BERA 2013

Practising what we Preach- using research at multiple levels to meet the needs of vulnerable Y6 pupils
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Centre for the Use of Research and Evidence in Education
Focus of presentation

• Explore approach used to develop research-based teaching to meet the needs of vulnerable Y6 pupils at scale.

• Highlight:
  • Tools
  • Training
  • Support
given to enable 60 schools to select and implement interventions with evidence of impact using the RTI approach
Background to the project

- EEF supported RCT
- Focused on Transition – pupils at risk of not achieving L4 in literacy
- Combined AfA3As with RTI approach
What is RTI?

- RTI uses pupil assessment data to select research-based teaching strategies.
- Interventions are provided in three tiers of increasing intensity matched to pupil needs.
- Teachers use monitoring data as well as evidence of impact of the particular intervention on pupil progress, to determine the level of intensity (the tier) that each pupil is offered.
- Evidence of impact from American RCTs (Vaughn, S. & Fletcher, J.M. 2012)
What is Achievement for All?

Achievement for All is a tailored school improvement framework, delivered in partnership with leaders, teachers, parents, pupils and support professionals, that aims to raise the aspirations, access and achievement of pupils identified with SEND.

- A two-year pilot demonstrated unprecedented impact for SEND pupils, who progressed faster on average than all pupils nationally in English and Maths.
- Involves training for schools and fortnightly visits from an Achievement Coach who supports the School Champion in leading changes.

Achievement for All
Finding out about Rti -> Setting a vision of success ->
Identifying at risk pupils and their needs ->
Reading need? Writing need? Which aspect of reading/writing?
Choosing interventions ->
Planning for and delivering the interventions ->
Determining intensity ->
Tracking pupil progress

Achievement for All
Effective CPD/ Use of research

Reading across reviews key elements:

• linking pupil and teacher learning
• specialists providing range of sustained, structured support
• specialists setting up and supporting peer collaboration
• leaders showing their support by e.g.
  – providing time for teachers to plan & reflect, and
  – encouraging experimentation and learning
Tools, training and support

• Achievement Coaches (ACs) attended one day of in-depth training
• School Champions and their Achievement Coaches attended 2 days of training together
• Suite of tools developed with emphasis on
  – enquiry and evidence-collection
  – encouraging staff to draw on peer and specialist support
• Schools supported in using the tools and carrying out the intervention through additional visits from ACs
• Examples of tools and how connect with evidence base about effective CPD/ practitioner use of research in following slides
Setting a vision of success
Plotting my journey

Just like Michael, you are about to embark on the next stage of your journey through life.

Complete the timeline of your life, from birth until now: include some of the important events in your life up to now. Try to look ahead and write in what your hopes and aspirations are for your life.

Students preparing for secondary school
Before you complete the timeline, talk to your parents/carers about the important events in your life. What was your most enjoyable moment? Was there a time when you felt particularly proud of yourself?

Parents/carers
Spend some time listening to your child talking about the events in their life. Can you encourage them to explain their thoughts in full sentences? Can you help them use adventurous words to describe their experiences?
### Close Case Analysis Tool

<table>
<thead>
<tr>
<th>Pupil name</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Comprehension</th>
<th>Spelling</th>
<th>Para/text structure</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Summary/plan per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>*</td>
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<td>T3 intervention targeting phonics, fluency and comprehension</td>
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<tr>
<td>Jake</td>
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<td>T2 plus T3 sessions targeting fluency</td>
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<td>Leo</td>
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<td>T2 plus T3 sessions targeting spelling</td>
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<td>Kate</td>
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<td>T2</td>
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<td>Christina</td>
<td></td>
<td></td>
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<td>T2</td>
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<tr>
<td>Peter</td>
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<td>T3 sessions targeting phonics, fluency spelling and grammar</td>
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- □ A relatively small issue, or one that doesn’t affect their level of literacy skills, or an issue that cannot be prioritised at this stage as other basic skills require urgent attention first
- ∆ An issue that seriously affects performance in English
- * An issue that seriously affects performance in English AND it has been targeted through interventions in the past and/or there are additional factors likely to slow this child’s progress in a group or otherwise less intense environment
<table>
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<tr>
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1-to-1 (T3) for Leo and Peter
Group approach (T2)
## Menu of interventions

### Table of comprehension interventions for which there is positive evidence of impact

<table>
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<tr>
<th>Intervention</th>
<th>Could be applied</th>
<th>Description</th>
<th>Impact</th>
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| Improving reading comprehension through Peer-Assisted Learning Strategies (PALS) | Whole Class, Pairs/small groups | Whole class peer tutoring is a system by which all pupils in a class are paired and work simultaneously. The focus of the paired activity in this intervention was comprehension strategy training. | Age relevance **High**  
Comprehension **High**  
Reading accuracy **Medium**  
The study showed that all the pupils in PALS classrooms made significantly greater progress than their counterparts in No-PALS classrooms across three reading measures. Moreover, the size of these gains was statistically significant. The effect sizes (a way of quantifying the size of the difference between two groups) for the three measures were:  
- .22 for words correctly read  
- .55 for correct answers to comprehension questions, and  
- .56 for correct choice of words in a maze assessment (where some words in text are replaced with a choice of three words, only one of which fits semantically (i.e. makes sense)). |
| Learning strategies curriculum for promoting reading comprehension | Whole Class, Pairs/small groups, 1:1 | The learning strategies curriculum focuses on developing pupils’ understanding of text through using strategies such as: word identification, visual imagery, self-questioning, identifying vocabulary and paraphrasing. | Age relevance **High**  
Comprehension **High**  
The 11-12 year old pupils significantly outperformed the comparison group pupils on reading comprehension and reported using problem-solving strategies more than the comparison group pupils. |
Practitioner responses

Positive aspects

• ‘Interventions worked well where others had failed previously’
• Motivating interventions / children very enthusiastic
• Appreciated tools particularly Close Case Analysis
• Positive about using RTI next year
• Interaction between SC and AC
• Pupils gained confidence in their reading and writing skills for use in secondary schools

Challenges

• Time of year making implementation and testing challenging
References


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