



What Works for
**Children's
Social Care**

Signs of Potential Research Learning Communities

Webinar September 2021

@whatworksCSC



Ipsos MORI



Agenda

Session	Description	Time
Introduction and roles	<ul style="list-style-type: none">• What is WWCS and Research Learning Communities?• Who is involved in the programme and what are our roles?	1:00 – 1:10
The intervention	<ul style="list-style-type: none">• What will the workshops consist of?• What are the benefits to teachers, schools, and children in need (CIN) and looked after children (LAC)?• When will the workshops be held?• Q&A	1:10 – 1:40
The evaluation	<ul style="list-style-type: none">• What is it about and what methods will be used?• Why should your school take part in the evaluation?• What is the evaluation timeline?• How will schools support the evaluation data collection?• Q&A	1:40 – 2:10
School role and responsibilities	<ul style="list-style-type: none">• What are schools' roles and responsibilities?• What are the next steps? (Sign-up and consent forms)	2:10 – 2:20
Final Q&A		2:20 – 2:30



1. Introduction and roles



What is What Works for Children's Social Care (WWCSC)?

- WWCSC is an independent charity funded by the Department of Education
- WWCSC seeks to deliver better outcomes for young people and families across the country, we need to know what works - for whom - and see effective practice spread far and wide.
- By producing high quality evidence on “what works” and helping translate this into practice, we hope to help all children fulfil their potential



What is Research Learning Communities?

Originally trialled by The Education Endowment Foundation

Evidence indicates that RLCs are successful in:

- 1) Increasing teachers confidence to use research
- 2) Building the capacity of teachers to lead research informed change
- 3) Enhancing teaching practice
- 4) Improving student outcomes

Aim of the programme:

Improve teaching practices for, and the educational outcomes of LAC and children who have a social worker

Aim of the evaluation:

Measure its impact on pupils and schools compared with usual practice
Understand what factors affected these outcomes



Who is involved and what are our roles?

This evaluation of RLC involves the following key stakeholders...

- **WWCSC** will be funding and coordinating Research Learning Communities (funded by the Department for Education).
- **School of Education at Durham University** will be delivering Research Learning Communities workshops to schools.
- **Virtual School Heads** will be acting as our link person to liaise with schools.
- **Ipsos MORI** will be evaluating the programme to test its efficacy, including sending surveys to staff and completing case studies, completing a final report.

2. The Intervention




What is involved?

- Small groups of teachers coming together to focus on tackling issues related to teaching and learning
- 8 sessions (including 6 workshops) delivered online
- Designed for Subject Leads and Designated Teachers, with a focus on Maths and English for Year 5 and 6 pupils



What will the workshops consist of? (1 / 2)

Workshops will last approximately two hours and will involve participants engaging in a range of interactive activities that support them to:

- Gain a better understanding of the educational issues faced by looked after their children and why these issues occur
- Think about what kinds of specific outcomes they would like to focus on for looked after children
- Engage with research-evidence in relation to these outcomes/ areas of practice
-  Develop research-informed teaching strategies to improve teaching of and outcomes for looked after children

What will the workshops consist of? (2/2)

Workshops participants will learn to:

- Understand effective ways to **trial these strategies** with with colleagues
- Understand how to **embed new practices** across the school
- Communicate the **impact** of these approaches
- Learn to engage in this process **without the need** for external facilitation



What are the intended benefits to LAC / children who have had a social worker?

As a result of participating, designated teachers and subject leads should develop:

- A better understanding of the **educational issues** faced by looked after their children and why these issues occur,
- how to develop and **roll out research-informed interventions** that effectively tackle these issues.

As a result the **educational outcomes of such groups should improve** and, in the long term, we would hope that their prospects of flourishing generally (going to university, finding employment etc) are substantially enhanced.



What are the intended benefits to teachers and schools?

- **More effective understanding of LACs**, but also how to develop and roll-out research informed practices to support a disadvantaged group.
- **Stronger capacity/confidence to engage in and with research** and to use this to tackle a variety of issues related to teaching and learning more generally
- **Enhanced capacity of teachers to engage in change leadership**
- **Improved innovation capacity of school** (moves the school towards being a learning organisation).



Overview of workshops (dates may be adjusted)

Activity	Date
Introductory session: Purpose of the project, roles and what to expect	w/c 18th October 2021
Workshop 1: Developing new research informed teaching approaches	w/c 15th November 2021
Workshop 2: Testing and refining new initiatives	w/c 13th December 2021
Workshop 3: Leading the implementation of new initiatives and change, and how to know whether they make a difference	w/c 10th January 2022
Workshop 4: Developing a second round of research informed teaching and approaches	w/c 7th February 2022
Workshop 5: Other ways to test and refine	w/c 7th March 2022
Workshop 6: Additional material on leading change	w/c 11th April 2022
Moving Forward: Revisiting achievements and how to proceed in a self-facilitated way	w/c 2nd May 2022



Questions about the intervention?



