

HELPFUL PRACTICE AND KEY LEARNINGS - UPDATE

**“Career and Transition Support in the Rural and Remote
Communities of Scotland and Canada, and Recent
Developments by the UK Teaching and Learning Toolkit”**

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1. Introduction

DEC allocated funding to cover 2 days of Dave Turner's time to research relevant practice whilst he travelled to rural Scotland and Canada in June/July 2014. This research into matters of career and transition support would:

- Build upon the work Dave Turner undertook for DEC on this topic in late 2013/early 2014 and in particular, reveal how schools had formed partnerships with local development agencies and employers to engage students in programs that are about "future making" for local social and economic development
- Generate additional resource material for the 2014 Transition Adviser training which is to be promoted to NSW rural and remote schools
- Update DEC on the progress of the UK "Teaching and Learning" Toolkit (Durham University), building upon the initial research undertaken for DEC 2013.

Dave Turner was to meet with Durham University and the Education Endowment Fund (UK) to further investigate the purpose and progress of the "Teaching and Learning Toolkit" which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

2. Work Undertaken

- 2.1. Facilitated a one day consultation in Inverness with 16 representatives of rural/remote Scotland – Education, Skills Development Scotland (northern region) Highlands and Islands Enterprise, The Social Enterprise Academy and Local Government.
- 2.2. Interviewed key personnel and researched two case studies of school – community enterprise partnerships in rural remote Scotland – The Isle of Mull, (NW Scotland) and The Tain District (NE Scotland).
- 2.3. Two phone links with Canadian Career Development Specialists who have recent experience in working with both "First Nations" organisations and local enterprises that seek to support young people in transition.
- 2.4. Meeting with both The Endowment Fund (London) and Durham University (Education Facility) who are jointly developing the Teaching and Learning Toolkit.
- 2.5. Preparation of this Update.

3. Key Findings From Scotland

3.1. Policy Frameworks

To place any recent developments in rural remote Scotland into perspective, one must refer to two recent national educational policy initiatives, and one other established in 2010.

The Wood Commission Report "Education Working for All!" has been published and it has four key messages. Vocational Education is important, there is a need to bring the world

of education and employment together, schools should be involved in creating vocational pathways and employability is a valued outcome of school performance.

The Guidance for Excellence framework (Scottish Education) highlights the role of schools in both developing skills for work (and life) across all curriculum areas. The success of the education system will be judged on the extent to which it contributes to young people moving into a positive and successful destination. Both initiatives are to be underpinned by strong links between schools and the workplace.

In 2010, the Scottish Government made a commitment to all 16 – 19 year old young people entitled 16+ learning choices; that all young people would have access to a place in learning upon their completion of compulsory education (16), irrespective of the setting i.e. school, college, an apprenticeship **and** participating in community learning, volunteering and development. This commitment would include the provision of career information, advice and guidance by Skills Development Scotland (SDS). SDS is a key delivery partner in the guarantee of a place in education or training for all 16 – 19 year olds (the three years after compulsory school completion).

3.2. Local Development

It is also helpful to appreciate the established role of social enterprises and development agencies in rural and remote Scotland (55% of all land mass in Scotland is classified as rural/remote). Agencies such as Skills Development Scotland and Highlands and Islands Enterprise resource such local organisations to meet key challenges. One such challenge is the longer term sustainability of these rural and remote communities; a challenge heightened by the drain of young people away from these communities.

In Scotland, Social Enterprises have been seen as organisations that can harness the expertise of community to design and manage a trading enterprise that meets a social purpose and reinvests its profits in the community. They most frequently are developed in either disadvantaged urban areas and/or more isolated rural communities. They are considered to be a means of creating learning and employment opportunities for local people.

