

Post Covid – Supporting Recovery

Introduction

The return to school is an anxiety provoking time for many. All of our young people have experienced a disruption to their learning for an extended period. Psychological Services have produced a number of documents to support schools, parents and young people in the return to school. These can be found at the following links on our website:

[*A summary of the document a relational approach to the return to school.*](#)

[*A relational approach to supporting the re-opening of schools and early years centres post pandemic lock down.*](#)

[*An infographic on the effective use of the nurture principles on the return to school.*](#)

[*A document on staff well being.*](#)

There are also many resources to *support parents and young people including those with ASN* on our website: <https://saps.t2tw.com/>

It is important to remember that most young people, staff and parents will adapt well to being back at school in a post Covid return. In preparation for the return it may be worth thinking about how schools will provide:

- Reminders of school structures, expectations & routines – re-teaching and modelling for some.
- Reminders of school based supports available to young people who are struggling

Finding out about young people's Covid experiences both emotionally and in learning is vital, and a well-planned whole school approach which is differentiated on the basis of the needs of the young people is recommended. Investigating young people's lockdown experiences and their learning during this time can assist educators in effective forward planning. This can benefit individual children and also help establishments to consider developing programmes and strategies supporting this period of re-integration. The relational return to school document produced by the psychological services advises that young people's health & wellbeing be a

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dominant focus initially on the return to school, thereby supporting a platform on which the return to formal teaching and learning can return.

It is likely that many young people may experience some losses in their learning. Philp (2020) below uses a graphic to reflect on how schools might support young people's learning, within the return to school context, moving forward whilst appropriately considering the wider context.



Figure 1: Build Back Better in Education: Visualisation Philp (2020).

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Assessment and intervention, with a focus on wellbeing, literacy, numeracy and meta-cognitive strategies will be highlighted within this document to support schools and young people post Covid.

Assessment

When considering the implementation of educational interventions to enhance teaching and learning or health and wellbeing, it is advisable that these interventions be based around sound assessment practices. South Ayrshire educational practitioners are well versed in assessment practices and it is not the purpose of this document to go over assessment in detail. In relation to Getting it Right for Every Child (Scottish Government, 2008), (GIRFEC) if there is a concern regarding a young person's wellbeing/learning the Named Person must firstly complete a comprehensive assessment answering the 5 key questions:

1. What is getting in the way of this child's or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

It is important to consider the purpose of in-school assessments when undertaking such developments. Three examples of assessment purpose include:

1. To support learning directly, not to inform a decision – e.g. to motivate learning, provide practice.
2. To inform high level decisions – e.g. monitor student progress, evaluate the effectiveness of online teaching.
3. To inform classroom decisions – e.g. allocate young people to decision categories, diagnostic reasons.

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It is important to stress that the reliability (i.e. the precision, accuracy and weight of the information) is key.

The benefits of assessment are well known and include the ability to identify gaps in learning, testing of retrieval, improving meta-cognitive strategies and checking for understanding (Coe, 2020). It is also important to acknowledge that for some children undertaking assessment can be an anxiety laden event. Practitioners should bear this in mind, and positively support such children during assessment.

Whereby assessment(s) is undertaken to inform decisions, it is important for teaching staff to have a clear idea of what the choices are that proceed the assessment findings and consider if that decision depends on the assessment or not. Examples of decisions that may be informed by assessment include:

- Do we need to review/ revisit previously covered curriculum or should we move on?
- What kind of task (e.g. consolidate/ practice/ diagnostic) is appropriate for this student?

Assessments should be informative, accurate, independent, generalisable and replicable. School staff should also consider the timings of assessments, and it may be that the very start of the term is not the best time to identify learning gaps. Young people may need time to reacclimatise to school and to consider the learning they have taken on via the blended methodologies utilised during lock down.

Where schools decide that standardised assessments are appropriate a list of current standardised assessment are included in this paper (see Appendix 1).

Intervention

On the basis of assessments educational establishments may feel that they wish to employ individual, group, whole class or whole school interventions. Evidence based interventions can offer positive outcomes for young people. A list of Educational Endowment Foundation backed interventions can be found in appendix 2.

