

Developing skills with each year group to raise aspirations and attainment

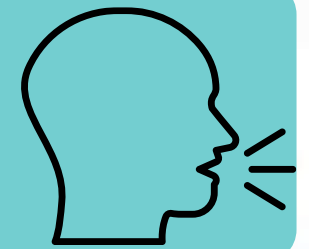
Year 7: Literacy
Reading Matters



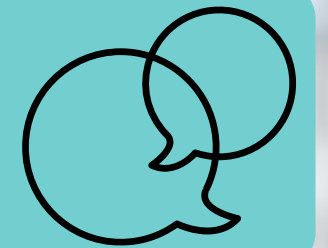
Year 7/8: Metacognition
Make It Count



Year 9: Oracy
Raise Your Words



Years 10: Oracy
Debate Club



Years 10-11:
Study Skills



Years 10-11:
Arts Tutoring





What is Reading Matters?

A six-week programme designed to improve learners' key literacy skills through disciplinary literacy. This will support attainment for learners in Years 7, 8 and 9.

Delivered by: neaco HECs

Who: Years 7, 8 and 9

Group size: max. 3

Evaluation method: before and after survey of self-reported outcomes

No. students: 153

No. schools: 9

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion

Takeaways for schools

- Creating time for students to read aloud with someone was positively received and benefitted students' perception of their ability to **understand texts**.
- Focusing explicitly on reading skills and comprehension enhanced students' perceptions of their ability to **explain their ideas clearly** and **identify the most important** and **reliable information**.
- A focus on addressing and understanding information in texts improved students' belief that they have the **skills to achieve at GCSE** and progress to **post-16 education**.
- This enhanced confidence included their ability to **understand** and then **explain complicated ideas** in texts.

Confidence and self-belief improved.

Key project findings

1. Learners' **cognitive skills** were significantly improved.

4. Learners' **self-efficacy** was significantly improved.

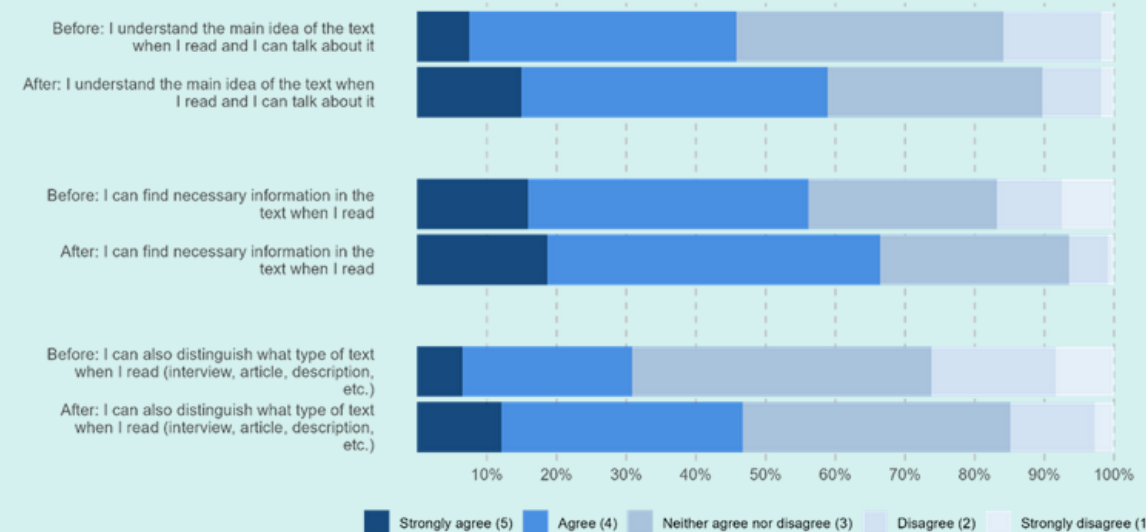
2. Learners' **reading skills** were significantly improved.

5. Overall improvement was comparable across groups, although older learners may benefit slightly more across a broader range of skills.

3. Some positive changes were seen in learners' **self-efficacy** and confidence in their ability to progress to post-16 education.

Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Focus: Reading Skills



Wilcoxon signed-ranked tests revealed a significant positive difference between pre- and post-survey results in students' self-reported cognitive and reading skills. Therefore, self-efficacy is also improved.

"I think it improves people's reading and confidence and I think every school should have this."