Social Enterprises are also considered a vehicle for promoting 16+ learning opportunities for young people located in disadvantaged urban and rural communities, and who are making their transition from compulsory schooling without immediately entering higher education. Skills Development Scotland has a vested interest in ensuring that the engagement of young people in community based learning is supported with career advice and guidance. The school is the most established resource for 16+ learning in many rural/remote communities. Hence partnerships between schools and social enterprises are vital to engaging such young people.

There is a strong commitment to engage schools in community – employer partnerships that generate learning which meets the needs of young people who want to stay and live in these communities, as well as meeting the needs of those students who seek to leave. There is also a significant investment in attracting young graduates (who have left for purposes of higher education) to return and become involved in local economic and social development.

3.3. School and Community Partnership Responses to Meeting these Challenges

- 1) Partnerships (often facilitated by industry and career educators) are in place to connect school students to the fast growing energy sector (by 2020, 30% of all jobs in rural/remote Scotland will be energy related). The energy sector is promoting the idea that students can either leave their local community **or** “travel in and travel out” from their community, working away, then returning home and spending income that boosts the local economy.
- 2) Partnerships are being developed that connect school students to a single large employer in the rural remote community who can then introduce students to work based learning and pathways within their own organisation and/or their supply chain e.g. Up Market SKIBO resorts in the wilderness. (Out of interest, I also connected with a South African wilderness resort that was taking similar approach – the resort was developing young employees, encouraging them to take-up further study and supporting them to establish spin-off enterprises.)
- 3) Partnering with local social enterprises and development agencies that are seen as **anchor** organisations in that community – credible, community governed and influential and highly valued. Such anchor organisations have recently been resourced with Development Workers who are mandated to support partnerships, including those that build links with schools and other organisation which offer services and opportunities to young people in fragile communities; fragile meaning a community that is “at risk” of sustainability and population decline. These links may:
 - Help to develop curriculum that introduces students to the opportunities and challenges of local social and economic development and community sustainability. This will occur before they decide to leave or stay for purposes of tertiary education, training and employment. This idea is relatively new, but has momentum as the implications of the Wood Commission and Curriculum For Excellence are fully appreciated by schools and their community partners (see case study Isle of Mull)
 - Engage students in local community projects and social enterprises; an approach that either tends to target young people (16 – 18) who need additional support in their transition from school or is made available to all students at primary or the earlier years of secondary education for purposes of curriculum enhancement and community involvement. The case study “Made In Tain” is an example of social enterprise activity for young people in transition.
- 4) Schools and local employers have made some changes to work experience programs. Longer block placements, transport support and pairing/grouping young people in placements located at a distance from home are some of the innovations that have taken place for the benefit of rural/remote secondary students.

4. Social Enterprises and 16 Plus Learning Choices

As stated before, social enterprises are a significant structure in providing 16+ learning opportunities to those young people who are not transitioning from school to higher education. In rural/remote communities, their collaboration with schools is a vital determinant in how well school leavers who want to stay in such communities, learn and connect to the world of work. In small towns and isolated rural areas, there are limited alternatives.

The Social Enterprise Academy (SEA) is mandated by the Government to capacity build communities to develop a social enterprise culture, develop local leadership and link with business and schools. The Academy provides a range of programs and services, and two of these have particular relevance to schools (pre 16) and schools and other partners (serving 16 – 19 year olds) in rural remote communities.

Social Enterprise in Education – enables students to have the hands-on experience of setting up and running a social enterprise; one that is trading with a social purpose and reinvests profits for community benefit. The SEA claims that since 2008, it has seen 500 schools support their students to run a social enterprise.

Wider Horizons Program – targets 16 – 24 year olds to explore their community, local economy, the gaps for services, the concept of social enterprise, and then to clarify their own work interest and passions. The program generally works in rural remote communities where a school staff member is able to facilitate a group of young people who decide to establish a significant social enterprise.

