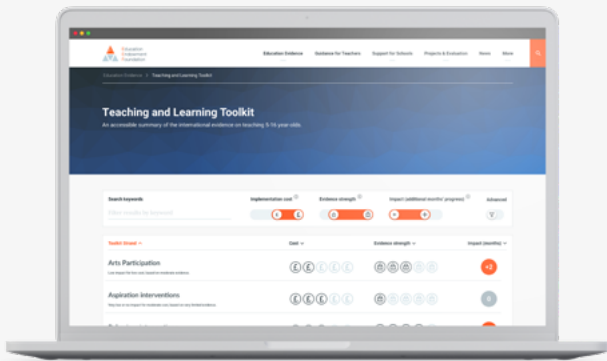


## What is the Teaching and Learning Toolkit?



The Teaching and Learning Toolkit is a summary of evidence of 30 approaches that schools might choose to use, either as part of their pupil premium strategy or as part of wider school planning.

The Toolkit aims to be a starting point for schools considering evidence.



## Using the Toolkit effectively

- 1. Use your professional judgement to apply the evidence:** The Toolkit summarises evidence on the impact of approaches tested in the past. In your school it is crucial to consider the needs of your pupils and any barriers they might face before adopting an approach.
- 2. Consider security, cost and impact together:** Some approaches may be effective but not cost effective. Other approaches may have a lower overall impact but may have a more well-established evidence base.
- 3. Read past the headline figure and think about what is 'behind the average':** For every approach in the Toolkit, the average hides a range of different impacts. The text in the Toolkit describes why effects vary and gives an indication where approaches are better evidenced in maths than English, or in primary than secondary.
- 4. Think about principles of good implementation:** Adopting an approach is not a one-off event, and requires careful planning and implementation. The implementation section in the Toolkit has been expanded to identify key aspects of the approach that schools should consider an “active ingredient” when implementing any particular approach.
- 5. Consider the Toolkit alongside other EEF resources:** The Toolkit is a summary of evidence from a wide range of sources that is a useful starting point for the evidence. For more information on how a specific programme or intervention has been applied in English schools, the EEF evaluation reports provide detailed evidence. Our guidance reports provide detailed recommendations for classroom practice.

## Limitations to the Toolkit

The Toolkit summarises studies that have been conducted in the past. It cannot make a prediction about how an approach will be received in any particular school or classroom. With the padlock rating, we try and summarise the quality of the evidence base overall—considering:

- How many studies are there and in how many schools have they taken place?
- How recent is the evidence?
- How close are studies to regular classroom practice?
- How much variation is there in the outcome data collected in the research?
- Were the studies conducted independently and with a rigorous methodology?

The padlocks give a guide on the ‘risk’ connected with the evidence base. In the new Toolkit some strands are labelled as “very low” security, and a months progress figure has not been provided, as we do not have enough confidence to believe that a measure of impact is rigorous.

Even with these limitations flagged through padlocks, it is important to remember that all research in the Toolkit is a description of ‘what has worked’ and not “what works”. By understanding these trends in previous research, we hope that it will give schools more information on approaches that are promising and approaches that carry risks.