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Health and well being interventions can be applied at the individual, whole class or whole school levels, for example nurture/ relationship based interventions can be utilised as a nurturing school approach, the nurture classroom or the nurture group. Interventions are ideally based on sound assessment indicating a requirement. Psychological Services have produced several group intervention programmes based around positive psychology a strengths based approach. These can be applied at most levels and include: positive psychology lesson planners (e.g. building resilience, optimistic thinking, self –esteem etc), the happiness project and CBT based resources for schools. Good health and well being is the solid foundation that good teaching and learning can be built on. The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential (Gutman & Vorhaus, 2012). A list of evidence based health & well being interventions can be found in Appendix 2.

Within South Ayrshire’s attainment challenge, a basket of interventions were adopted in the attainment challenge schools to varying degrees of success. In **literacy** ReadingWise comprehension and ReadingWise decoding were found to have supported statistically significant gains in promoting reading accuracy, comprehension

and rate as well as reading skills. Both programs were found to have significantly improved reading age. ReadingWise English is a computer based literacy intervention. It contains two modules: Decoding and Comprehension. These modules adopt a wide range of techniques through online lessons to help individual’s improve their literacy skills in the specified area. The intervention aims to provide long term gains rather than short term benefits by addressing a diverse range of literacy abilities and providing individualised instruction tailored to the abilities, strengths and needs of the learner. There is substantial evidence supporting the efficacy of the ReadingWise programme. In a randomised controlled trial (RCT), individuals who received ReadingWise made significantly greater progress in reading ability than an ability-matched control group after 20 hours of the programme. Overall, the ReadingWise group made an average reading gain of 9-months, while the control group made an average reading gain of 3-months (Bodakowski, 2014). In

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a qualitative evaluation of the intervention, it was noted that ReadingWise is successful not only in increasing reading age, but also in enhancing learner self-confidence and self-efficacy (Macbeth & Alexandrou, 2015). These findings have been seen on other evaluative studies (Bodakowski, 2014).

Furthermore, the Word Aware intervention was shown to have significantly improved vocabulary in its target group. These findings support the recommendations made by Steele and Mills (2011) for best practice to support effective vocabulary instruction which are embedded within the Word Aware strategy, and provide the first example of the effectiveness of the intervention within a Local Authority context. Interestingly, Word Aware seemed to be most effective during its first five months of delivery which could have implications for practice and may suggest it is best as a short term intervention.

The use of metacognitive strategies to enhance learning is well researched (Davidson & Sternberg, 1998). Meta-cognitive skills are the ability of young people to plan, monitor & evaluate their own learning progress. Evidence suggests that the use of meta-cognitive strategies can enhance young people's learning, when used well by +7 months (Education Endowment Foundation, 2018).

On the return to school, once young people are settled back in to the routine and are addressing any well being concerns it would be beneficial for schools to ensure that they offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more. Below are some useful questions schools may wish to consider when looking at meta cognition:

1. Which explicit strategies can you teach your pupils to help them plan, monitor, and evaluate specific aspects of their learning?
2. How can you give them opportunities to use these strategies with support, and then independently?
3. How can you ensure you set an appropriate level of challenge to enhance pupils' self-regulation and metacognition in relation to specific learning tasks?

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4. In the classroom, how can you promote and develop metacognitive talk related to your lesson objectives?
5. What professional development is needed to develop your knowledge and understanding of these approaches? Have you considered professional development interventions which have been shown to have an impact in other schools?

Teachers toolkit (2020)

Examples of effective metacognitive strategies by Darling-Hammond, Austin, Cheung, and Martin (2008) are as follows:

- ✓ Predicting outcomes: Helps students to understand what kinds of information they might need to successfully solve a problem.
- ✓ Evaluating work: Reviewing of work to determine where their strengths and weaknesses lie within their work.
- ✓ Questioning by the teacher: The teacher asks students as they work. “What are you working on now? Why are you working on it? and “How does it help you?”
- ✓ Self-assessing: Students reflect on their learning and determine how well they.
- ✓ Selecting strategies: Students decide which strategies are useful for a given task.
- ✓ Using discourse: Students discuss ideas with each other and their teacher.
- ✓ Critiquing: Students provide feedback to other students about their work in a constructive way.

