

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

La recherche expérimentale au service de l'éducation









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- 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"





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The Education Endowment Foundation





Synthesis



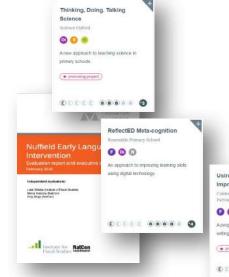
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Generation Mobilisation



















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

Additional months

Under best possible conditions

progress

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



Additional months progress

Under best possible conditions

Cost





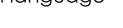


Evidence











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Cost

Evidence





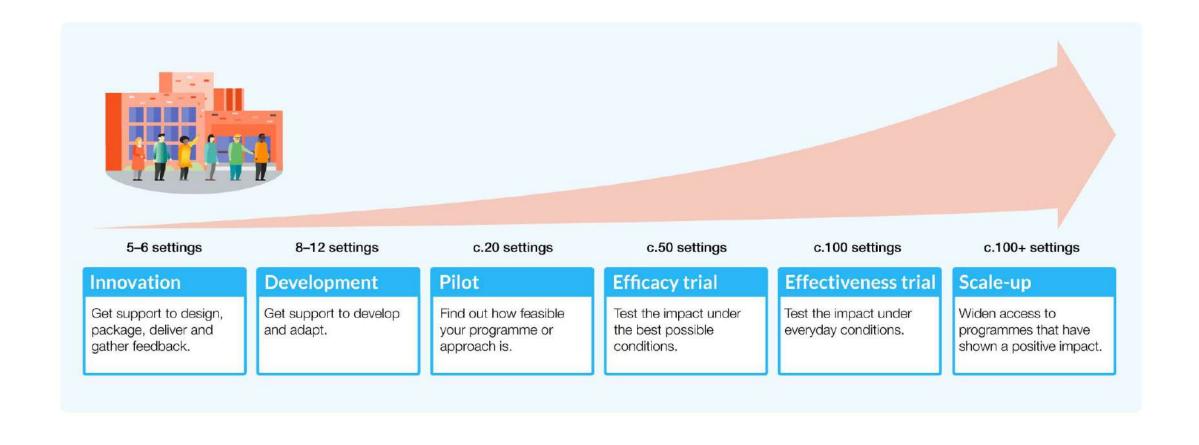
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Our approach – evidence generation





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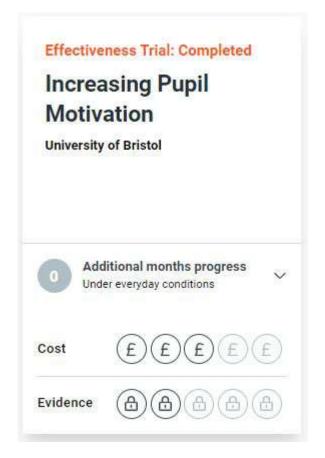


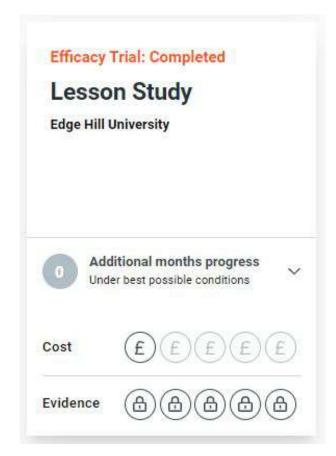


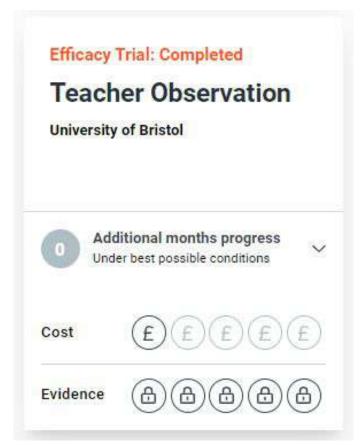


Lots of things don't work!



















Limited access to the evidence that does exist?