Participant



What is Make It Count?

An eight-week programme designed to develop learners' metacognitive strategies so that they can apply them across the curriculum.

Delivered by: neaco HECs

Group size: max. 6

No. students: 101

No. schools: 12

Who: Years 7 and 8

Evaluation method: before and after survey of self-reported outcomes

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion

Takeaways for schools

- By explicitly teaching how to tackle an **academic problem** in a variety of ways, students worked together and then felt able to do this themselves.
- Students reported feeling more confident that they had the specific skills to **pass examinations** and move on to **higher education**.
- Students felt that the project had supported their **learning** and enhanced their **confidence in learning** by giving them a range of new skills.

Improved confidence and learning skills.

Key project findings

1. Learners' cognitive skills were significantly improved.

2. Some positive changes in learners' metacognitive skills, although these did not reach statistic significance.

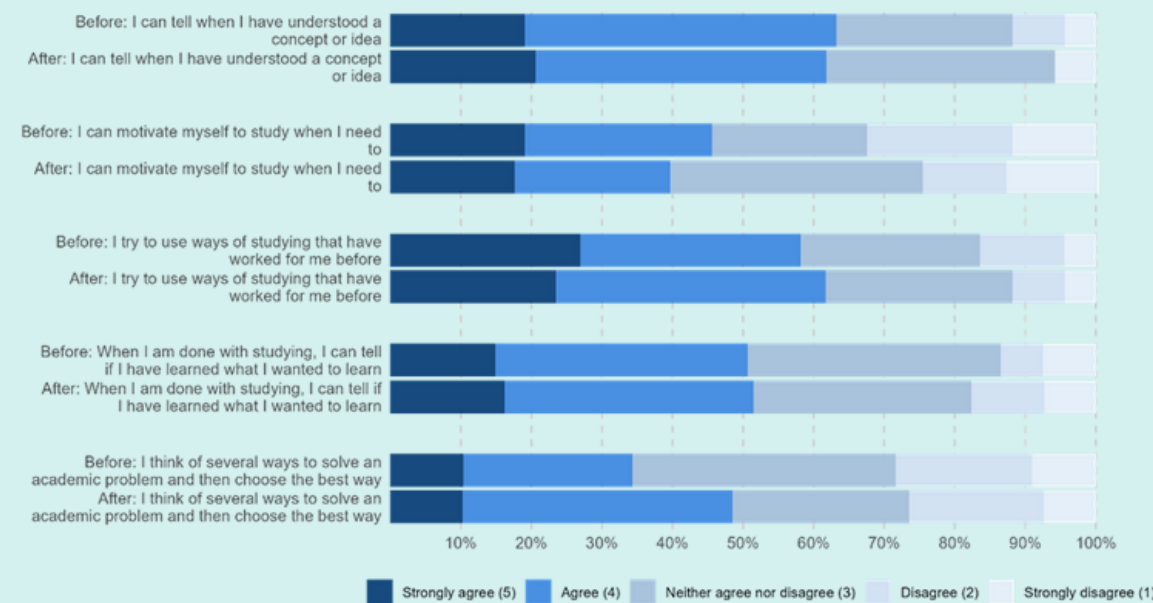
3. Learners showed awareness of metacognitive strategies.

4. Responses to qualitative questions were unclear over whether learners **were able to apply** metacognitive skills.

5. No meaningful changes seen in learners' self-efficacy.

Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Focus: Metacognitive Skills



There was a marginal, non-significant positive impact on metacognitive skills.

"I can use different tools to make sure I learn stuff in class."

Participant

What is Raise Your Words?

A ten-week programme designed to develop learners' oracy skills by preparing and delivering speeches. This will support overall attainment for Year 9 learners in preparation for Key Stage 4.

Delivered by: neaco HECs & Speakers Trust

Group size: 13-15

No. students: 203
(101 in control group,
102 in intervention group)

No. schools: 9

Who: Year 9

Evaluation method: before and after self-reported outcomes with oracy assessment and control group

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion
Speakers Trust: charity delivering workshops in schools across the UK

Takeaways for schools

- By explicitly exploring how to plan for talk, students' **oracy skills** and **confidence** improved significantly.
- **Cognitive skills** and students' **self-belief** in their cognitive abilities improved as they learnt new structures for talk and how to present ideas with confidence and authority.
- By valuing everyone's contribution, students felt a greater sense of **belonging** in their school community.
- This self-belief extended to an increased **self-confidence** in students' ability to move on to higher education.

