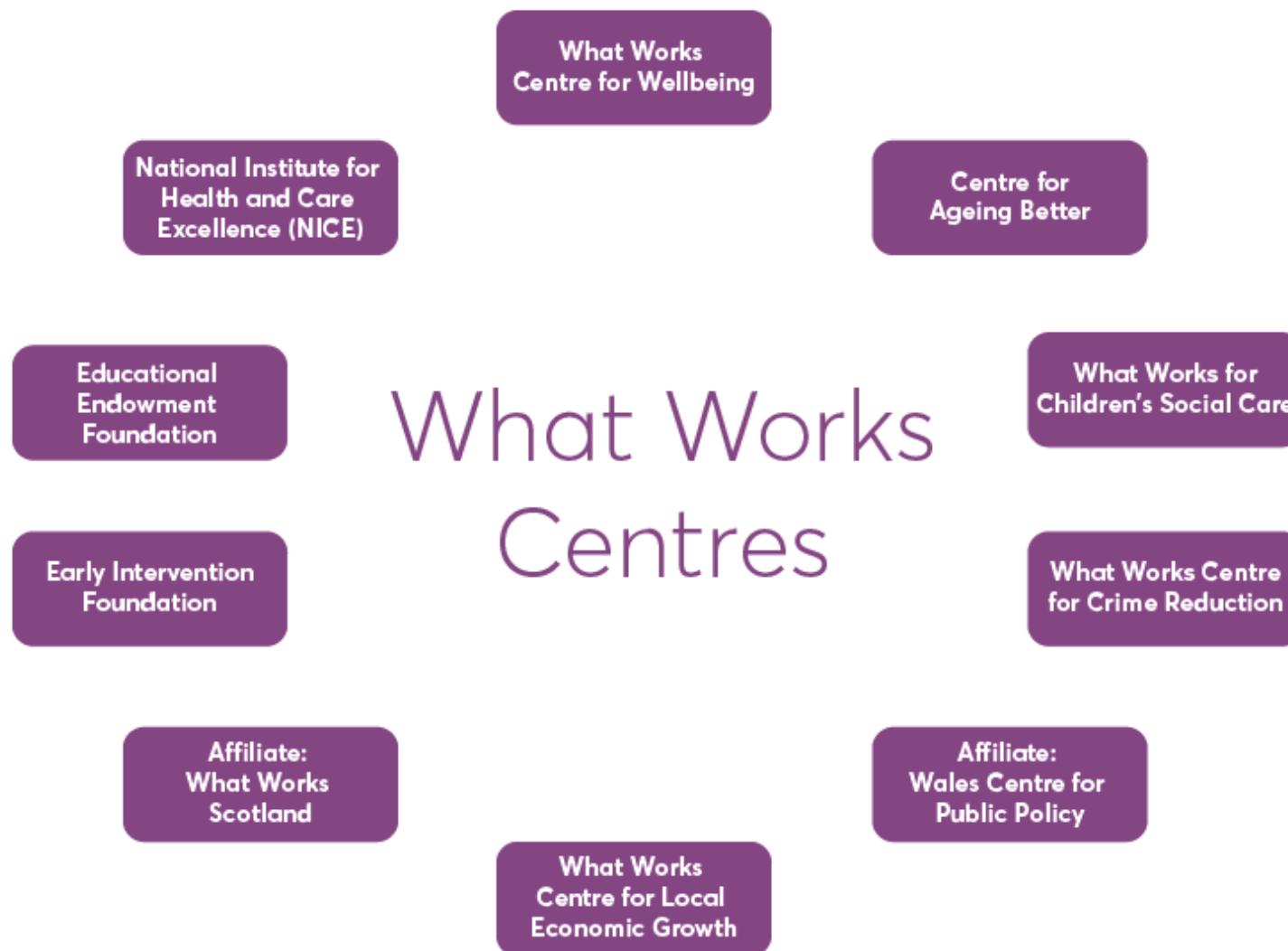




Why a What Works Centre could work for us

Jen Gold, Head, What Works Team, Cabinet Office





What makes a What Works Centre?

- **Independent** of government
- **Synthesize** and **assess** the existing evidence base
- **Translate** assessments into practical guidance
- **Identify and fill evidence gaps** through trials
- **Incentivize and build the capacity** of decision-makers to generate and use evidence



Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Toolkit Strand ~

Cost ~

Evidence Strength ~

Impact (months) ~

Filter results by keywords



Reset

Repeating a year

Negative impact for very high cost, based on moderate evidence.



-4

Early years intervention

Moderate impact for very high cost, based on extensive evidence.



+5

Reducing class size

Moderate impact for high cost, based on moderate evidence.



