

St Mary's University
Research & Literature Summary

Title and Author

Targeted Academic Support – Education Endowment Foundation (EEF)

Further reading: [Targeted Academic Support](#)

Summary

- Highlights the need to respond to individual learners alongside ongoing high-quality teaching;
- Research evidence suggests that effective groupings can promote good outcomes for individuals;
- Individual interventions can also provide highly impactful support for learners who are not making expected progress;
- A range of information should be used to design and implement interventions, including assessment;
- Ongoing reflection and monitoring of interventions is essential to ensure that they remain effective and respond to pupil needs appropriately;
- Learning that takes place in interventions should be closely linked to classroom teaching and learning;
- Teaching assistants involved in the delivery of interventions should be well trained and experienced;
- Small group support should target the needs of individuals within the group.

Key Considerations for Practice

- Teachers must plan for learning carefully and critically to ensure that all learners are provided with the opportunity to make good progress;
- Teachers must continuously engage with the assess-plan-do-review cycle to ensure that interventions remain effective and appropriate for individual learners;
- Teachers must consider the skills and training of other practitioners when planning for group and individual interventions.

Prompts for Professional Dialogue and Reflection

- What are your observations of effective groupings in the classroom?
- How have you seen individual and group interventions used effectively in your setting?
- What are the challenges presented by planning for the effective use of groupings in your teaching and how do you prepare to overcome them?
- What is the impact of effective grouping on learners and learning?
- Do all learners benefit equally from grouping in particular ways?
- What considerations should you make when planning for group work in your lessons?
- When reflecting on your own teaching, what was your experience of grouping and individual interventions and how did this impact how you felt about the learning that took place?
- What will you do differently in your future practice in response to these observations?
- What other literature have you engaged with that informs the way you group learners in your classroom?