

## **Case Study**

### **Evidence-Based Teaching**

**This section contains three examples of trainees' use of their own research into SEND and its impact on their practice.**

#### **The task**

Trainees were asked to research the needs of two pupils with similar identified needs. They then used action research strategies to investigate the impact of evidence-based approaches to enabling learning for these two pupils.

Over a series of lessons (approximately 5-6 hours' worth of teaching), trainees developed their use of these approaches, using feedback from learners' progress, colleagues' observations and their own reflections to explore the efficacy of the research and to develop a series of evidence-based implications for their future practice.

#### **The context**

All of these trainees submitted this work as part of their assignment submissions for PGCE, awarded by the HEI partner. All three of these trainees gained Level 7 (Masters Level) marks for these submissions. All three of these trainees were ultimately awarded 'outstanding' for QTS and gained 'outstanding' for the Teachers' Standards linked to SEND.

#### **Timescale**

Trainees had the equivalent of 10 weeks to complete this task.