+3

Teaching assistants

Low impact for high cost, based on limited evidence.



+1

One to one tuition

Moderate impact for high cost, based on extensive evidence.



+5



380,000
TAs in English schools

More TAs than nurses
or primary school
teachers

£5 billion
a year

More than roads and
social housing



Example: Teaching Assistants

Toolkit

About the Toolkit

Using the Toolkit

Pupil Premium Calculator

Videos and Case Studies

Evidence Briefs

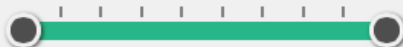
Toolkit Filter



Sort By

A-Z

Average Impact



Cost

£ £ £ £ £

Evidence

Teaching assistants

Low impact for high cost, based on limited evidence.



+ 1 month

Download Approach



What is it?

Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.

How effective is it?

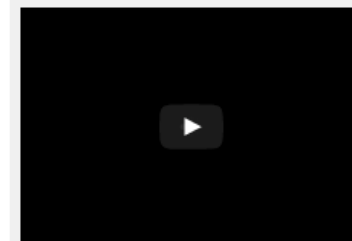
Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.

Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of impacts. In some cases teachers and TAs work together effectively, leading to increases in attainment. In other cases pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants.

Where overall negative impacts have been recorded, it is likely that support from TAs has substituted rather than supplemented teaching from teachers. In the most positive examples, it is

Videos & Case Studies

Toolkit Talks: Teaching assistants



Related Projects

- ✓ LIT Programme
- ✓ Catch Up Numeracy
- + Language for Learning
- + Catch Up Literacy
- ✓ Switch-on Reading



Cabinet Office

Making Best Use of Teaching Assistants guidance report

Published guidance – issued to every school

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS

I	II	III	IV
<p>TAs should not be used as an informal teaching resource for low-attaining pupils</p> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p>	<p>Use TAs to add value to what teachers do, not replace them</p> <p>If TAs have a direct instructional role it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high-quality classroom teaching.</p> <p>Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation.</p> <p>Where TAs are working individually with low-attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief but intensive, structured interventions.</p>	<p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>New research has shown that improving the nature and quality of TAs' talk to support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p>	<p>Ensure TAs are fully prepared for their role in the classroom</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p> <p>During lesson preparation time ensure TAs have the essential 'need to know':</p> <ul style="list-style-type: none">• Concepts, facts, information being taught• Skills to be learned, applied, practised or extended• Intended learning outcomes <p>© Department for Education</p>

OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS

V	VI
<p>Use TAs to deliver high-quality one-to-one and small group support using structured interventions</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p> <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none">• Sessions are often brief (20–50 mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)• The intervention has structured supporting resources and lesson plans, with clear objectives• TAs closely follow the plan and structure of the intervention• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child• Connections are made between the out-of-class learning in the intervention and classroom

ON LINKING LEARNING FROM WORK LED BY TEACHERS AND TAs

VII
<p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</p> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p>





Technical support

EXAMPLE: innovation funds

- Teaching and Leadership Innovation Fund (£75 million)
- Strategic School Improvement Fund (£280 million)
- Teacher Development Premium (£45 million)

