

Adaptive learning cycles for scaling

Evidence-informed approaches to government-led remediation

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FCDO SCALE · Malawi TaRL-informed remediation Innovative Partnership

RESEARCH QUESTION / PROBLEM STATEMENT

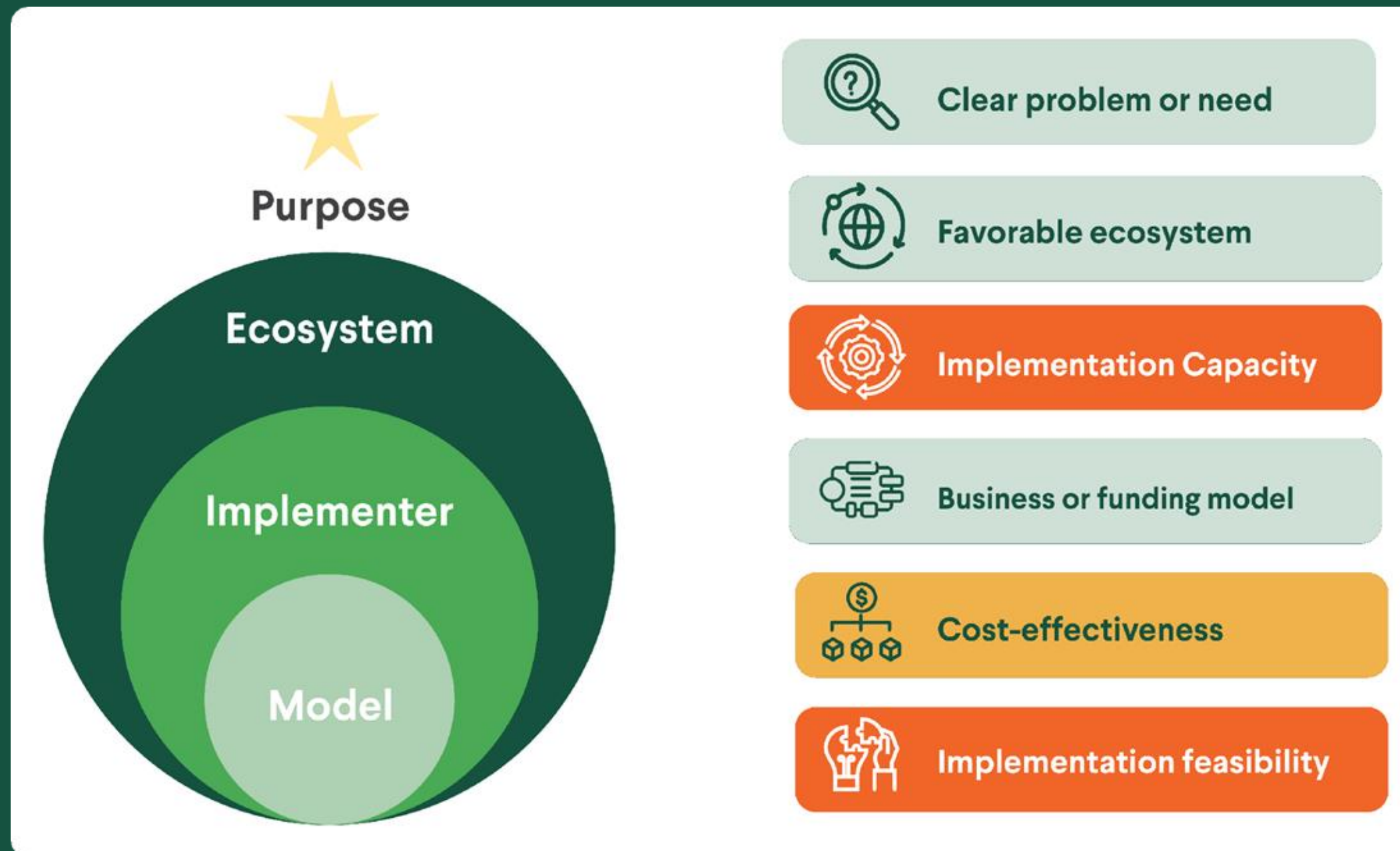
The reform worked.

Not for everyone.

No gain for the most vulnerable learners, or the lowest baseline numeracy

Does TaRL-inspired remediation work here at scale, and for the children who need it most?

You can't test everything.



■ In place ■ Partially in place ■ Not in place

The framework tells you what to prioritise.

What you can change.

What government can deliver.

What scale depends on.



Framework & Assessment

FINDINGS AND IMPLICATIONS

Two findings that triggered scalable adaptations.

MENTORING

Head teachers had limited visibility of mentoring. Mentors lacked clear guidance on what to cover, and how to give feedback.

[illegible]

ESSENTIAL

Mentoring checklist

Head teachers joined the full training — what mentoring covers, how often. Mentors got the checklist and feedback practice.

TaRL-Informed Remediation — Upcoming Monthly Responsibilities						
Responsible	Task	Week 1	Week 2	Week 3	Week 4	Staff Involved
S1-2 Mentor	Team Planning meeting	☐	☐	☐	---	
	CFU data consolidation	☐	☐	☐	☐	
	Teacher coaching and mentoring	# planned visits this month: ____ # completed visits this month: ____				
S3-4 Mentor	Team Planning meeting	☐	☐	☐	---	
	CFU data consolidation	☐	☐	☐	☐	
	Teacher coaching and mentoring	# planned visits this month: ____ # completed visits this month: ____				
Head teacher	Monthly Remediation meeting	---	---	---	☐	

NOT NEEDED

School planning sheet

TIME ON TASK

Literacy: whole-class work dominated.
Numeracy: too long on basic recognition.

NOW SPECIFIED IN THE MANUAL

LITERACY, STANDARDS 3–4

20 whole class **40** level-based groups

NUMERACY, BEGINNERS GROUP

40	10	10
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recognition · **facts** · **operations**

Minutes shift to operations as groups advance.

CONTACT INFORMATION

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