understanding</u></a> (Focuses on composition/vocabulary)	<b>Literacy:</b> <a href="#"><u>Developing fluent transcription skills</u></a>

## Subject-Specific Content and 16-19 Pathways

This section covers specific subject curriculum reforms and the 16-19 landscape.

DfE Recommendation	EEF Guidance Report	Relevant Blog/Article	Clips from the Classroom
Maths Sequencing	<a href="#"><u>Improving Mathematics in the Early Years and Key Stage 1</u></a> <a href="#"><u>Improving Mathematics in Key Stages 2 and 3</u></a>	<b>Blog:</b> <a href="#"><u>Metacognition in the mathematics classroom (Part 2)</u></a>	<b>Maths:</b> <a href="#"><u>Modelling a Mathematical Strategy</u></a>
Computing & Digital Literacy	<a href="#"><u>Digital Technology</u></a>	<b>Blog:</b> <a href="#"><u>3 Takeaways from the Digital Technology Guidance Report</u></a>	
Languages Transition		<b>Blog:</b> <a href="#"><u>A closer look at Feedback:</u></a>	

		<u>Reflections from an MFL case study</u>	
<b>New 16-19 Pathways/Support</b>	<u>16-19 Evidence and Resources</u>	<b>Blog:</b> <u>Supporting pupils with SEND during testing times</u> (Relevant to post-16 Maths/English support)	<b>Post-16:</b> <u>Using worked examples in Post-16 History</u> (The pedagogical approach is transferable)