



Education Endowment Foundation Early Years Teaching and Learning Toolkit

The EEF evaluates projects to find out the best ways to close the attainment gap

Early Years EEF Toolkit Strand	Cost	Evidence Strength	Months Impact	School Provision
Communication and Language Approaches	£	++++	+6	<ul style="list-style-type: none">• Staff CPD and training is a priority• Well qualified staff of a high ratio• High quality provision indoors and out – Early Excellence feature school 2016• Positive relationships between staff and children with positive engagement and motivation of the children in activities• Attendance – September starters• Research evidences that D. children benefit from good-quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component. See census.• Interventions – WellComm, RWI,



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				<ul style="list-style-type: none">EAL, NumiconTeacher appointed with EAL specialismOral language interventions and support programmes established for children with EAL/NTC/NTERefined tracking and assessment systems established for children with EAL/NTC/NTEEEF P4C Research School (2017-2019)Buddy system in place
Early Literacy Approaches	£	++++	+4	<ul style="list-style-type: none">RWI – impact visible in PPM/GLD progress trackingRWI Development DaysEYFS, KS1 and KS2 Phonics /Reading Leaders appointedPrint rich environment



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				<ul style="list-style-type: none">• Daily reading aloud
Early Maths Approaches	£	+++	+5	<ul style="list-style-type: none">• Daily non negotiables aiming to develop number skills and improve children's knowledge and understanding of early mathematical concepts• Combined approach of small group work and guided interaction, with direct teaching and child-led activities.• Staff CPD and training is a priority• Well qualified staff of a high ratio• High quality provision indoors and out – Early Excellence feature school 2016• NPQML; focus of raising standards in Mathematics in Early Years• Numicon



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Parental Engagement	£££	+++	+5	<ul style="list-style-type: none"> • Daily morning Stay and Play session from 8.30 am • FEET – Nurturing siblings of SCP families • Family Cooking • Creative/Practical take home bags • In School Early Help Offer • Outreach to St Helen’s services • SPARKS • Opportunities to volunteer in school (DBS checked) • Opportunities to attend curriculum workshops • Opportunities to attend curriculum drop ins • Homework club – joint child/parent supported by staff (M.T every week)
Play based learning	£	+	+3	<ul style="list-style-type: none"> • Equity between child initiated and adult directed learning • The EYFS



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				<p>environment encourages and support children to develop their language, literacy and mathematical understanding through play</p> <ul style="list-style-type: none">• Staff are confident to effectively support learning through child-initiated play – utilising Blooms questioning to encourage a depth of understanding
Self -regulation strategies	£	++	+7	<ul style="list-style-type: none">• A ‘Learning to Learn. Approach is embedded across the whole school with external practitioners and professionals noting the positive attitudes and behaviours to learning.• SCP are flexible and fluid in their bespoke approach to individual child’s needs and aim to



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				<p>give children a repertoire of strategies to choose from during learning activities</p> <ul style="list-style-type: none">• Scaffolding learning is a successful tool used widely• The use of success criteria is a tool used widely to ensure children are aware of to monitor and manage their own learning with support when required.• The use of Blooms encourages children to plan, monitor and evaluate their learning• EEF P4C Research School (2017-2019)