5. Case Studies of Social Enterprise – School Collaboration

<p style="text-align: center;">Isle of Mull – NW Scotland Island Tobermay High School The Mull and Iona Community Trust</p>	<p style="text-align: center;">Tain – North East Island Mainland Four local Schools Local Government and Employers Social Enterprise Academy</p>
<ul style="list-style-type: none"> • Economically advantaged area, yet challenged by the demographic of young people leaving and retired people moving in. • Challenged by cost of labour having to be brought-in, and very little affordable housing for young people who want to stay i.e. live and work on the island. • The School wants to establish a community learning partnership that creates career development and learning outcomes for students (pre and post 16) and meets new policy demands. • The School and Social Enterprise are keen for the island to broaden its employment base and offer a range of employment and training opportunities as there are plenty of base entry and seasonal work/jobs, but few careers (apart from construction) higher up the “job ladder”. • The Social Enterprise is already tackling such issues as social housing, “value adding” production on the island, using the digital economy (see below) and reducing travel costs. • Early thinking is for students to undertake research projects (as part of curriculum) into the challenges facing the island and its young people – and then feed those perspectives into the Mull and Iona Community Trust. • Idea is for young people (of all abilities to gain an appreciation of local development within their studies before they decide to leave, or stay on the island. This may remain with them and encourage them to return to the island once they have completed tertiary studies and gained a more global view. 	<ul style="list-style-type: none"> • Economically mixed socio-economic rural area of eastern Ross Shire (on the mainland), however the community is concerned about the lack of learning and employment opportunities for young people who are in need of additional support in their transition (16 plus). The town of Tain has a population of 4,500. • Started with a school led program (Digit) – which brought vulnerable and “at risk” students together in an informal and intimate learning group (sensitive to individual learning styles) – emotional support, peer bonding. • Was unable to effectively deal with 16 plus transition issues until it found a nurturing venue of work based learning. There was a lack of such opportunities in the local economy. • After the students participated in a Social Enterprise in Education program, they made a range of products that were sold at community events. • With community support (church, local government and business), the Made in Tain shop was opened in the main-street. • The Digit students are now able to access work experience opportunities in a supportive environment. • The 16+ learning provision to these young people is primarily occurring in a social enterprise and community based setting. The role of school teachers and personal support staff has been vital.

6. Broadband is Coming to Mull!!

The Mull and Iona Community Trust has brought together stakeholders to consider how the economy of the island can best benefit from both the establishment of broadband (by British Telecom) and the further use of this development. They see opportunities for employment and pathways in both phases. The interesting perspective for young people is how broadband could:

- Offer training and employment as the broadband is “laid”
- Generate trading opportunities that could create local jobs (using the internet)
- Advance the creative industries which are particularly attractive to young workers and entrepreneurs.

One logical step is for the social enterprise and the school (and the local campus of the Further Education college) to discuss how they may prepare young people to take-up such opportunities – enterprise education, research taken by other communities, building upon the schools current commitment to “Community Radio”, and the skill development that goes with that project.

7. My World of Work – Scottish Web Service on Careers

www.myworldofwork.co.uk serving rural/remote communities and schools.

This is the interactive career development web portal provided by Skills Development Scotland that seeks to help people develop their career management skills. There is a high take-up of registrations across the Highlands and Islands, particularly in schools and youth services where assistance/coaching is available.

At the consultation in Inverness, the current SDS officer responsible for the development of the website made the following comments.

- It is available to all who are digitally aware and literate and/or who have support/coaching on the ground. Nearly all schools in rural/remote Scotland have broadband and mobile coverage is good.
- It has great tools for teachers and students including “virtual” connections with employers from afar – live web chat and telephone connection.
- In rural remote areas, we note 80 – 90% of users have used the vehicle more than once – but our registration process is “loose” and it is therefore difficult to track users.
- We are about to ask media students across rural remote Scotland to “pitch a proposal” to work a film/video clip about careers in their community, and then publish it on the web site. This will improve the buy-in of young people from such communities to the website.
- It cannot replace face-to-face career advice, but it does enable conversations to take place between the important partners – young people, teachers, employers, parents etc.
- It is too big – a little daunting (6,000 pages) and needs editing.

