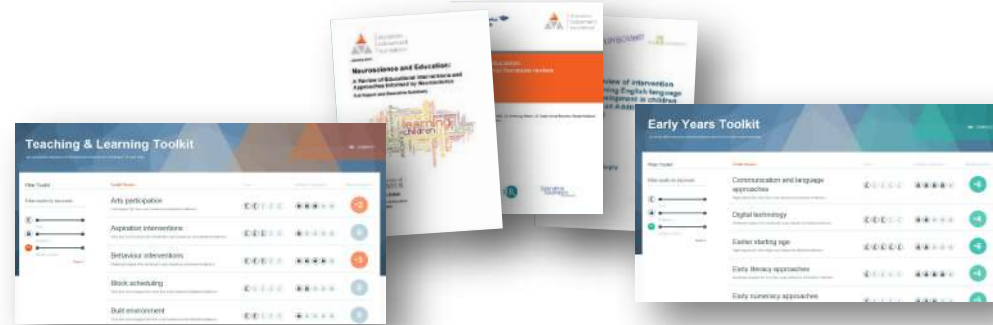


# The Education Endowment Foundation (EEF): Evidence use in England

La recherche expérimentale au service de l'éducation



- Sudden increase in school autonomy
- Very few studies with rigorous methodologies for measuring efficacy (fewer than 5 RCTs)
- Most research only available in academic journals
- Scepticism on whether randomised controlled trials are possible – “Schools will never agree to be randomised”

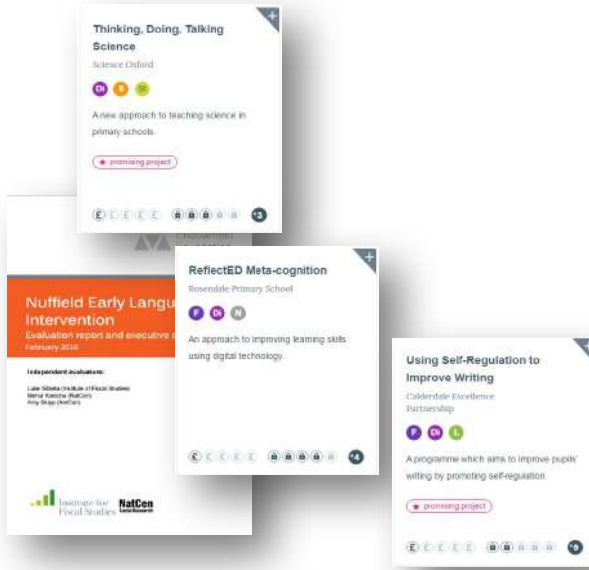


Synthesis



Generation

Mobilisation



**Not enough evidence?**

## Our approach – evidence generation

### We fund ideas that:

- Focus on raising outcomes to narrow the poverty related attainment gap
- Build on existing evidence or widespread practice
- Examples include: financial incentives, parental engagement approaches, breakfast provision

### We favour stringent trial conditions:

- Randomised Controlled Trials (RCTs) or QEDs
- Use process evaluations to understand “how” and “why” as well as “what” works.
- Independence (separation of developers and evaluators)
- All reports published in plain language

#### Efficacy Trial: Completed

### Nuffield Early Language Intervention

University College London and ICAN

Improving spoken language skills in young children around the time that they start school

**+4** Additional months progress  
Under best possible conditions

Cost £ £ £ £ £

Evidence 

#### Efficacy Trial: Completed

### URLEY (Using Research Tools to Improve Language in the Early Years)

University of Oxford, UCL, and A+ Education

Professional development and mentoring for early years practitioners

**-1** Additional months progress  
Under best possible conditions

Cost £ £ £ £ £

Evidence 

## Our approach – evidence generation



Lots of things don't work!






