

Leigh Academy Blackheath Sutton Trust Toolkit review

Strand	Overview	Cost	Evidence	Months impact	LAB practice
Feedback	High impact for very low cost, based on moderate evidence	£	★★★	+8	Teachers provide task-orientated feedback on a timely basis; this is recorded by pupils in their books and then acted on by repeating the task.
Meta-cognition and self-regulation	High impact for very low cost, based on extensive evidence	£	★★★★	+8	LAB Learner Curriculum supports student understanding of how they learn and the science behind the learning process. Students develop strategies for revision and to improve memory.
Collaborative learning	Moderate impact for very low cost, based on extensive evidence	£	★★★★	+5	Learning opportunities, in and outside of the classroom, promote collaboration between students and student and teacher. Our sponsored 1 to 1 Chromebook scheme, and our use of Google Education apps, creates an effective framework for regular and structured collaborative learning.
Homework (Secondary)	Moderate impact for very low or no cost, based on moderate evidence	£	★★★	+5	Teachers set retrieval practice for homework based on subject-specific knowledge organisers; student also read for at least 30 minutes each weeknight.
Mastery learning	Moderate impact for very low cost, based on moderate evidence	£	★★★	+5	Maths mastery allows students to study topics in depth with opportunities to practise skill in a range of contexts/problems.
One-to-one tuition	Moderate impact for high cost, based on extensive evidence	££££	★★★★	+5	A programme of one to one tuition in Maths is in place for key students who are not secondary ready when they join the academy. This is delivered by trained learning support assistants and the Trust Directors of Improvement.

Reading comprehension strategies	Moderate impact for very low cost, based on extensive evidence	£	★★★★★	+5	Students read for the first 5 of every lesson; students read for 30 minutes each night for homework; students sit reading tests each term and the number of Accelerated Reader quizzes taken is monitored. There is a literacy club and a reading club x 2 per week for non-secondary ready and HAPS respectively.
Behaviour interventions	Moderate impact for moderate cost, based on extensive evidence	£££	★★★★★	+4	Hierarchy of sanctions consistently applied; emphasis on warm/ strict and promoting positive behaviour through hierarchy of rewards.
Digital technology	Moderate impact for moderate cost, based on extensive evidence	£££	★★★★★	+4	Our sponsored 1 to 1 Chromebook scheme, and our use of Google Education apps, creates an effective framework for regular and structured collaborative learning. Every subject has a virtual classroom where differentiated learning materials are shared with students supporting pre and post lesson learning.
Small group tuition	Moderate impact for moderate cost, based on limited evidence	£££	★★	+4	Non-secondary ready and HAP students attend reading clubs weekly x2; Trust advisor for English works with non-secondary ready and HAPS weekly. 2-1 targeted intervention by LSA's. LSA's provide 1:1 maths intervention using 'The Power of 2' programme. Maths Director of Improvement works with non-secondary ready students, in small groups, for 1 hour a week
Social and emotional learning	Moderate impact for moderate cost, based on extensive evidence	£££	★★★★★	+4	ELSA - Emotional, Literacy assistant training. ELSA's: -Support children to recognise, understand and manage their emotions. -Plan and deliver individual and group support