



## Education Endowment Foundation Teaching and Learning Toolkit

The EEF evaluates projects to find out the best ways to close the attainment gap

EEF Toolkit Strand	Cost	Evidence Strength	Months Impact	School Provision
Arts participation	££	+++	+2	<ul style="list-style-type: none"><li>• Art Specialist</li><li>• Staff trained in Therapeutic Art</li><li>• Music Specialist</li><li>• Visits to cultural places of interest and events</li><li>• All children have opportunity to access school based instrumental tuition FOC</li><li>• Music Service teaching – subsidised</li><li>• KS1 violin – subsidised</li><li>• Music Service SLA incl WOPS</li><li>• Extra- curricular - choirs, music technology</li></ul>
Behaviour Interventions	£££	++++	+4	<ul style="list-style-type: none"><li>• Behaviour policy understood by and input from all stakeholders</li><li>• Positive culture and ethos promoted throughout the school</li><li>• Inclusion Team;</li></ul>



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				<ul style="list-style-type: none"><li>includes specialist staff</li><li>• Nurture group</li><li>• Specialist Behaviour Support Mentors/HLTA's</li><li>• In School Early Help Offer</li></ul>
Collaborative Learning	£	++++	+5	<ul style="list-style-type: none"><li>• Curriculum opportunities for learning tasks or activities linking subjects, themes incorporating Blooms questioning and higher order thinking skills</li><li>• A structured approach with well-designed tasks</li><li>• Approaches which promote talk and interaction, discussion, debate</li><li>• Pupil Voice – School Council, H and S Task Force, Debate Club, Sports Leaders, Sports Council, Digital Leaders</li><li>• APP Challenge evidence</li></ul>



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				<ul style="list-style-type: none"><li>• Triad Moderation – Partner Schools</li><li>• Outdoor learning evidence; Den building, Forest school work</li></ul>
Digital Technology	£££	++++	+4	<ul style="list-style-type: none"><li>• TT Rockstars</li><li>• APP Challenge</li><li>• Support for children with SEND</li><li>• Support for children requiring Access Arrangements</li></ul>
Early Years Intervention	£££££	++++	+5	<ul style="list-style-type: none"><li>• Staff CPD and training</li><li>• Well qualified staff and of a high ratio</li><li>• High quality provision indoors and out – Early Excellence feature school 2016</li><li>• Positive relationships between staff and children with positive engagement and motivation of the children in activities – See external NoV's</li><li>• Attendance – September starters</li></ul>



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				<ul style="list-style-type: none"><li>• Research evidences that D. children benefit from good-quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component. See census.</li><li>• Interventions – WellComm, RWI, EAL, Numicon</li></ul>
Feedback	£	+++	+8	<ul style="list-style-type: none"><li>• Feedback and Marking Policy takes account of the recommendations of the reports of the 3 working groups. A review of the policy has been undertaken in line with the EEF research outcomes.</li><li>• The vast majority of evidence demonstrates that feedback produces improvements in children’s learning – external NoV’s</li></ul>



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				<ul style="list-style-type: none"><li>• Feedback at SCP will be verbal, written, or can be given through analysis and evaluation of test outcomes. It can come from a teacher or someone taking a teaching role, or from peers.</li><li>• SCP has embedded the use of Blooms. It is recognised that research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', have a positive impact</li></ul>
Mastery Learning	£	+++	+5	<ul style="list-style-type: none"><li>• Attendance at recent Maths Mastery training. Actions to be implemented across school.</li><li>• Aspects of Mastery Maths are currently in situ in Y6.</li></ul>
Meta Cognition and Self –	£	++++	+8	<ul style="list-style-type: none"><li>• A 'Learning to Learn.</li></ul>