Please also note the following Digital/IT mechanism from the My World of Work web service that is particularly helpful to teenagers in rural/remote schools to interact with employers from regional centres and cities.

World of Work Webs – an initiative that links schools in both urban and rural communities to industry, and a full range of employers. The idea is that a monthly program of engagement activity – e.g. employer panel and live audience interaction is beamed across the schools network using Scottish schools intranet “GLOW”. This allows students from all areas to access the facility and to interact directly with the employer panel and audience via email, IM etc. The program is published in advance to allow students to take part and students can nominate from their own home page. School curriculum is collapsed in some areas on the days of the sessions to allow participation. This concept is currently in its early stages and there are some early adapters e.g. Aberdeen City Council and some areas of Highlands and Islands. Partners can work together to develop the program and sometimes Career Coaches from Skills Development Scotland are part of the panel.

<http://www.educationscotland.gov.uk/usingglowandict/>

<http://www.educationscotland.gov.uk/search/?strSearchText=world+of+work+wednesday&strSubmit=true>

Additional References – Scotland

1. Social Enterprise Academy – Social Enterprise in Education initiative
www.theacademy-ssea.org
2. Young Enterprise Scotland – some examples of young people in rural school setting up business projects whilst at school
www.yes.org.uk/what-we-do.htm
3. Skills Development Scotland www.skillsdevelopmentscotland.co.uk
4. Certificate of Work Readiness – work based accredited learning – involving significant work experience and modular study – see SDS site.

8. Career and Transition Support in Rural/Remote Communities – Canada Update

Unfortunately, I have not been as successful in gaining relevant information and insights from Canada – I had more time in Scotland and I received some valuable assistance from both Skills Development Scotland and the Scottish County/Social Enterprise movement. However, I have been able to acquire some further Canadian leads from my contact (Life Development Group – a nationwide consultancy for career development that has long term experience in working with First Nation communities). I am hoping that they will provide me with information that I can include in the additional resource material that I am proposing are for the 2014 Transition Advisor Training (to Sue by September 2).

The following points are derived from my conversation (whilst in Canada) with Life Development Group. They are helpful insights, but need to be further supplemented by responses from the “new” leads.

- The most significant investment in providing career development opportunities for young people in rural and remote areas of Canada has been in First Nation communities and schools.

- The opportunities are dependent upon collaboration between the school and local business and most importantly with First Nation Economic/Community Development Agencies.
- These agencies run/sponsor businesses that employ First Nation people; often including a trading enterprise that provides services and products for business and government. However their efficiency, even their viability is often “stretched” by the need to balance economic productivity with their “social” role in offering employment to disadvantaged workers.
- There are attempts to develop an approach to work experience and even paid employment that resembles the “orbital economy”. Often young people want to stay in their community and remain close to their land. Hence efforts are made to offer work that is “drive-in/drive-out” by nature – the worker returning home to their community after some weeks away, and spending their income in their own disadvantaged community.
- A very different approach is taken by the Nunavut Sivuniksarut centre (based in Ottawa). This organisation offers a unique 8 month college program for Inuit youth who are likely to benefit from educational, training and career opportunities that will arise from Nunavut Land Claims Agreements. They learn about their history and culture, develop language skills (Inuktitut and English) and how to use computers. The depth of knowledge they acquire about themselves as Inuit has a transformative effect upon their pride in who they are. They also learn how to survive in a community distant from their home in the north of Canada. They are then supported to forge their future away from home, or to go back to their remote communities and play a key role in the social and economic development of their home community.
- Efforts have been made to build the capacity of local SMEs to provide quality work based learning for young people in Canada. Workshops have been tried, but attendance was low. Other options have been taken (see the table below).
- Some Work Experience programs reflect the “drive-in drive-out” culture – young people (in pairs or groups) may leave their community for a block of time and travel to a regional centre. However the challenge of enabling these young people to feel they belong (and not become homesick) is significant.