EXAMPLE: demonstration projects and policy support

- Growth vouchers (BEIS)
- Local industrial strategies

IMPACT

National policy



**Free
school
breakfast**

2018: £26 million

Free Breakfast

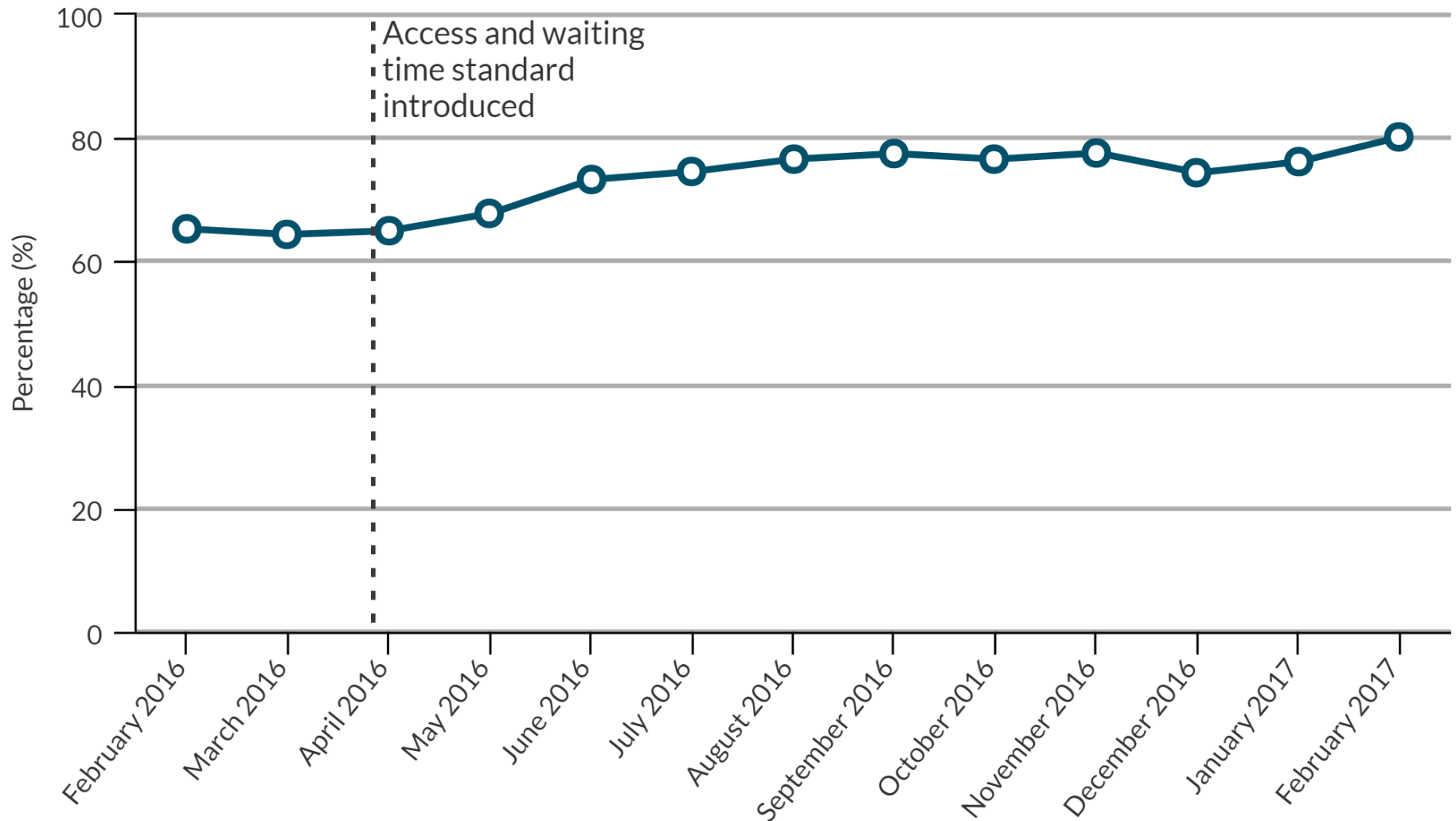


2 months
additional
progress

The infographic consists of two overlapping circles. The larger circle on the left is green and contains the text '2 months additional progress'. The smaller circle on the right is yellow and contains the text '£11.86 per pupil'. Both circles have a dark blue outline and a slight drop shadow.

£11.86
per
pupil

Mental health



Frontline services

[Home](#)[News](#)[Your Area](#)[Join Us](#)[Online Services](#)[Help & Advice](#)[About Us](#)[Contact Us](#)[Select Language](#)

**Lancashire
Constabulary**

police and communities together

[Home](#) > [Help & Advice](#) > [Safer Communities](#) > [Early Action](#)

Early Action and Public Services in Lancashire

The Constabulary have recently been successful in securing Police Innovation Funding (PIF) to develop the Early Action Public Service Lancashire project which is an innovative, transformation of services which will deliver early interventions to vulnerable children, families and adults consistently and equally across the whole of Lancashire. The project will involve a collaboration of public services both statutory and non-statutory who will collectively provide the most appropriate, quality support, at the earliest point possible in that individuals life.

Early Action applies to both Children and Adults. The benefits of this programme centre on reducing vulnerability and crime, improving the wellbeing of our communities and improving the life chances of those involved in or at risk of engaging in organised criminality and those at risk of increasing social issues leading to crisis. Early Action ultimately creates better lives for children, families and individuals.

What is Early Action?

Prevention: Early Action is crime prevention which is people focussed.

Problem Solving: Early Action is problem solving, understanding the root cause and dealing with the cause rather than the symptoms using a multi agency response.

Holistic approach: Early Action works with the individual and the wider family to solve the problem looking at all aspects of a persons life.

Better lives: Early Action ultimately creates better lives for children, families and individuals.

Home Office - Youth Triage



Home Office

Learn more about Restorative
Justice in Lancashire

- Restorative Justice

Dealing with anti-social behaviour

Together
safer Lancashire

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+5

WWC for Agri-food?

- No current What Works Centre but supportive Secretary of State
- New scope for experimentation



whatworks@cabinetoffice.gov.uk
[@WhatWorksUK](#)