

# EEF News Alert

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## **UPDATED: "Do you know which school in the country is most like yours...?"**

The EEF's Families of Schools database has just been fully updated to include the latest 2019 data for both primary and secondary schools. This free online tool:

- provides key data on the attainment of your school's disadvantaged pupils;
- shows your school's position within a 'family' of 50 schools which have pupils with similar characteristics; and
- highlights schools to collaborate with and key EEF resources to support your school's improvement journey.

**CLICK HERE to take a look at our 'Families of Schools' database**

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## **EEF Blog: Reading aloud with your class – what does the research say?**

*'The sheer delight in sharing wonderful texts with students must not be undervalued,'* writes **Megan Dixon**, as she looks at the underpinning research and how we hope the EEF's Story Time Trial will contribute to the evidence base...

**READ Megan's blog here**

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## **School Choices: New EEF research to find out what works at Key Stage 4, two or three years of study?**

Many schools are now starting Key Stage 4 in Year 9 so they operate a three-year KS4. This might allow more time for pupils to cover GCSE content, but there is a concern that it narrows the curriculum too early.

This new EEF project will seek to understand the impact of these different choices on GCSE outcomes and the breadth of curriculum offered by schools.

[Find out more - CLICK HERE](#)

**Four other EEF grants have been announced**, three of them focusing on improving maths outcomes for pupils, spanning the early years through to primary and secondary school. [READ MORE...](#)

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### **Get involved! 13 EEF-funded projects are currently recruiting**

We currently have opportunities to take part in EEF trials of high-potential projects across Early Years and Key Stages 1-5:

- **Early Years:** [TEEM UP](#); [Reception Jigsaw](#); [Maths Champions](#); [Flexible Phonics](#).
- **Primary (Key Stages 1 and 2):** [TEEM UP](#); [Headsprout Early Reading](#) (Special Schools); [Children's University](#); [Research into Teacher Training](#).
- **Secondary (Key Stages 3, 4 and 5):** [SEND Review](#); [KEEP Teaching](#); [International School Exchanges](#); [Embedding Formative Assessment](#); [MyTutor Schools Programme](#); [What works at Key Stage 4, two or three years of study?](#)

[CLICK HERE to browse all 13 projects currently recruiting](#)

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### **Latest EEF reports: independent evaluations of three EEF-funded projects published**

The first two are randomised controlled trials (RCTs) of early years programmes:

- [Peep Learning Together Programme](#): 139 nursery settings and 1,447 families took part in a trial of Peep-LTS, a programme aiming to improve parenting skills and the quality of the home learning environment in the early years (ages 3 to 4). [READ MORE...](#)
- [URLEY \(Using Research Tools to Improve Language in the Early Years\)](#): 120 primary schools from the West Midlands, Liverpool and Manchester took part in this trial involving 1,978 children (ages 3 to 5). [READ MORE...](#)

In addition, the EEF has published the independent pilot report of:

- [Deeper Thinking](#): 12 schools in the North East and North Yorkshire took part in this programme aiming to improve outcomes in GCSE science by teaching Year 10 pupils to use a variety of metacognitive strategies. [READ MORE...](#)

All evaluations of EEF-funded projects are available to read [HERE](#)

'[Statement on statistical significance and uncertainty of impact estimates for EEF evaluations](#)' - just published by the EEF, this statement explains why we will no longer describe our evaluation findings as statistically significant or not, plus 7 principles for discussing uncertainty. [READ MORE...](#)

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### EEF in TES: Edu-research | Peer assessment

- [Is education research making a difference?](#) – '*Our system is more evidence-rich than a decade ago. But leaders face a clear choice about the ways in which they use it,*' writes our chief executive, Prof. **Becky Francis**.
  - [Peer assessment: how to get it right](#) – '*in my own classroom experience, peer assessment became a valuable strategy,*' writes EEF national content manager, **Alex Quigley**.
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### Coming soon: Special Educational Needs in Mainstream Schools...

Our 15th guidance report, focusing on SEN and relevant to both primary and secondary schools, will be published on 20th March.

[CLICK HERE](#) to access all the EEF's guidance reports

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### Supporting schools: Latest EEF initiatives providing resources, training and partnership

- [New Research Schools appointed](#): Two schools in Cumbria – Cockermouth School and West Lakes Academy – have won funding to boost the quality of teaching in the region through direct support for local schools. [READ MORE...](#)
- [EEFective Kent](#): The EEF and Kent County Council have joined forces for a three-year project supporting the implementation of evidence-based approaches and interventions in Kent. [READ MORE...](#)

Find out what Research School events are happening near you [HERE](#)

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## VACANCY: Communications & Media Officer

We're looking for a great writer and communicator to strengthen the EEF's capacity to promote our work to key audiences, primarily teachers and senior leaders educating 3-18 year-olds. **Deadline:** 9 March 2020.

**For further details and to apply [CLICK HERE](#)**

## Suggested reading: 7 new reports worth a look

We regularly share reports via social media we think might be of interest. Here's a septet of the most recent:

**[Follow us on Twitter here](#)**

- ▶ 'Why evaluation is so important for Children's University' - "If we're not prepared to keep being evaluated, why are we doing it at all?" writes its chief executive, Helen O'Donnell.
- ▶ Science of Reading: The Podcast: A conversation with Tim Shanahan - recommended by Alex Quigley: "There is a focus on middle school (Key Stage 2 - Key Stage 3) and it includes vocab, fluency, comprehension strategies & more - really useful!"
- ▶ 'The effects of high-quality professional development on teachers and students' - High-quality CPD for teachers has a significant effect on pupils' learning outcomes, according to this new report by the Education Policy Institute commissioned by Wellcome.
- ▶ 'Key Stage 4 performance tables 2019: Four key points' - "School performance measures tend to reflect the composition of the pupil intake more so than the quality of teaching and learning," notes FFT Education Datalab's Dave Thomson.
- ▶ 'A systematic review of the evidence base for professional learning in early years education' - Sue Rogers, Chris Brown and Ximena Poblete explore which forms of early years professional development have a positive impact on children.
- ▶ 'Arts-Rich Schools' - The RSA visited arts-rich schools across the country to learn more about the strategies they have used to maintain a strong arts offer.
- ▶ 'Seven new insights into teacher autonomy' - "Autonomy over professional development goals has the greatest potential to increase job satisfaction and retention," according to this survey conducted by NFER and Teacher Development Trust.