9. Some Further Ideas On These Two Challenges – “Thanks to Life Development Group”

<p>Creating a Sense of Belonging by First Nation Young People who travel afar for Work</p>	<p>Building the Capacity of SMEs to offer quality Work Based Learning</p>
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Based Learning	
<ul style="list-style-type: none"> • Involve the young people in work placement in a pair or small group – peer support. • Where possible, find hosts who are from aboriginal communities. • Ask the young people and their home community to agree that upon their return home, the young people will report back to their family/elders on how to make future excursions more successful – add a community task to the work experience excursion, so the home community becomes a real stakeholder in the process. This may help the young people to feel more accountable to their home community and help them “last the distance”. • Create twin placements between an enterprise in the home community and an enterprise in the distant centre/city. Local Government and First Nation Agencies can play a key role in nurturing such relationships. 	<ul style="list-style-type: none"> • Engage small business owners/managers in community leadership programs. This can be a means to skill the SMEs owner/manager. Integrate into the leadership program, sessions on coaching/developing young people, including when they are participating in work based learning. Overcome the deficit model!! – SMEs are proud people and will be attracted to the idea of community leadership. • Explain to SMEs how important they really are – how young people see them as the most valuable source of career information. • Wherever possible, share the load and learning between SMEs and larger enterprises e.g. supply chains. • SMEs are often strong on customer service, but less competent in supervision and coaching – larger enterprises can help regarding the induction of workers and students on placement.

10. Update Re The Teaching and Learning Toolkit (Durham University)

“This toolkit was created because in a world where there is of greater devolution of power over resources to principals, there is a need to produce “**easy to digest**” information for school leaders on the best ways to spend those resources”.

Is this not the context in NSW?

The Toolkit is a resource for school leaders who seek to boost the attainment of disadvantaged students – generally attending low SES schools. It presents a range of approaches that may be taken by the school. They are listed in a chart that illustrates their cost efficiency and impact.

Easy to Digest Means

- Designed for school leaders who have power over resources, and not written for policy makers – made accessible and easy to read. 50% of UK principals have indicated that they have used the toolkit to aid their decision making.
- It is presented as a table of information about alternative approaches, rather than as a checklist of the most worthy/successful interactions – they now place the list in alphabetical order to reduce any chance of people interpreting the list as “the top 20” i.e. 1 - 20.

- The three headings of the toolkit relate directly to the concerns of the practitioner and school leader.
 1. Cost effectiveness of that approach (Cost Estimates)
 2. How much evidence do we have for this intention (Evidence Estimate)
 3. How much progress do the students make from the intervention e.g. additional months of progress by students over the average pupil progress for that year used as a benchmark (Average Impact).
- The purpose of the toolkit is to give the practitioner greater control over professional decisions and combat temporary and/or partisan policy intervention – give the practitioner evidence to inform and defend their decision making.
- One limitation of the toolkit is that it is very teacher and school centred, and does not incorporate/take into account, external or even partnership approaches e.g. employer engagement to boost attainment.
- Another limitation is that it does not consider the wider learning outcomes of secondary students (other than educational attainment) e.g. emotional wellbeing, employability.

How Does a Particular Approach get on the List?

- Teachers in low SES schools state what they do, they listen and note.
- Approaches, ideas that they know that government is thinking of doing, whether they agree or not agree are considered.
- What organisational partners may tell the Endowment Fund and Durham University.
- Written case studies and documentation (policy and strategy).
- Limitation – not very systemic and ignoring external factors/approaches.
- Limitation – English speaking examples tend to be used.

How Do They Research a Given Approach?