According to Zimmerman (2008) effective learners use the following strategies:

- ✓ setting specific short-term goals (e.g. a revision plan);
- ✓ adopting powerful strategies for attaining the goals (e.g. using flashcards);
- ✓ monitoring performance for signs of progress (e.g. monitoring progress by answering past questions),
- ✓ restructuring one’s physical and social context to make it compatible with one’s goals (e.g. changing your workstation so it is fit for revision and learning);

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- ✓ managing time-use efficiently (e.g. allowing times for appropriate breaks);
- ✓ attributing causation to results and adapting future methods (e.g. checking your revision plan, ticking, or not, appropriately before adapting the plan).

A summary of how metacognitive learning can be used to improve literacy in secondary school can be found in Appendix 3.

In **numeracy**, the South Ayrshire attainment challenge found that number talks was effective in improving attainment in this area. Number Talks is a strategy described as a five- to fifteen minute, daily classroom conversation around purposefully crafted computation problems that are solved mentally. The programme aims to promote 'number sense', which refers to the ability to understand number and quantities as well as perform calculations mentally and more flexibly. The purpose of developing number sense is so that children understand the underlying concepts of the operations they perform (addition, subtraction, multiplication, division).

Furthermore, Numicon was also found to significantly improve numeracy attainment relative to a control group. Numicon is a numeracy resource that identifies multi-sensory approaches as hallmarks of effective numeracy pedagogy and is underpinned by the Concrete-Pictorial- Abstract strategy for developing numeracy (Bryant, 1995; Kamina & Iyer, 2009; Sousa, 2014). It offers children multi-sensory activities with patterned shapes, rods, number lines and a broad range of everyday experiences and contexts to develop their conceptual understanding and reasoning skills in numeracy through a concrete experience. The approach encourages the organisation of language and thought through concrete manipulatives & high levels of experiential learning and engagement. Numicon also offers a differentiated programme, Breaking Barriers, which is developed specifically for students with additional support needs to support their development of mathematical foundations. Importantly, the observed improvements for both interventions brought the schools within the national average narrowing the attainment gap. ***Link to what works in numeracy document*** (Education Scotland).

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Appendix 1

Assessment Examples

Health and Wellbeing Assessments:

Assessment Name & Link	Area	Age Range	Cost	Description
Myself as a Learner Scale http://teachingtimesbookshop.co.uk/product/thinking-and-creative-skills/myself-as-a-learner-scale-8-16/	HWB	Age 8-16+	£60	Measures young people's perception of themselves as learners and problem-solvers.
Strengths & Difficulties Questionnaire (SDQ) https://www.sdqinfo.org/py/sdqinfo/b3.py?language=Englishz(UK)	HWB	Age 2-11 (teacher or parent) Age 11+ (self-report, teacher, or parent)	Free	It measures emotional symptoms, conduct problems, hyperactivity, peer relationship problems & prosocial behaviour.
Stirling Children's Wellbeing Scale http://www.friendsforlifescotland.org/site/SCWBS%20Report.pdf	HWB	Age 8-15.	Free	A positively worded, holistic scale which measures emotional and psychological wellbeing.
Warwick-Edinburgh Mental Wellbeing Scale https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using	HWB	Age 13-18+	Free?	Aims to measure mental wellbeing.

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Wellbeing and Attitudes to Learning: Survey and Strategies RS Hodder https://www.risingstars-uk.com/subjects/assessment/wellbeing-and-attitudes-to-learning	HWB	Age 7-11	£250	Surveys wellbeing in four key areas: positivity, motivation, self-efficacy and resilience & persistence. Also gives follow-up evidence based strategies to support wellbeing.
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Literacy Assessments:

Assessment Name	Area	Age Range	Cost	Description
Access reading test Hodder https://www.hoddereducation.co.uk/accessreadingtest	Reading	Age 7-20	Online £2 per pupil Paper £65 for 10	A quick standardised reading assessment.
Burt Reading Test http://www.rrf.org.uk/pdf/Burtreadingtestonweb.pdf	Reading	Age 5-14.3	Free	Gives a reading age, aims to help form a broad estimate about a child's reading achievement.
Diagnostic Reading Analysis Hodder https://www.hoddereducation.co.uk/diagnosticreadinganalysis	Reading	Age 7-16	£120	An oral one-to-one test that allows assessment of less-able readers (no reading required)