Evidence synthesis



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











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A comprehensive view of the evidence

Author (Year)	Effect size	Standard error	Weight	SMD [95% CI]
Moore (1961) 1_1	-0.27	0.256	0.62	-0.27 [-0.77, 0.23]
Moore (1961) 1_2	-0.272	0.38	0.49	-0.27 [-1.02, 0.47]
Aumiller (1963)	-0.006	0.145	0.73	-0.01 [-0.29, 0.28]
Jacobs (1966)	-0.209	0.237	0.64	-0.21 [-0.67, 0.26]
Block (1970)	0.519	0.248	H 0.63	0.52 [0.03, 1.00]
Anderson (1973)	1.155	0.231	0.65	1.15 [0.70, 1.61]
Hughes (1973)	0.815	0.258	0.62	0.82 [0.31, 1.32]
Tait (1973) 1 1	0.814	0.308	■ 1 0.57	0.81 [0.21, 1.42]
Tait (1973) 1 2	0.769	0.302	0.57	0.77 [0.18, 1.36]
Wentling (1973)	-0.313	0.225	0.66	-0.31 [-0.75, 0.13]
Bridgeman (1974) 1 1	0.206	0.161	0.72	0.21 [-0.11, 0.52]
Bridgeman (1974) 1 2		0.16	0.72	-0.10 [-0.41, 0.22]
Bohannon (1975)	2.75	0.66	0.28	2.75 [1.46, 4.04]
Crutcher (1975)	0.822	0 252	0.63	0.82 [0.33, 1.32]
Fiel (1975)	0.384	0.226	0.65	0.38 [-0.06, 0.83]
Haring (1975)	1.157	0.297	0.58	1.16 [0.57, 1.74]
McClintock (1975)	0.91	0.15	0.73	0.91 [0.62, 1.20]
Wolter (1975) 1_1	0.958	0.508	0.38	0.96 [-0.04, 1.95]
Wolter (1975) 1 2	0.926	0.49	0.39	0.93 [-0.03, 1.89]
Gregory (1976) FB 1_1	0.327	0.078	0.78	0.33 [0.17, 0.48]
Gregory (1976) FB 1 2	0.53	0.28	0.60	0.53 [-0.02, 1.08]
Hanna (1976)	0.228	0.072	0.78	0.23 [0.09, 0.37]
Tobias (1976)	0.156	0.197	0.68	0.16 [-0.23, 0.54]
Tokar (1976)	0.31	0.08	0.78	0.31 [0.15, 0.47]
Farrell (1977)	0.835	0.278	0.60	0.84 [0.29, 1.38]
Oner (1977)	0	0.224	0.66	0.00 [-0.44, 0.44]
Rust (1977)	0.445	0.249	0.63	0.45 [-0.04, 0.93]

Our approach: Evidence Synthesis



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 1=	Evidence 🚉	Impact ↓□
Arts participation Moderate impact for very low cost based on moderate evidence	E E E E	aaaa	+3
Aspiration interventions Unclear impact for very low cost based on insufficient evidence	££££	AAAA	
Behaviour interventions Moderate impact for low cost based on limited evidence	£ £ £ £	AAAA	+4
Collaborative learning approaches High impact for very low cost based on limited evidence	£££££	AAAAA	+5
Extending school time Moderate impact for moderate cost based on limited evidence	££££	AAAA	+3





