Education Endowment Foundation: Embedding evidence-use in education systems

Jon Kay
About the EEF: Our approach
Is evidence being accessed and used?
Our approach: Evidence synthesis

How do we summarise evidence in a way that is trustworthy, accessible and actionable?

Risk 1: The evidence that exists is hard to access

Risk 2: Choosing one or two studies can be misrepresentative and introduce bias
Our approach: Evidence synthesis
Our approach: **Evidence synthesis**

**Feedback**

Very high impact for very low cost based on extensive evidence.

---

**Behind the average**

- Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).
- Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science.
- Low attaining pupils tend to benefit more from explicit feedback than high attainers.
- Although some studies have successfully demonstrated the benefits of digital feedback, effects are typically slightly smaller (+4 months).
Our approach: Evidence synthesis

- The Teaching and Learning Toolkit
  - An accessible summary of over 3500 studies, regularly updated with the latest evidence
  - Summarising impact, security and cost of 30 different approaches
  - Not a step-by-step recipe for impact but a useful reference point to be combined with professional expertise
Can academia be the pathway to impact?

![Bar graph showing number of times accessed]

- Average article (Review of Education): 373
- Most accessed article (Review of Education): 6531
Can academia be the pathway to impact?

Number of times accessed

- Average article (Review of Education): 373
- Most accessed article (Review of Education): 6531
- Teaching and Learning Toolkit: 1,226,143
Moving from evidence access to evidence use
Case Study: Early Years Evidence Store
Why it matters

In England, fewer children with high levels of socio-economic disadvantage meet expected standards across all outcomes.
Early Years Evidence Store

Understand practice

Understand evidence

Exemplify best practice

Support implementation

Support for education professionals
Early Years Evidence Store
Support to help you put evidence-informed approaches into practice.

1. Teaching and Modelling Vocabulary
2. Teaching and Modelling Language
3. Interactive Reading
4. Teaching through Collaborative Talk
5. Teaching and Modelling Social Communication Skills
Exemplification: Written examples

**Questioning →**

**Completion →**

**Posing suggestions or problems →**

**Imitation →**

**Recalling of events or experiences →**

### Examples of questioning

Emma is reading her small group a story. As she reads, she pauses and points to the picture. She comments "look there is the owl hole. I can see the owl babies sat inside."

Emma then asks "I wonder what else is in their owl hole, can you see?"

Jai (the adult) joins Elias as he looks at a familiar book. Jai uses the prompt "what do you see?" to encourage Elias to talk about what he can see in the pictures. Jai draws Elias' attention by pointing at the animals on the page.

Naya is looking at a familiar story with her friend Finley. Naya says to Finley "look there is the shark" as she points to the picture. Finley says, "I think it might eat the duck."

Typically more adult-led

Pedagogical continuum

Typically more child-led
Exemplification: Videos

• Snapshot films for each approach

• Spotlight films for each practice
Implementation support

• Scaling effective programmes
• Embedding evidence in teacher training
• Setting to setting support through Stronger Practice Hubs and Research Schools
• Nudging schools towards evidence use through policy levers
Conclusion

• Supporting evidence use in schools requires evidence to be available, accessible and actionable
• Working with practice to understand where research should be directed and to exemplify best practice is an important pathway to impact
• Long term changes in behaviours and outcomes will require support that moves through multiple pathways – policy and practice

70% of senior leaders in England use EEF’s Toolkit

1.7m children involved in EEF projects

90% of all primary schools found EEF resources useful during the pandemic

16,000+ schools, nurseries and colleges taking part (over half of all schools in England)
Thank you