**Effectiveness Trial: Completed**

### Increasing Pupil Motivation

University of Bristol

0 Additional months progress  
Under everyday conditions

Cost £ £ £ £ £

Evidence     






**Efficacy Trial: Completed**

### Lesson Study

Edge Hill University

0 Additional months progress  
Under best possible conditions

Cost £ £ £ £ £

Evidence     






**Efficacy Trial: Completed**

### Teacher Observation

University of Bristol

0 Additional months progress  
Under best possible conditions

Cost £ £ £ £ £

Evidence     

**Limited access to the evidence  
that does exist?**



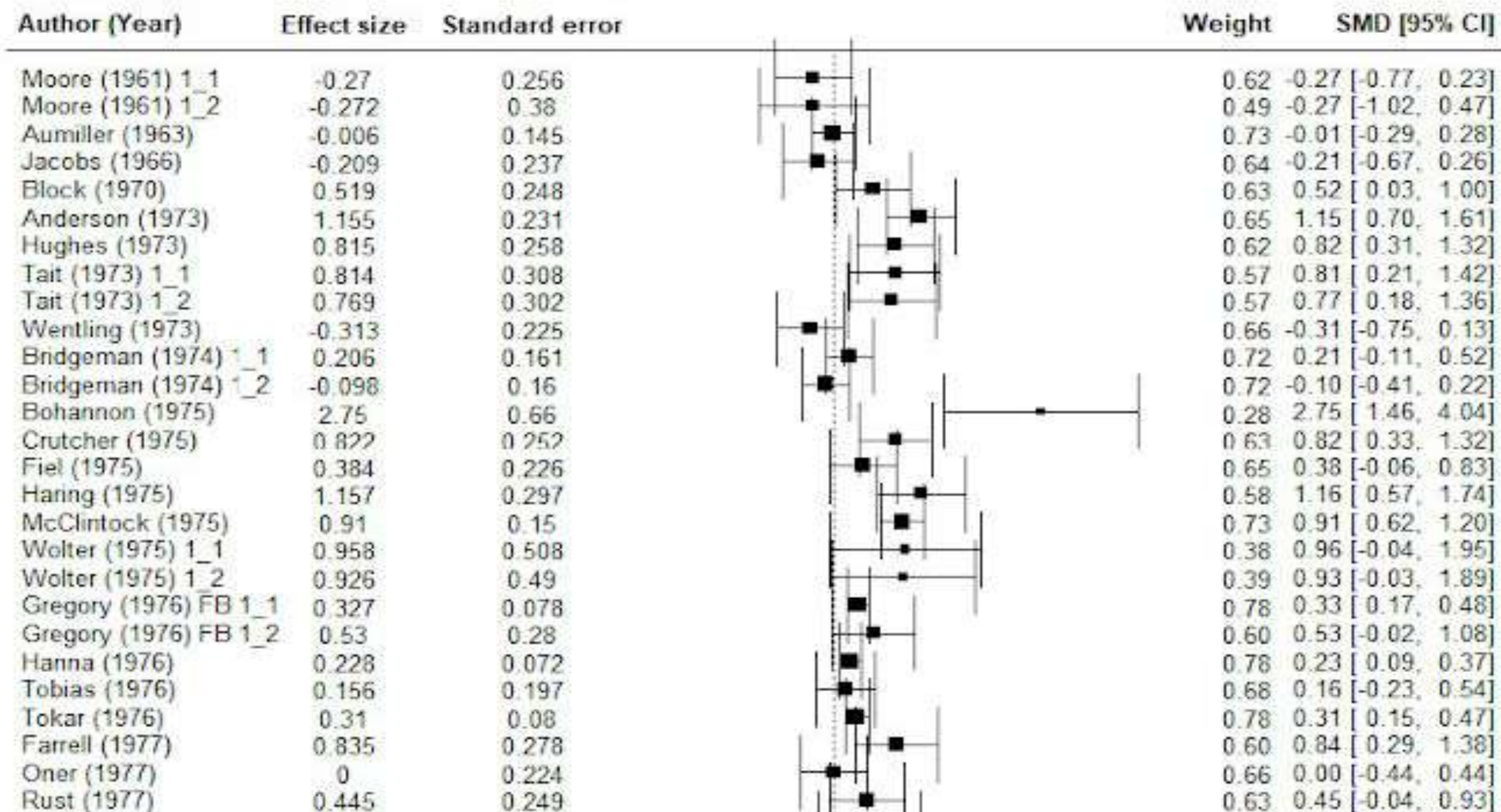
How do we summarise evidence in a way that is trustworthy, accessible and actionable?

