Education Endowment Foundation Research for Initiatives 2016-2017

		Initiative	Quantative Data	Yr group
Feedback	Whole school		Part of marking policy – book scrutiny to check Assertive Mentoring interviews to be used as specific feedback	all
Metacognition and self regulation	Whole school – twilight for all staff – 9th Feb			all
Mastery learning	In maths – will it work in other subjects too?	Principles of whole sentence answers in maths and Literacy; Maths and Literacy in depth knowledge	Video baseline of children answering questions and the number that answer in complete sentences in Literacy and Maths	Y1
Reading comprehension strategies	Reading Inference training	Planned structured Use of reading eggs during Guided reading	Baseline assessment using PIRA test on all pupils. Half children to have inference/not; half to use Reading Eggs in Guided reading carousel and half not	Y5 Y6
Collaborative learning	More than sitting together-structured approach and well designed tasks-competition? Promote talk	Market place activities within topic	Use of market place activities – observation by TA, teacher and student to evaluate participation, confidence and vocabulary	Y4
Peer tutoring	25-35 min 2/3 times per week. Reciprocal peer tutoring – supplement-consolidate learning – not new material 4-10 week blocks – tutor each other	Three times a week pupils teach each other what they know about the grammar, etc being taught to consolidate and retain understanding	Focus on SPaG -Use Grammar Hammer at beginning, middle and end with all children – mixture of abilities to receive opportunity to do reciprocal peer tutoring 3 times a week for 5 mins re grammar terms, use of punctuation, sentences etc. compare with those who do not share learning	Y2

Oral language interventions	Talk for learning – reading and encouraging to answer questions-widen life experience and extend vocabulary	TA employed for 10 hours to talk to children re books and retell stories – talk for writing, books without words	Videoing children speaking about a subject eg going to the shops at the beginning and end of the initiative to determine increase in general vocabulary. Retelling a story?	Rec
1:1 tuition	Individual tutoring for specific objectives			
Early Years Intervention	'early years and preschool interventions are not sufficient to close the gap in attainment for disadvantaged children' – oracy, vocabulary, broaden experience	TA employed for 10 hours to encourage vocabulary – singing songs, developing response and discussing life events	Videoing children speaking at the beginning and end of the initiative to determine increase in general vocabulary	nursery
Phonics	Structured phonics programme	Floppy's phonics + targeted 1:1 interventions		
	Pobble		Examples of writing before the use of Pobble – in September and improvement after. Levels on AM	Y3