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New Group Reading Test GL Assessment https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/	Reading	Age 6-16	£103 for 10 pupils, paper. £189 for 10 pupils online.	Frequently used in research, assesses sentence and passage comprehension, can be administered termly.
Progress in Reading Assessment for Scotland Hodder https://www.risingstars-uk.com/subjects/assessment/rising-stars-pira-tests/pira-for-scotland-and-reading-planet	Reading	Age 5-11	£17.50 for 10 pupils	Identifies gaps in learning, strands to reflect benchmarks in Scottish literacy.
Salfrod Sentence Reading Test Hodder https://www.hoddereducation.co.uk/new-salford-sentence-reading-test	Reading	Age 6-13+	£57.50	Measures understanding as well as reading accuracy, gives standardised scores and reading ages.
Single Word Reading Test GL Assessments https://www.gl-assessment.co.uk/products/single-word-reading-test-swrt/	Reading	Age 6-16	£128.57	A word reading test, can be used for year on year monitoring or for further information about sight vocabulary.
Star Reading	Reading	Age 6-	Unknown	Administered online,

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Assessment Renaissance http://www.renle.com.co.uk/star-reading/		16		gives information on reading age, zone of proximal development, percentile rank, & a standardised score to inform reading practice.
Suffolk Reading Scale GL Assessments https://www.gl-assessment.co.uk/products/suffolk-reading-scale-srs/	Reading	Age 6-17	Roughly £100	Monitors the reading development of pupils across primary and secondary phases, helps identify areas of difficulty.
Test of Word Reading Efficiency 2 Pearson https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildLanguage/TOWRE2/TestofWordReadingEfficiencySecondEdition.aspx	Reading	Age 6-24.11	£297	Measures an individual's ability to pronounce printed words and phonemically regular nonwords accurately & fluently.
Wide Range Achievement Test Pearson https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchievementMeasures/wrat5/wide-	Reading, spelling & maths	Age 5-85+	£440	Measures and monitors fundamental reading, spelling and maths skills.

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range-achievement-test-fifth-edition-wrat5.aspx				
<p>York Assessment of Reading for Comprehension</p> <p>GL Assessments https://www.gl-assessment.co.uk/products/york-assessment-of-reading-for-comprehension-yarc/</p>	Reading	Age 4-16	£295	Identifies difficulties with word recognition, reading fluency or reading comprehension.
<p>Progress Test in English</p> <p>GL Assessment https://www.gl-assessment.co.uk/products/progress-test-in-english-pte/</p>	Reading, Spelling & Writing	Age 5-14	£70+	Measures writing and reading comprehension (has a spelling and grammar subscale)
<p>Essential Learning Metric for Writing</p> <p>ACER https://elms.acer.org</p>	Writing	Age 9-12	Between £165 and £1,860 depending on enrolment.	Assesses Orientation and engagement, appropriate language for context, text structure, ideas, vocabulary, paragraphing, sentences, sentence punctuation, punctuation in sentences & spelling.
<p>Oral and Written Language Scales (OWLS-II)</p> <p>Ann Arbor https://www.ann-arbor.co.uk/index.php?main_page=</p>	Written and oral language skills	Age 3-21	£879	Measures language in four scales: listening comprehension, oral expression, reading comprehension and written expression.

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index&cPath=253_422_497				
<p>Test of Written Language 4 (TOWL-4)</p> <p>Ann Arbor https://www.annarbor.co.uk/index.php?main_page=index&cPath=253_422_483</p>	Writing	Age 9-17	£288	Measures writing competence, helps identify students who write poorly and need help, as well as writing strengths and weaknesses.
<p>Writing Assessment Measure</p> <p>https://www.sciencedirect.com/science/article/pii/S1075293514000385</p>	Writing	Age 7-11	Unknown	Assesses narrative writing in response to a written prompt.
<p>British Spelling Test Series 2</p> <p>GL Assessments https://www.gl-assessment.co.uk/products/british-spelling-test-series-bsts2/</p>	Spelling	Age 6-13 years	£82 per 10 pupils.	Assesses spelling at word, sentence and continuous writing level.
<p>Diagnostic Spelling Test</p> <p>Hodder https://www.hoddereducation.co.uk/diagnostic-spelling-tests</p>	Spelling	Age 5-25+	£75	Standardised assessment of spelling ability.
<p>New Group Spelling Test</p>	Spelling	Age 7-14+	£4 per pupil online	A digital adaptive spelling test, can be used to evaluate spelling