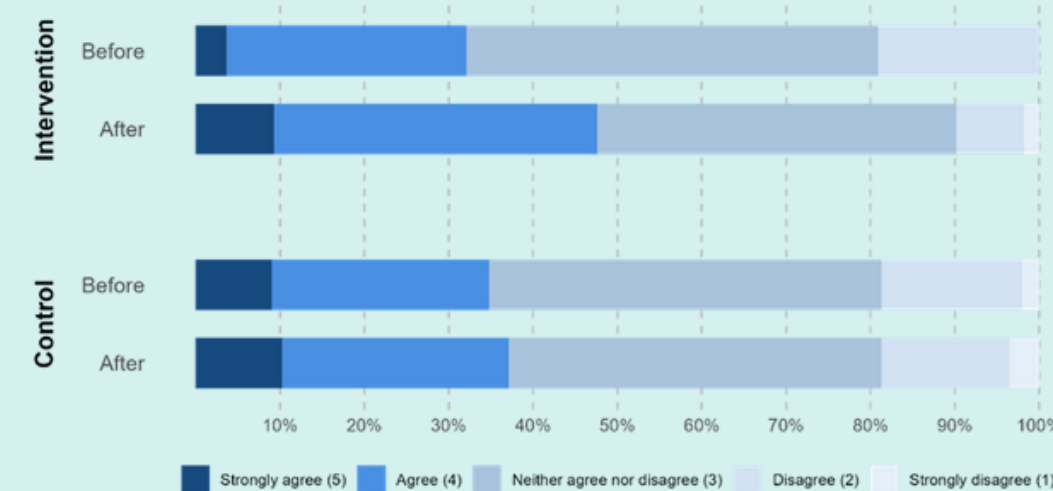
Improved confidence, belonging and learning skills.

Key project findings

1. Intervention learners' **oracy skills** were significantly improved.
2. Intervention learners' **cognitive skills** and **sense of belonging** were significantly improved.
3. Intervention learners' **listening skills** and **self-efficacy** were significantly improved.
4. Positive changes were observed in intervention learners' **HE aspirations**, although these did not reach statistical significance.
5. Both **female and male** intervention learners showed similar significant improvements, although there might be a tentative trend towards girls showing greater improvement.

Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Focus: Sense of Belonging



Data showed a clear positive impact on sense of belonging whilst the control group saw no change.

Biggest takeaway?

"To not feel scared of talking in public and how to calm down, to be confident in who I am."

Participant

What is Debate Club?

An eight-week programme designed to develop learners' effective spoken language, listening and non-verbal communication skills through debating. This will support attainment across the curriculum.

Delivered by: neaco HECs & Debate Mate

Group size: 6-15

No. students: 60

Who: Year 10

No. schools: 5

Evaluation method: before and after survey of self-reported outcomes

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion
Debate Mate: charity running debate clubs across the UK

Takeaways for schools

- After explicitly exploring structures for arguments, learners felt that they could identify key information more **accurately** and **confidently** explain their ideas.
- As a result of rehearsing their talk, students felt that they had the speaking skills to engage with and **belong** in higher education, academically and socially.
- Learners felt that the project had given them the tools to develop their **speaking skills** and that they now felt more able – and willing – to **participate** in class.

Improved confidence, self-belief and aspirations.

Key project findings

1. Learners' responses moved towards a more neutral or moderate self-reported view of their **oracy skills, self-efficacy** and **sense of belonging**.