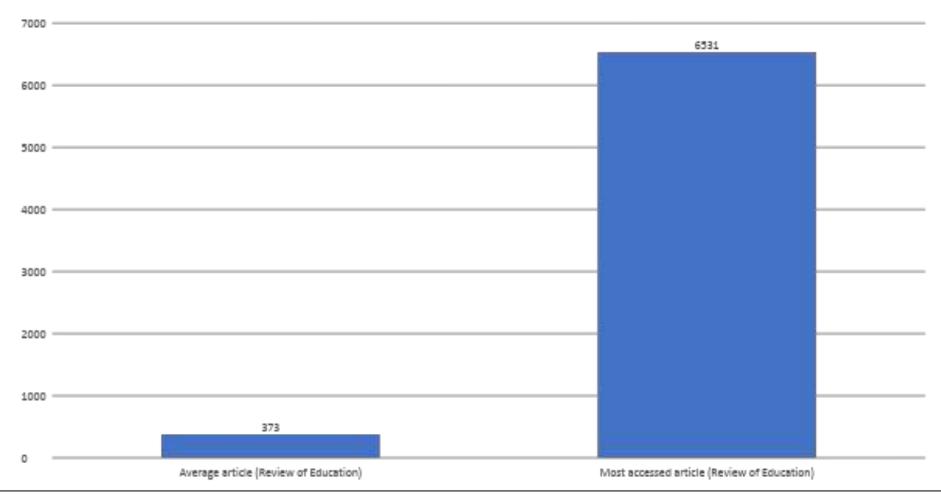






Are academic publications the pathway to impact?











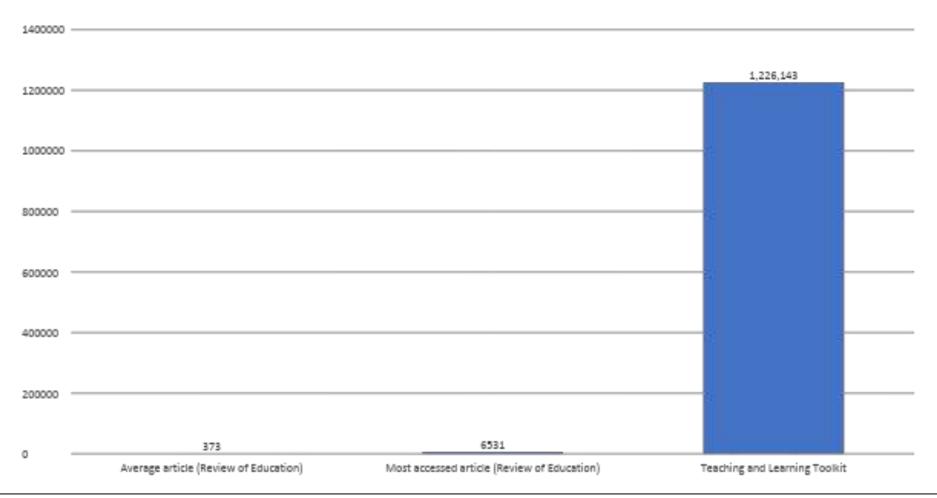


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Are academic publications the pathway to impact?













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Building from the evidence



Feedback

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

















Metacognition and selfregulation

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.