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GL Assessments https://www.gl-assessment.co.uk/products/new-group-spelling-test-ngst/				ability once per term.
British Picture Vocabulary Scale GL Assessments https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/	Vocabulary	Age 3-16	£220	Vocabulary assessment for standard English development, can assess this in non-readers and in those with language developments.
Non-Reading Intelligence Test Hodder https://www.hoddereducation.co.uk/subjects/assessment/products/general/new-non-reading-intelligence-tests-1-3-manual	General Ability	Age 6-14	£35	Assesses pupils' general ability independently of their reading
Interactive Computerised Assessment System (InCAS) CEM https://www.cem.org/incas	Reading, Spelling, Maths, Ability, Attitudes	Age 5-11	£10.95 per pupil	A computer assessment system that identifies learning needs and measures progress.
Clinical Evaluation of Language Fundamentals – Fifth Edition	Language	Age 5-22	£801	A comprehensive test on general language abilities, can help inform Speech and Language.

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<p>Pearson https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildLanguage/celf-5/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.aspx?gclid=Cj0KCQjw9b4BRCMARIsADMUIyrRCqASyNn9ImmoQUQTn6BX0UCoD_DZiX-5z2n4LVSu4UF6HlTmYcaAsUqEALw_wcB</p>				
<p>ESOL – Initial Assessment Materials Education Scotland https://education.gov.scot/improvement/learning-resources/esol-initial-assessment-materials/</p>	<p>Language level (particularly for ESOL)</p>		<p>Free</p>	<p>Helps to assess language level before learners commence an ESOL course. Can be used in the community or college settings.</p>

Maths Assessments:

Assessment Name	Area	Age Range	Cost	Description
<p>Access Mathematics Test Hodder</p>	<p>Maths</p>	<p>Age 7-16</p>	<p>£65 for 10 pupils on paper, £2 per pupil online.</p>	<p>Allows assessment of progress in maths (parallel forms provided), can see where a child sits relative to a national sample or identify</p>

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https://www.hoddereducation.co.uk/accessmathematicstests				additional support needs.
Basic Number Screening Test Hodder https://www.hoddereducation.co.uk/basicnumberscreeningtest	Maths	Age 6 to 12.3	£39.99	A quick, orally delivered test of children's understanding of numbers and number operations. Can be used with poor readers.
Essential Learning Metric for Mathematics ACER https://elms.acer.org	Maths	Age 6-15	Between £165 and £1,860 depending on enrolment.	Assesses number, algebra, measurement, geometry, statistics and probability. Also address the mathematical processes of understanding, fluency, problem solving and reasoning.
KeyMaths3 UK Pearson https://www.pearsonclinical.co.uk/Education/Assessments/mathematical-assessments/key-maths-3/keymaths-3-uk.aspx	Maths	Age 6-17	£461	Assesses key mathematical skills of students, including basic concepts, operations, and application.
Mathematics Assessment for Learning and Teaching Hodder https://www.hoddergibson.co.uk/subjects/rs-assessment/series-	Maths	Age 5-14	£72 for 10 pupils.	Gives whole class and individual information, highlights particular errors or key misunderstandings in maths.

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<p>pages/mathematics-assessment-for-learning-and-teaching?campaignid=9514184608&adgroupid=96807231997&adid=421130115591&gclid=Cj0KCQjw0rr4BRcARIsAB0_48NJMjChQv4ub8M4nbSjVehH6htzN9A4M6IU5ihPGjluS3J3cKkrZwaAsQEEALw_wcB</p>				
<p>Progress Test in Maths</p> <p>GL Assessments https://www.gl-assessment.co.uk/products/progress-test-in-maths-ptm/</p>	Maths	Age 5-14	Roughly £5 per pupil	Assesses both mathematical content knowledge and ability to understand and apply mathematical processes through reasoning and problem-solving
<p>Progress in Understanding Mathematics</p> <p>Hodder https://www.risingstars-uk.com/subjects/assessment/rising-stars-puma</p>	Maths	Age 5-13	£67.50 for 10 pupils	Standardised assessment of maths in Primary to S1 pupils, giving standardised score, maths ago, and analysis of understanding of specific strands relative to national averages.