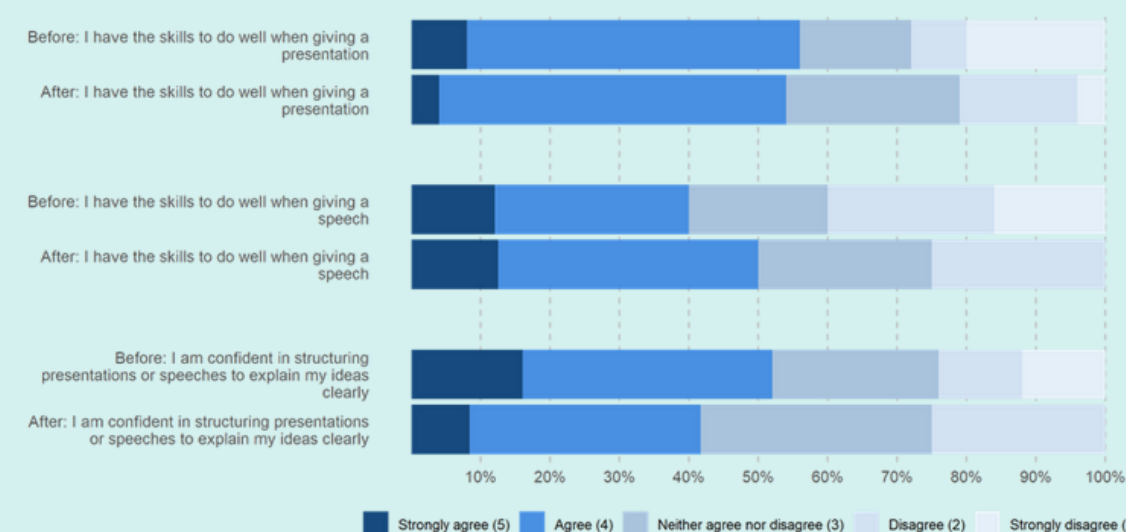
2. Learners reported improvements in their **public speaking skills** and **confidence** in the qualitative questions.

3. No meaningful changes were observed in learners' **cognitive** and **listening skills, HE expectations** and **knowledge**.

4. 4 out of the 5 schools expressed interest in setting up their **own debate club**.

Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Focus: Presentation Skills



There was a shift to neutral or moderate responses, exemplified by presentation skills.

"Speaking in front of others helps me communicate better and increased my confidence."

Participant



What is the Study Skills programme?

A six-week programme designed to help students feel confident and prepared to tackle their GCSE preparation using revision and self-care techniques. This will support attainment across the curriculum.

Delivered by: neaco HECs

Who: Years 10 & 11

Group size: 8-15

No. students: 98

No. schools: 7

Evaluation method: before and after survey of self-reported outcomes

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion

Key project findings

1. Learners' **cognitive skills** were significantly improved.
2. Learners' **reading skills** were significantly improved.
3. Some positive changes were seen in learners' **self-efficacy** (post-16 and HE), although these did not reach a statistical significance.

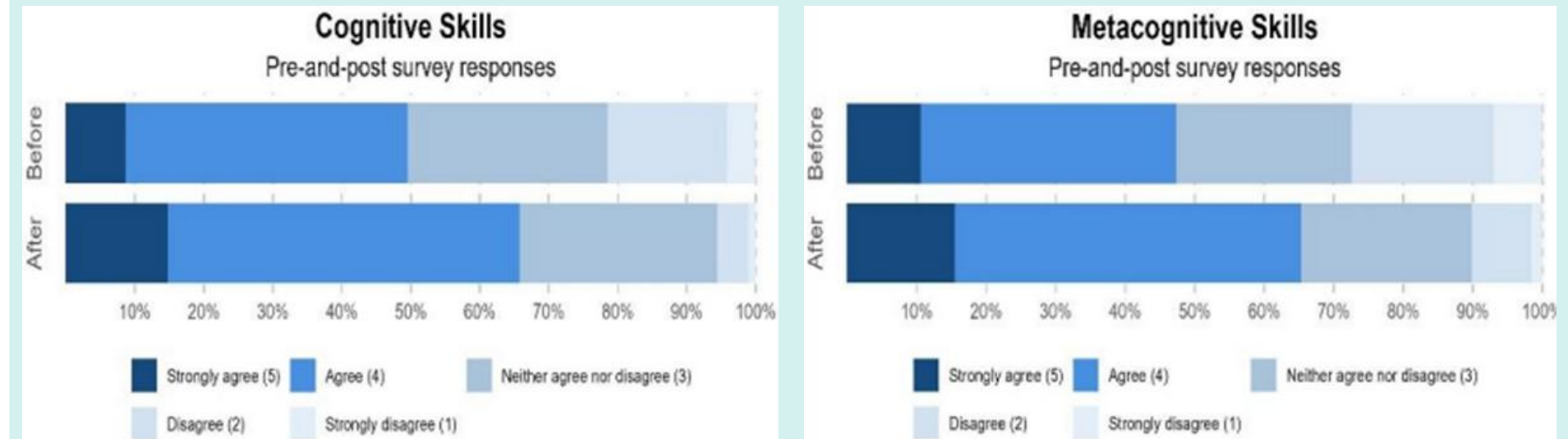
Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Takeaways for schools

- By learning why different strategies work for their revision, learners reported significant development in both their **cognitive** and **metacognitive skills**.
- After rehearsing these skills, students felt better able to **identify key information** and then **explain their ideas**, both crucial skills for GCSE examinations.
- Students completed the project with a clear **set of strategies** they could trust would help them study well.
- Learners also reported an **increased confidence** and **self-efficacy** in their academic future beyond Year 11.