3. The evaluation



What is the evaluation about?

The evaluation will assess the efficacy of RLC in improving the learning outcomes of children in need (CIN) and looked after children (LAC)

- While RLC has been identified as having some potential for improving outcomes for CIN and LAC, this is the first large-scale trial designed to further test and evaluate this potential.
- The aim of the evaluation is to assess whether the RLC programme **improves the educational attainment of children in need (CIN) and looked after children (LAC)** by **raising teachers' knowledge of research, attitudes towards the use of research, and use of research in their teaching practices.**
- The evaluation will be delivered by **Ipsos MORI's Policy and Evaluation Unit and the Education, Children and Families team**, with Elpida Acharidou as Principal Investigator.



What methodologies are being used for the evaluation?

The evaluation will consist of a Randomised Control Trial (RCT), Implementation and Process Evaluation (IPE), and Cost Evaluation

The **RCT** will measure the impact of the RLC programme on:

- **Year 6 CIN and LAC performance** in Literacy and Mathematics, and;
- Designated Teachers, Subject Leads, and year 5 and 6 teachers' **knowledge of research, attitudes towards the use of research, and use of research** in their teaching practices.

The **IPE** will:

- **Explain the reasons behind the outcomes** of the RCT study;
- Understand **whether and how different factors influence** delivery and outcomes; and
- Identify **key factors that support improvements** in attainment for CIN and LAC and those that hinder it.

The **cost evaluation** will:

- **Assess the costs** of all resources necessary to implement the RLC programme.

What methods are being used for the evaluation?

Data and evidence for the RCT, IPE, and cost evaluation will be gathered using a mixed methods approach.

Randomised Control Trial (RCT):

Pre- and post- teacher questionnaires

KS2 Pupil Attainment Scores

Implementation and Process Evaluation (IPE):

Pre- and post- teacher questionnaires

Case studies

Workshop observations and attendance data

Cost Evaluation:

Pre- and post- teacher questionnaires

Programme delivery cost analysis

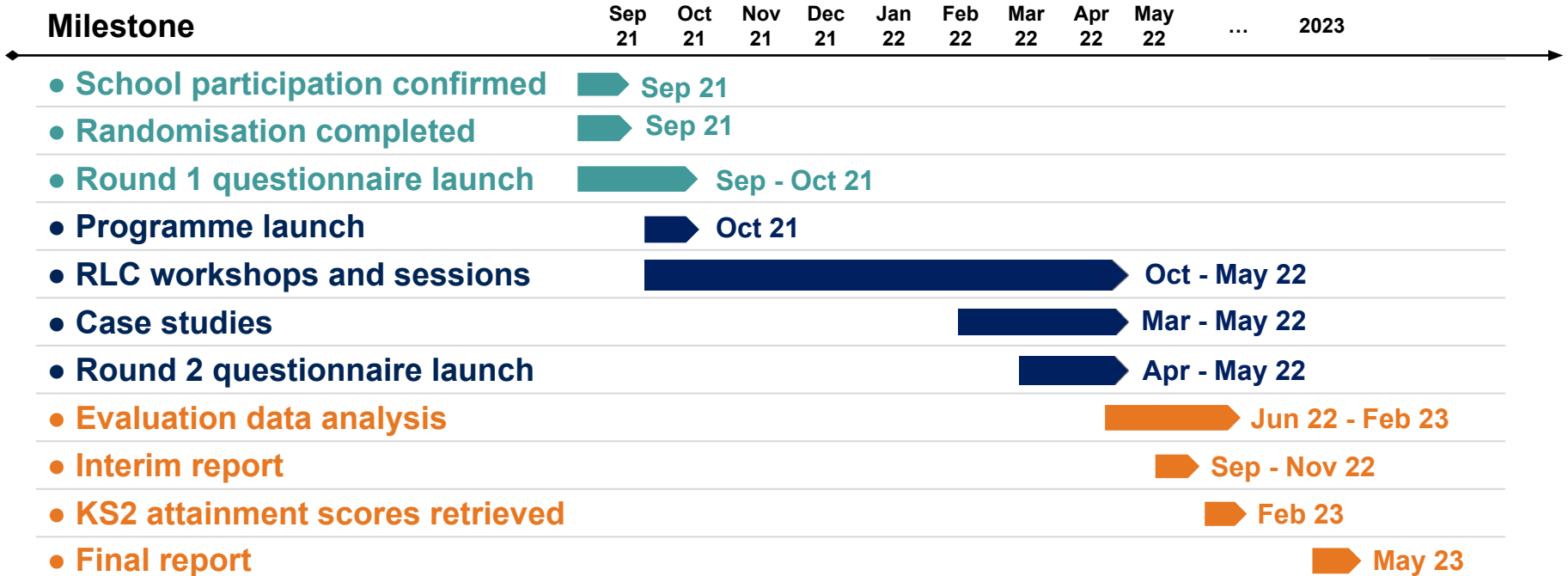
Why should my school take part in the evaluation of this programme?