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Appendix 2

Top EEF Interventions

Health and Wellbeing Interventions:

Programmes for specific aspects of social emotional learning:

Self-awareness

- Identifying emotions
 - FRIENDS for Life (Session 2)
 - Second Step (Lesson 1)
- Accurate self-perception
 - Zippys' Friends Module 1 (Session 3)
- Self-Discipline
 - FRIENDS for Life (Session 3)

Social awareness

- Perspective taking
 - Second Step (Lesson 3)
- Empathy
 - Second Step (Lesson 2)
 - FRIENDS for Life (Session 2)
- Communication
 - Paths Unit 1 (Lesson 7)
 - Paths Unit 3 (Lesson 20)
- Relationship Building
 - FRIENDS for Life (Session 1)
 - Zippy's Friends Module 3 (Session 1)

Responsible Decision Making

- Identifying Problems
 - Tools for Getting Along (Lesson 8)
- Solving Problems
 - Tools for Getting Along (Lesson 10)
 - Tools for Getting Along (Lesson 13)

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Programmes identified in EEF ‘Programmes to Practice’ evidence review on effective social emotional learning strategies for teachers and schools:

FRIENDS

I Can Problem Solve

INSIGHTS into Children’s Temperament

KiVa Anti-bullying

Positive Action

Promoting Alternative Thinking Strategies (PATHS)

Roots of Empathy

Second Step

Social Skills Improvement System

Steps to Respect

Tools for Getting Along

Tools of the Mind

Zippy’s Friends

Literacy Interventions:

Reading Comprehension Strategies

- This intervention focuses on a learner’s understanding of written text. Techniques are embedded which help pupils to understand the meaning of what they read.
- Pupils who engage in these strategies make an average additional six months progress over the course of a year.
- There is a range of evidence from 30 years of studies to support these strategies.
- Cost estimated at £48 per pupil.

Oral Language Interventions

- These interventions cover approaches which use & emphasize spoken language and verbal interactions in the classroom. Some examples include reading aloud, talking about books with children, using structured questions to promote reading comprehension, extending pupil’s spoken vocabulary, and approaches which focus on effective dialogue and interaction relating to specific outcomes.
- These approaches aim to support learners’ expression and articulation of ideas, their approach is therefore not dissimilar to metacognition.

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- Pupils who participate, according to the EEF, make an average additional 5 months progress over a year.
 - Young children or children from disadvantaged areas can make an average of up to 6 months progress.
- Cost rating £40 per pupil.
- Evidence based on several meta-analyses and systematic reviews.

Phonics

- Phonics, as a general intervention, supports pupils reading and writing by developing phonemic awareness.
- This approach is particularly beneficial for younger children (age 4-7) as they begin to learn to read, they make an average extra four months progress over the course of a year.
 - For older children, if phonics has not already been successful, other approaches may be more effective.
- This approach is more effective when delivered by qualified teachers than other staff (qualified teachers up to twice as effective).
- Cost rated as very low.
- This evidence is based on many studies, meta-analyses and reviews.

Maths Interventions:

Mathematics and Reasoning Intervention

- This intervention aims to improve pupils' attainment in maths by helping pupils to better understand the logic and principles underlying mathematics.
- Pupils who participate make an average additional 3 months progress over the course of a year.
- Cost £10 per pupil

Tutor Trust

- This program provides competitive and affordable one-to-one tuition to pupils in primary and secondary school pupils from university students.
- Children who received tutoring in this program (usually one hour per week for twelve weeks) made three months additional progress.
- The security of evidence of this intervention is high.
- Cost £112 per pupil.

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Appendix 3



IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

<h1>1</h1> <p>Prioritise 'disciplinary literacy' across the curriculum</p> 	<h1>2</h1> <p>Provide targeted vocabulary instruction in every subject</p> 	<h1>3</h1> <p>Develop students' ability to read complex academic texts</p> 	<h1>4</h1> <p>Break down complex writing tasks</p> 	<h1>5</h1> <p>Combine writing instruction with reading in every subject</p> 	<h1>6</h1> <p>Provide opportunities for structured talk</p> 	<h1>7</h1> <p>Provide high quality literacy interventions for struggling students</p> 
<ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.