- Require a decent size or scale of activity so local influences cannot distort the truth.
- Conduct an advocacy trial – deliberately held in fairly ideal conditions.
- Have a range of case studies – a wide range of applications.
- Use a cluster analysis – which helps them to take into account local conditions.
- Use a wedge or cohort of students over 3 years; students “benefiting” from that particular approach.
- Use of companion group and randomised control groups.

Likely Future Developments

- Incorporate External and Partnership Approaches.

- External application to 5 – 18, not just 5 – 16. This is likely to further encourage them to test external/partnership approaches e.g. employer engagement.

Invitation to DEC

Durham University are keen to research Australian approaches to raising attainment in low SES schools, and then consider those approaches for either, adding to the list, or reviewing the scores of those approaches currently listed etc. The “scoresheet” of the toolkit is consistently under review. Please find attached the most recent version.

I have told Durham University of DEC’s interest in the toolkit. If you wish to discuss the application of the toolkit to NSW, I will put you in contact with the two key people Robbie Coleman (Endowment Foundation) and Professor Steve Higgins (Education – Durham University). I believe that Social Ventures may be bringing Robbie Coleman to Australia in October 2014!

Attachment 1

THE TEACHING AND LEARNING TOOLKIT

Please find attached introductory materials to the Teaching and Learning Toolkit that has been developed by Durham University, and on behalf of the Sutton Trust and used by the Education Endowment Foundation to inform their funding decisions -: in particular deciding on approaches /interventions that will raise attainment in disadvantaged schools. If you seek further information about the Foundation please email Robbie Coleman, (Robbie.Coleman@eefoundation.org.uk) or go to the website: (www.educationendowmentfoundation.org.uk) If you seek further information about the toolkit, please come back to me as I am currently developing a communication channel with the team of academics who produced the kit (they were on holidays in August when I was in the UK).

THE EDUCATION ENDOWMENT FOUNDATION

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

They aim to raise the attainment of children facing disadvantage by:

- Identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;

- Evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale;

- Encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

For more information about interventions currently being funded by the EEF or for information about applying for EEF funding, please see the Projects and Apply for Funding pages on the website.

They share evidence by providing independent and accessible information through the Sutton Trust-EEF Teaching and Learning Toolkit, summarising educational research from the UK and around the world. This Toolkit provides guidance for teachers and schools on how best to use their resources to improve the attainment of pupils.

Founded by the education charity, the Sutton Trust, as lead charity in partnership with Impetus Trust, the EEF is funded by a £125m grant from the Department of Education. With investment and fundraising income, the EEF intends to award as much as £200m over the 15-year life of the Foundation.

If you have any questions about the EEF, please contact them on:
(<http://www.educationendowmentfoundation.org.uk/contact/>).

About the Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

The Toolkit is a live resource which will be updated on a regular basis as findings from EEF-funded [projects](#) and other high-quality research become available. In addition, we would welcome suggestions for topics to be included in future editions. If you have a topic suggestion, or any other comments or questions about the Toolkit, please contact Robbie Coleman at robbie.coleman@eefoundation.org.uk.

Why is research useful?

We know that the relationship between spending and pupil outcomes is not simple. Between 1997 and 2011 per pupil spending increased by 85% but over this period improvements in pupil outcomes were marginal on most measures. At school level, it is clear that different ways of spending school budgets can have very different impacts on pupil attainment, and choosing what to prioritise is not easy. Even once a decision to implement a particular strategy has been taken there are a wide variety of factors which determine its impact. We believe that educational research can help schools get the maximum “educational bang for their buck”, both in terms of making an initial choice between strategies, and in implementing a strategy as effectively as possible.

One particular spending decision which research can inform is how to spend the Pupil Premium. Introduced in 2010, the aim of the Pupil Premium is to raise achievement among disadvantaged children. It provides additional funding to schools for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from wealthier families. In 2013-14 the Pupil Premium is worth £1,300 per eligible child in secondary schools and £900 per eligible child in secondary school. If the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money are of vital importance.

