

## Education Endowment Foundation publishes new evidence review and package of resources to help schools and parents make the most of learning at home.



The EEF has published a package of evidence-based resources, as well as an evidence review to help schools to support their pupils, particularly those from disadvantaged backgrounds, and make the most of remote learning opportunities to mitigate the potential impact of school closures on the attainment gap. This includes advice on creating a routine through a 'checklist' that breaks down the day into manageable tasks, like reading in a quiet space, practicing a maths skill and spending time on a creative hobby.

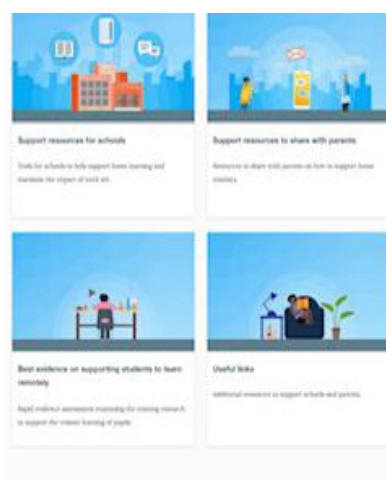
The EEF has also launched a fundraising campaign with the Sunday Times, to provide additional resources to schools in these challenging times.

**Professor Becky Francis, CEO of the Education Endowment Foundation, said:**

"Schools closures could have a potentially devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.

"While nothing can replace the individual relationships between a teacher and their pupils in the classroom, our evidence review shows that are some key steps that schools can make to make the most of the opportunity for online learning and the support the government is providing. One effective strategy is to encourage peer interaction between pupils. Another focuses on getting pupils to reflect on their learning and the progress they're making.

"Our new resources are part of a huge collective effort across the sector, which we hope will go some way to alleviate the impact of school closures on the most disadvantaged pupils. But in the long-term, we need to focus on how best to help pupils bounce back when schools open again. Catch-up teaching targeted especially at those who have fallen furthest behind during this period will be essential."



In response to the unprecedented closure of schools to most pupils, the EEF has produced a set of resources designed to be used by schools and parents/carers to support home learning. These are all based on the evidence-based recommendations of our [Guidance Reports](#).

For schools, there are helpful planning prompts and other practical tools. There are also useful resources for schools to share with parents who are looking to support their children's learning - from establishing home learning routines to shared reading help, to handy tips for supporting maths in the home.

### **Support Resources for Schools**

The Covid-19 crisis has seen schools having to respond rapidly to a host of new challenges. To help support home learning and maximise the impact of work set, the EEF has produced some initial planning and reflection tools, below. EEF intend to draw upon the expertise of schools, further developing resources that can help everyone 'bounce back' when schools do re-open.

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

### **Support Resources to Share with Parents**

The Covid-19 crisis has meant that schools are having to maintain communications with parents and families in very challenges circumstances. Here are some EEF resources to help schools communicate with parents/carers, as well as resources schools can share with families to support home routines and valuable learning opportunities, such as shared reading.

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

### **Best Evidence on Supporting Students to Learn Remotely**

Pupils can learn through remote teaching, but there are some key steps to take to make sure it is as effective as possible.

A [new review of the evidence on remote learning](#) finds that the quality of remote teaching is more important than how lessons are delivered. For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning.

The review also highlights the importance of access to technology and finds that getting pupils to interact with each other in online learning environments – for example through peer marking – can boost the impact of remote learning.

Monitoring the progress pupils are making during remote learning is also key and the report suggests that it can be helpful for teachers to provide support and strategies to enable pupils to work independently.

### **The Education Hub and Home Learning**

The Education Hub in New Zealand exists to bridge the gap between research and teaching practice. The website has an impressive and range of resources for schools and has responded swiftly to support teachers and parents during the period of school closures through providing access to high quality, reliable and practical resources relevant to home learning.

<https://theeducationhub.org.nz/using-the-education-hub/>

<https://theeducationhub.org.nz/category/home-learning/>



4<sup>th</sup> April 2020  
#rEDDurringtonLoom  
@researchEDDHS



A brilliant online event took place on 4<sup>th</sup> April bringing the CPD of researchED to locked down teachers in their homes, during the coronavirus outbreak. For those of you who missed the event or want to continue the conversation, the researchED team will be sharing a whole series of videos, including the ones recorded from event, on [@researchEDhome](https://researchEDhome) over the coming weeks. You can also access them here.

[https://docs.google.com/spreadsheets/d/1Wxr\\_uWg1L-uLpjaUqQNVPhJLcwj6HJMmH7JkztvrvlU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Wxr_uWg1L-uLpjaUqQNVPhJLcwj6HJMmH7JkztvrvlU/edit?usp=sharing)

### **Blogs from the Research School Network**

Before Coronavirus.....After Coronavirus by Roy Blatchford at Unity RS

<https://researchschool.org.uk/unity/news/before-coronavirus-bc-after-coronavirus-ac-by-roy-blatchford/>

Now more than ever, we should think like a scientist Shotton Hall RS

<https://researchschool.org.uk/shottonhall/news/now-more-than-ever-we-should/>

Questioning from a distance by Shaun Allison at Durrington RS

<https://researchschool.org.uk/durrington/news/questioning-from-a-distance/>

CPD in a crisis. Should we do it? Are we doing it? Are we doing it right? Louise Lewis at Wolds Associate RS

<https://misunderstandingeducation.school.blog/2020/04/15/cpd-in-a-crisis-should-we-do-it-are-we-doing-it-are-we-doing-it-right/>