**Risk 1: Only looking at some of the evidence leads to bias**

**Risk 2: Evidence can be hard to find or access**



## A comprehensive view of the evidence

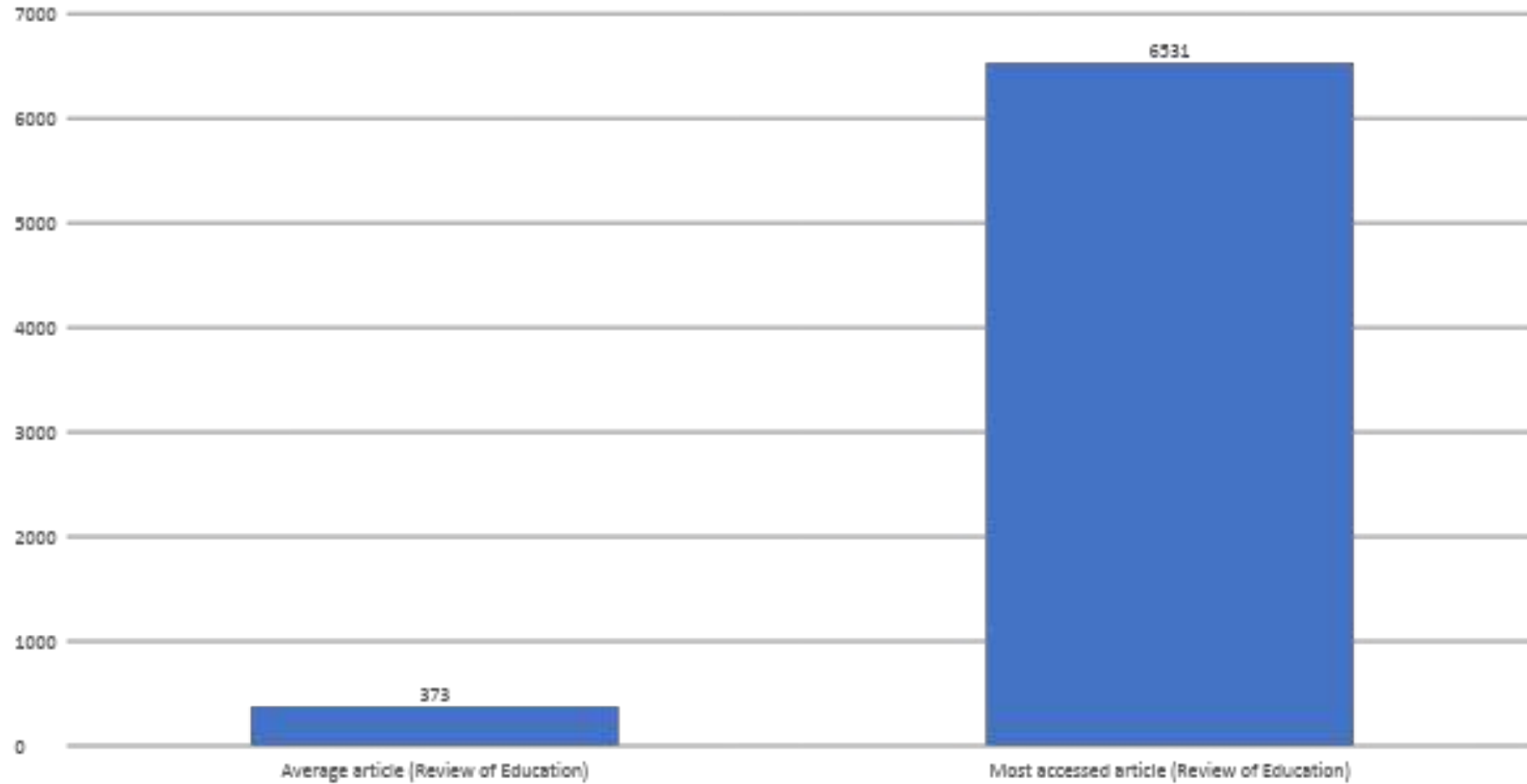


- **The Teaching and Learning Toolkit**

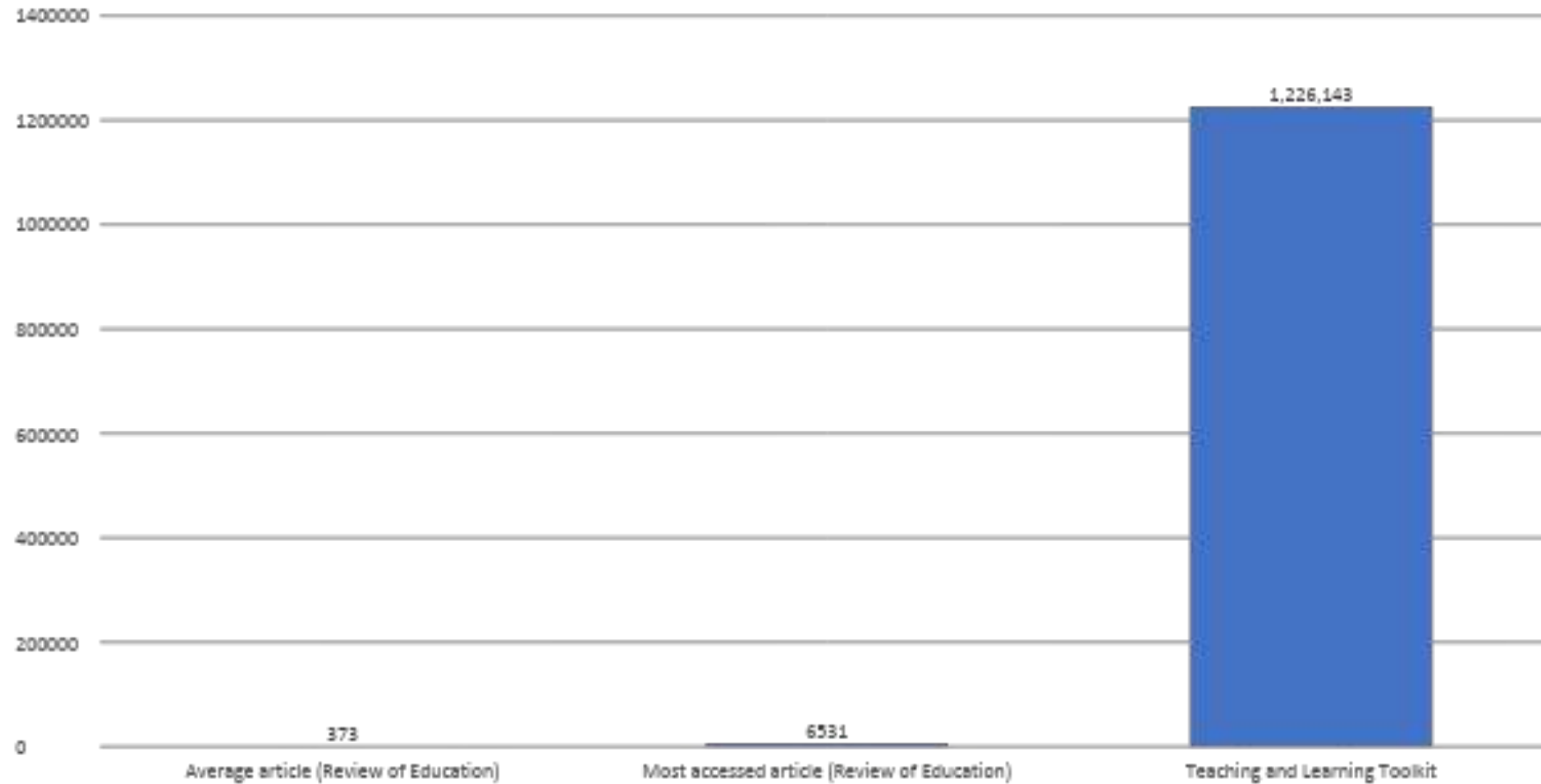
- An accessible summary of over 3600 studies, regularly updated with the latest evidence
- Summarising impact, security and cost of 30 different approaches
- Not a step-by-step recipe for impact but a useful reference point to be combined with professional expertise