A range of approaches were selected for analysis and inclusion in the Toolkit, based on: *i)* approaches commonly mentioned in connection with education policy, *ii)* suggestions from schools, and *iii)* approaches with a strong evidence of effectiveness not covered by either previous criterion.

Average impact

Average impact is estimated in terms of additional months progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark.

(<http://educationendowmentfoundation.org.uk/projects>)projects

For example, research summarised in the Toolkit shows that improving the quality feedback provided to pupils has an average impact of eight months. This means that pupils in a class where high quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of pupils which were performing at the same level at the start of the year. At the end of the year the average pupil in a class of 25 pupils in the feedback group would now be equivalent to the 6th best pupil in the control class having made 20 months progress over the year, compared to an average of 12 months in the other class.

These estimations are based on 'effect sizes' reported in British and international comparative data (see table below). Effect sizes are quantitative measures of the impact of different approaches on learning. The Toolkit prioritises systematic reviews of research and quantitative syntheses of data such as meta-analyses of experimental studies. To be included in the analysis an approach needed to have some quantifiable evidence base for comparison. For more information about the Toolkit's methodology please view the Toolkit's [Technical Appendices](#).

Most approaches included in the Toolkit tend to have very similar average impacts on pupils with different characteristics. However, where the research summarised suggests that an approach has a different average impact on the learning pupils from disadvantaged backgrounds compared to the learning of their peers, the Toolkit's 'headline' average impact figure refers to the former.

Months' Progress	Effective Size From...	...to	Description
0	-0.01	0.01	Very Low or no effect
1	0.02	0.09	Low
2	0.10	0.18	Low
3	0.19	0.26	Moderate
4	0.27	0.35	Moderate
5	0.36	0.44	Moderate
6	0.45	0.52	High
7	0.53	0.61	High
8	0.62	0.69	High
9	0.70	0.78	Very High
10	0.79	0.87	Very High
11	0.88	0.95	Very High
12	0.96	>1.0	Very High

(<http://educationendowmentfoundation.org.uk/projects>)projects

Cost

Cost estimations are based on the approximate cost of implementing an approach in a class of twenty five pupils. Where the approach does not require an additional resource, estimates are based on the cost of training or professional development which may be required. For more information about the Toolkit's methodology please view the Toolkit's [Technical Appendices](#).

Cost	Description
£	<i>Very low:</i> up to about £2,000 per year per class of 25 pupils, or less than £80 per pupil per year.
£ £	<i>Low:</i> £2,001-£5,000 per year per class of 25 pupils, or up to about £170 per pupil per year.
£ £ £	<i>Moderate:</i> £5,001 to £18,000 per year per class of 25 pupils, or up to about £700 per pupil per year.
£ £ £ £	<i>High:</i> £18,001 to £30,000 per year per class of 25 pupils, or up to £1,200 per pupil.
£ £ £ £ £	<i>Very High:</i> over £30,000 per year per class of 25 pupils, or over £1,200 per pupil. By 2014/5, the Pupil Premium is projected to rise to approximately £1,200 per pupil.

Evidence

Evidence estimates are based on: the availability of evidence (i.e. the number of systematic reviews or meta-analyses and the quantity of primary studies which they synthesise); the methodological quality of the primary evidence; the magnitude of the impact (in terms of effect size); and the reliability or consistency of this impact across the studies reviewed. For more information about the Toolkit's methodology please view the Toolkit's [Technical Appendices](#).

Rating	Description
★	<i>Very limited:</i> Quantitative evidence of impact from single studies, but with effect size data reported or calculable. No systematic reviews with quantitative data or meta-analyses located.
★★	<i>Limited:</i> At least one meta-analysis or systematic review with quantitative evidence of impact on attainment or cognitive or curriculum outcome measures.
★★★	<i>Moderate:</i> Two or more rigorous meta-analyses of experimental studies of school age students with cognitive or curriculum outcome measures.
★★★★	<i>Extensive:</i> Three or more meta-analyses from well controlled experiments mainly undertaken in schools using pupil attainment data with some exploration of causes of any identified heterogeneity.
★★★★★	<i>Very Extensive:</i> Consistent high quality evidence from at least five robust and recent meta-analyses where the majority of the included studies have good ecological validity and where the outcome measures include curriculum measures or standardised tests in school subject areas.