Improved confidence and ability to study.

Focus: Cognitive and Metacognitive Skills



There was a particularly positive impact on both cognitive and metacognitive skills.

"This has really helped me to push myself to get the grades I deserve."

Participant

What is Arts Tutoring?

A year-long intervention on a weekly or fortnightly basis designed to increase students' actual or predicted grades in their creative subjects..

Delivered by: neaco HECs

Group size: 1-to-1

No. students: 47

No. schools: 5

Who: Years 10 & 11

Evaluation method: before and after survey of self-reported outcomes, predicted/actual grades

neaco: Network for East Anglian Collaborative Outreach
HEC: Higher Education Champion

Takeaways for schools

- Having the opportunity to focus on creative subjects positively received and benefitted students' perception of their ability to **manage their studying** and make the **progress** they wanted.
- Students also showed an increased sense of **self-belief** in their abilities to put any idea into practice and be creative, even when under pressure.
- This **confidence** extended to students' overall **belief** in their capacity to do well in GCSEs across the curriculum.
- Students felt **better equipped** to know that they had learnt what they needed to after studying and did not waste time.
- By explicitly exploring different strategies, students felt better able to use multiple ways to **solve an academic problem**.

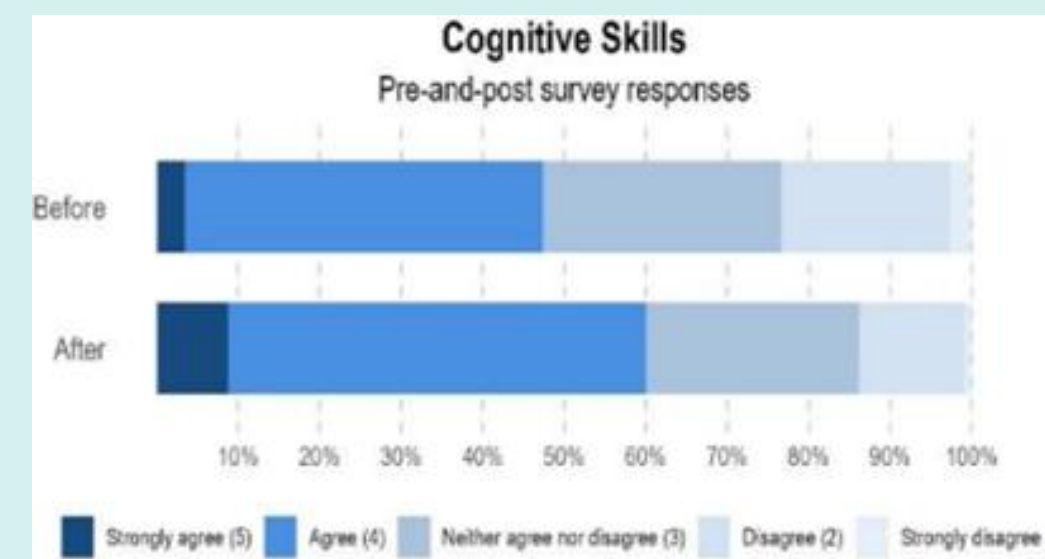
Confidence, cognitive skills and self-belief improved.

Key project findings

1. Learners' **cognitive skills** were significantly improved.
2. Learners' **metacognitive skills** showed a marginally significant improvement.
3. Some positive changes were observed in learners' **arts skills** and **self-efficacy**.
4. There was a slight overall improvement in **post-intervention grades**.
5. There was a greater improvement with **more intervention hours** although this was non-statistically significant given the small sample size.

Self-efficacy refers to individuals' confidence in their own ability and skills. In this case, this was particularly in terms of how learners felt equipped for post-16 and higher education.

Focus: Cognitive Skills



There was a positive impact on cognitive skills, particularly in students' confidence when explaining ideas to others.

"I found the programme really helped me with my confidence in art and exploration."
Participant