By participating in the evaluation, you will contribute to important research about how best to support teachers to improve their teaching practices for CIN and LAC.

- Participating schools will be randomly allocated to either the intervention group or the control group, but all will play a crucial role in the evaluation.
- The evaluation findings will be used by the **WWCSC, the Department for Education (DfE), schools and relevant academic and educational institutions.**
- Schools in the control group that participate in the case studies (2 in total) will also receive an incentive of **£1,500** for their participation.
- **Teachers will be asked to provide consent, and can withdraw at any time** up until the end of May 2022.



What is the timeline?



How will I support the evaluation data collection?

What will happen?

What do I have to do?

When?

Why?

1. Complete online teacher questionnaire

- Ipsos Mori will email a link to **complete the teacher questionnaire** to your school, via the email address on the DfE's Get Info about Schools (GIAS) database.
- The **Head Teacher or staff member** at your school monitoring the email inbox will **forward the email and questionnaire link** to relevant teachers.

- Ensure the email inbox provided to the GIAS is being monitored.
- Forward the email to relevant teachers to **click on the link and complete the questionnaire**.
- Forward any reminder emails Ipsos and/or Virtual Schools send to the GIAS email to relevant teachers to encourage them to complete the questionnaire.

- Complete the Round 1 questionnaire by **15 October 2021**
- Complete the Round 2 questionnaire in **May 2022**

- The teacher questionnaires will help us understand how teaching practice has been impacted as a result of the programme.

2. Participate in case studies

- **14 schools*** (*pending recruitment*) will be approached to participate in **case studies**.
- This will involve an **interview** with each school's relevant Subject Lead, Designated Teacher, Head Teacher, and 3 – 4 year 5 and 6 teachers, lasting approx. 45 – 60 mins each.

- Ensure the email inbox provided to the GIAS is being monitored.
- Nominate a member of staff to **support with arranging interviews** with the relevant teachers at a time convenient to them.

- Case study interviews will be conducted from **March – May 2022**

- Case study interviews will allow us to develop a deeper understanding of the effects of the RLC programme, and help explain the different factors that influenced programme delivery and outcomes.

Questions about the evaluation?



4. School role and responsibilities



We will be asking schools to:

Participating in the Evaluation (all):

- **Consent to random allocation** to either intervention or control and participate in evaluation activities
- Encourage teachers to **participate in the evaluation activities** (although this is voluntary)
- Complete **two 20-minute questionnaires** at the start and end of the intervention (October 2021 and May 2022)
- If selected, **participate in 6-7 case study interviews** lasting approximately 45-60 minutes

Those randomised to the intervention group:

As above, and:

- Allow **Subject Leads and Designated Teachers** to **attend 8 workshops** between October 2021 - May 2022
- **Engage with researchers at the University of Durham** to feedback on **specific areas of need** for your school, so we can make the workshops as relevant as possible
- Encourage opportunities for staff to **disseminate learnings** (e.g. staff meetings or workshops)



Next steps

Please return completed consent forms (signed by your Head Teacher) to:

RLC@whatworks-csc.org.uk by Friday, 24th September

5. Questions and discussion



Who do I contact if I have any questions or concerns on the programme?

What Works Centre for Children's Social Care (WWCSC)

Name	Role	Email
Eleanor Stringer	Head of Education Programmes	eleanor.stringer@whatworks-csc.org.uk
Clare Clancy	Programmes Manager	clare.clancy@whatworks-csc.org.uk

School of Education at Durham University

Name	Role	Email
Professor Chris Brown	RLC Programme Director	chris.brown@durham.ac.uk

Who do I contact if I have any questions or concerns on the evaluation?

Ipsos MORI Evaluation Team

Name	Role	Email
Jaimin Shah	Evaluation Coordinator	RLCevaluation@ipsos-mori.com



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Thank you

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