(<http://educationendowmentfoundation.org.uk/projects>)projects

Notes on the February 2014 Update

Major updates made to the Toolkit in February 2014 include:

- The addition of one new topic: **Oral language interventions**.
- The inclusion of findings from EEF projects into five strands: **Feedback, One to one tuition, Small Group tuition, Summer schools and Teaching assistants**.
- Updated entries for **Reducing Class Size** and **Teaching assistants**.
- A new **Programmes** layer, highlighting programmes related to the Toolkit which have been evaluated by the EEF or others.

Who wrote the Toolkit?

The Toolkit was originally commissioned by the **Sutton Trust** and produced as the '*Pupil Premium Toolkit*' by Durham University in May 2011. The Sutton Trust-EEF Teaching and Learning Toolkit has been developed from this initial analysis, since the Education Endowment Foundation's launch in 2011.

The Toolkit is written by Professor Steve Higgins, Maria Katsipataki and Dr Dimitra Kokotsaki (School of Education, Durham University), Professor Rob Coe (CEM Centre, Durham University), Dr Lee Elliot Major (The Sutton Trust) and Robbie Coleman (Education Endowment Foundation).

Full reference: Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation.

(<http://educationendowmentfoundation.org.uk/projects>)projects

Toolkit Approach	Cost	Evidence	Time
Feedback	£££££	★★★★☆	+8 months
Meta-cognition and self-regulation	£££££	★★★★☆	+8 months
Peer tutoring	£££££	★★★★☆	+6 months
Early years intervention	£££££	★★★★☆	+6 months
One to one tuition	£££££	★★★★☆	+5 months
Homework (Secondary)	£££££	★★★★☆	+5 months
Collaborative learning	£££££	★★★★☆	+5 months
Mastery learning	£££££	★★★★☆	+5 months
Phonics	£££££	★★★★☆	+4 months
Small group tuition	£££££	★★★☆☆	+4 months
Behaviour interventions	£££££	★★★★☆	+4 months
Digital technology	£££££	★★★★☆	+4 months
Social and emotional learning	£££££	★★★★☆	+4 months
Parental involvement	£££££	★★★★☆	+3 months
Reducing class size	£££££	★★★★☆	+3 months

Outdoor adventure learning	£ £ £ £ £	★★★☆☆	+3 months
Sports participation	£ £ £ £ £	★★★☆☆	+2 months
Arts participation	£ £ £ £ £	★★★☆☆	+2 months
Extended school time	£ £ £ £ £	★★★☆☆	+2 months
Individualised instruction	£ £ £ £ £	★★★☆☆	+2 months
After school programmes	£ £ £ £ £	★★★☆☆	+2 months
Learning styles	£ £ £ £ £	★★★☆☆	+2 months
Mentoring	£ £ £ £ £	★★★☆☆	+1 month
Homework (Primary)	£ £ £ £ £	★★★☆☆	+1 month
Teaching assistants	£ £ £ £ £	★★★☆☆	0 months
Performance pay	£ £ £ £ £	★☆☆☆☆	0 months
Aspiration interventions	£ £ £ £ £	★☆☆☆☆	0 months
Block scheduling	£ £ £ £ £	★★★☆☆	0 months
School uniform	£ £ £ £ £	★☆☆☆☆	0 months
Physical environment	£ £ £ £ £	★☆☆☆☆	0 months
Ability grouping	£ £ £ £ £	★★★☆☆	-1 month
Repeating a year	£ £ £ £ £	★★★☆☆	-4 months