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

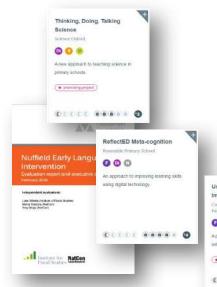
Generation



Mobilisation







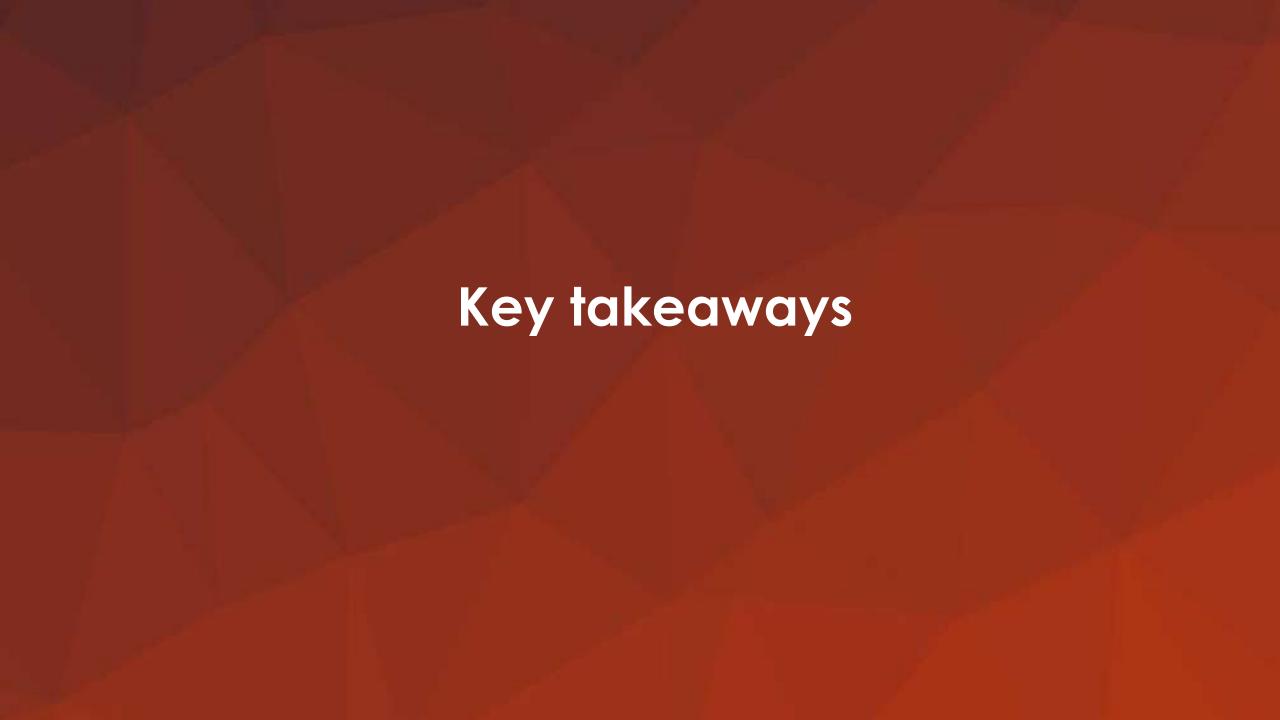












It is possible!



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



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of all primary schools found EEF resources useful during the pandemic





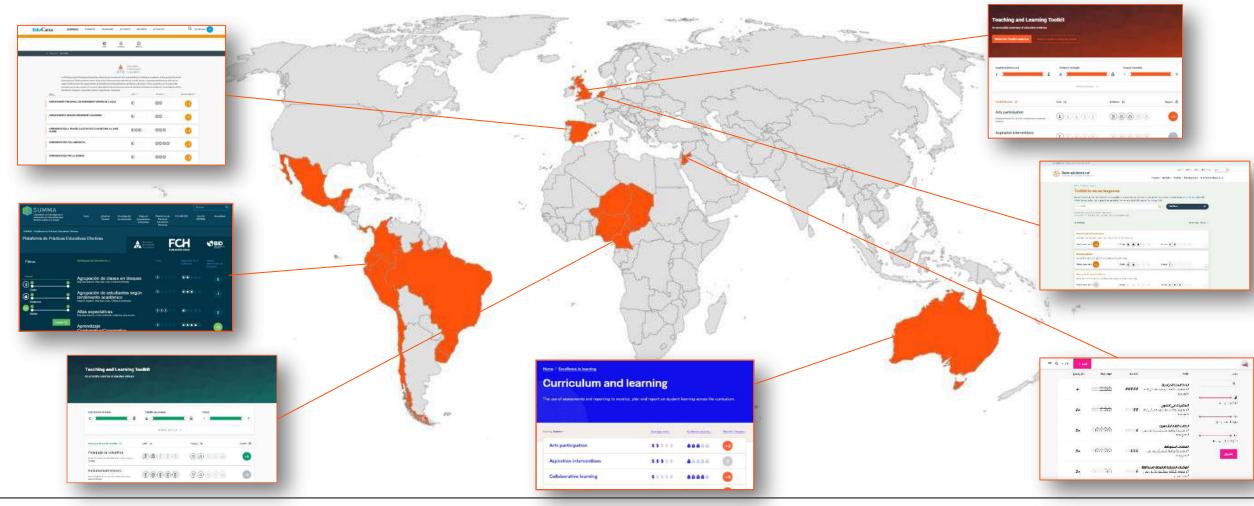






A global movement?









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