Toolkit Strands	Cost	Evidence	Impact
<b>Arts participation</b> Moderate impact for very low cost based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
<b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Extending school time</b> Moderate impact for moderate cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

# Are academic publications the pathway to impact?



# Are academic publications the pathway to impact?



**Building from the evidence**

### Feedback

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



### Metacognition and self-regulation

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



### One to one tuition

High impact for moderate cost based on moderate evidence.



### Repeating a year

Negative impact for very high cost based on limited evidence.



-3

### School uniform

Unclear impact for very low cost based on insufficient evidence.



-

### Setting and streaming

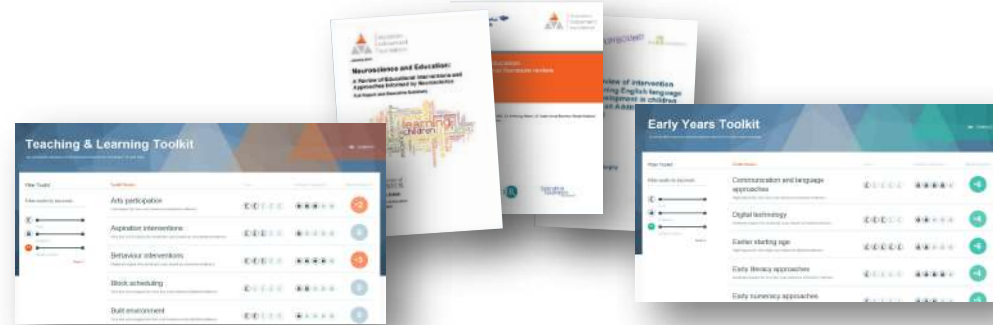
No impact for very low cost based on very limited evidence.



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# Linking between generation, synthesis and mobilisation

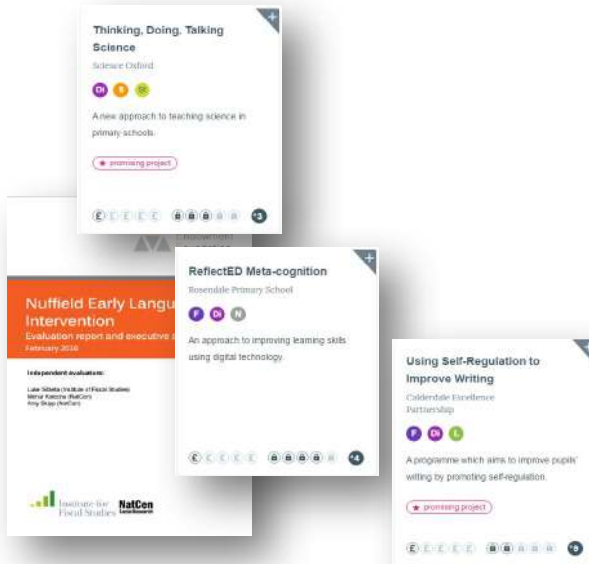


Synthesis



Generation

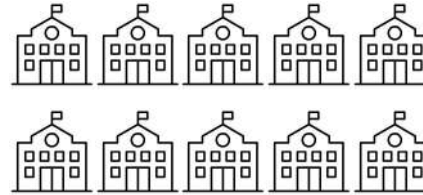
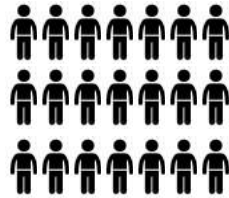
Mobilisation



# Key takeaways

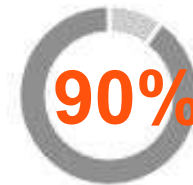
It is possible!

**1.7m**  
children  
involved in  
EEF projects



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

**70%** of senior  
leaders use EEF's  
Toolkit



of all primary schools  
found EEF resources  
useful during the  
pandemic

# A global movement?