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Regulation				<p>Approach is embedded across the whole school with external practitioners and professionals noting the positive attitudes and behaviours to learning.</p> <ul style="list-style-type: none"><li>• SCP are flexible and fluid in our bespoke approach to individual children's needs and aim to give children a repertoire of strategies to choose from during learning activities</li><li>• Scaffolding learning is a successful tool used widely</li><li>• The use of success criteria is a tool used widely to ensure children are aware of to monitor and manage their own learning.</li><li>• The use of Blooms encourages children to plan, monitor and evaluate their</li></ul>
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				learning
				<ul style="list-style-type: none"><li>• EEF P4C Research School (2017-2019)</li></ul>
Language Interventions	£	++++	+5	<ul style="list-style-type: none"><li>• Teacher appointed with EAL specialism</li><li>• Appointment of support staff with EAL specialism</li><li>• Oral language interventions and support programmes established for children with EAL/NTC/NTE</li><li>• Extra -Curricular Language groups established.</li><li>• Refined tracking and assessment systems established for children with EAL/NTC/NTE</li><li>• EEF P4C Research School (2017-2019)</li><li>• Buddy system in place</li></ul>
Outdoor Learning	£££	++	+3	<ul style="list-style-type: none"><li>• A range of collaborative learning experiences with a</li></ul>



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				<p>high level of physical and emotional challenge are planned to encourage practical problem-solving, reflection and discussion; Forest School Work, Den building, Robinwood, Outdoor learning clubs</p> <ul style="list-style-type: none"> <li>• A range of opportunities to increase confidence, perseverance, resilience are planned</li> <li>• Well trained and experienced staff; Staff CPD – Forest School L3 accreditation July 17</li> <li>• LoTC – accreditation July 17</li> <li>• Early Excellence KS1 Outdoor Learning School 16/17</li> </ul>
Parental Involvement	£££	+++	+3	<ul style="list-style-type: none"> <li>• In School Early Help Offer</li> <li>• Family Cooking</li> <li>• FEET – Nurturing</li> </ul>





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				<p>siblings of SCP families</p> <ul style="list-style-type: none"> <li>• Outreach to St Helen's services</li> <li>• SPARKS</li> <li>• Opportunities to volunteer in school (DBS checked)</li> <li>• Opportunities to attend curriculum workshops</li> <li>• Opportunities to attend curriculum drop ins</li> <li>• Homework club – joint child/parent supported by staff (M.T every week)</li> <li>• Creative/Practical take home bags - EYFS</li> </ul>
Peer Tutoring	£	++++	+5	<ul style="list-style-type: none"> <li>• Peer assessment is a key feature of our curriculum and assessment for learning strategy</li> </ul>
Phonics	£	+++++	+4	<ul style="list-style-type: none"> <li>• RWI – impact visible in test results and in PPM data</li> <li>• Rwi Development</li> </ul>



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				<p>Days</p> <ul style="list-style-type: none"><li>EYFS, KS1 and KS2 Phonics /Reading Leaders appointed</li></ul>
Reading Comprehension Strategies	£	++++	+5	<ul style="list-style-type: none"><li>Reading comprehension strategies and skills taught explicitly within the curriculum.</li></ul>
Small group tuition	£££	++	+4	<ul style="list-style-type: none"><li>Small group tuition targeted at children's specific needs; phonics, reading comprehension, ECC, writing, spelling</li></ul>
Social and Emotional learning	£££	++++	+4	<ul style="list-style-type: none"><li>The 3 broad categories identified within the research are all utilised within the practice at SCP.<ol style="list-style-type: none"><li>Universal programmes which generally take place in the classroom;</li><li>More specialised programmes which are</li></ol></li></ul>



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				<p>targeted at children with particular social or emotional needs; 3. School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning. See In School Early Help Offer</p> <ul style="list-style-type: none"><li>• Nurture Group</li><li>• ASDAN</li></ul>
Sports Participation	£££	++	+2	<ul style="list-style-type: none"><li>• Attendance at extra-curricular clubs has impacted on raised attendance of a number of children</li><li>• Attendance at sports camps</li><li>• PE specialist</li><li>• Currently 460/618 children attend at least 1 after school club</li></ul>