

Fact Sheet

Remedial Learning in KP



Closing the Learning Gap

Overview

The Remedial Learning Programme provides targeted support to teachers and students in developing foundational literacy and numeracy skills. The programme ensures that students receive the necessary support to address learning gaps by conducting diagnostic assessments and creating personalised remediation packages.



1 Diagnostic Assessments:

Teachers administer diagnostic assessments to identify students' specific learning needs.

2 Personalised Remediation:

Based on the assessment results, teachers develop tailored remediation packages that include lesson plans and study materials.

3 Need Responsive Remediation:

The programme offers flexible solutions for need-responsive remediation, which may be delivered through whole-class instruction or individual support sessions, depending on student needs.

4 Post-Assessment:

A post-assessment is conducted to measure student progress and determine if further remediation is required.

Benefits of Remedial Learning

By addressing learning gaps early on, the programme is providing teachers and students with the essential skills needed to build their foundational literacy and numeracy skills, some of the key benefits include:



Improved learning outcomes in literacy and numeracy



Enhanced teacher capacity and effectiveness



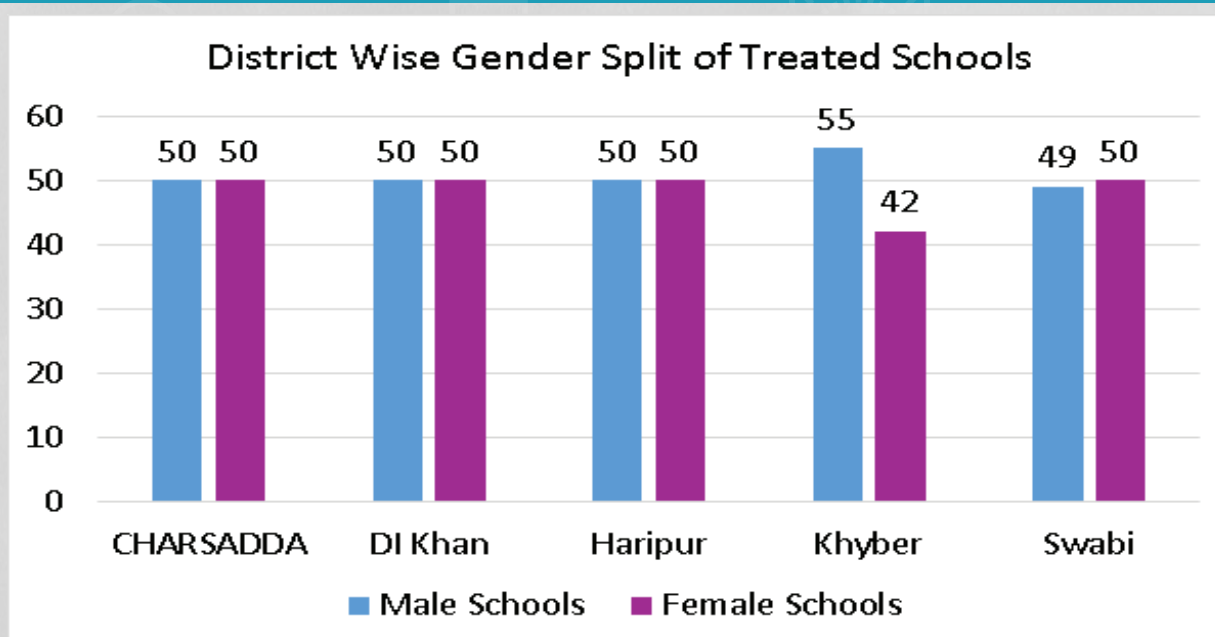
Increased equity and inclusion in education



Strong foundation for future academic success

Scope of the Intervention

- » The remedial learning intervention covered 599 schools across five districts in KP, including
- » 496 treatment and 103 control schools, with assessments tracking
- » 13,218 students (2,294 control, 10,924 treatment) before and after the intervention.



Instructional Materials Developed

- » A total of 119 Student Learning Outcomes (SLOs) identified across three core subjects including 41 in English, 32 in Math and 46 in Urdu covering Grades 1 & 2
- » 119 structured and National curriculum-aligned lesson plans, designed to meet the needs of students requiring remedial support.
- » 110 targeted worksheets to provide students with practice and reinforcement of key concepts in each subject.
- » 90 assessment items developed to monitor student progress and inform instructional adjustments

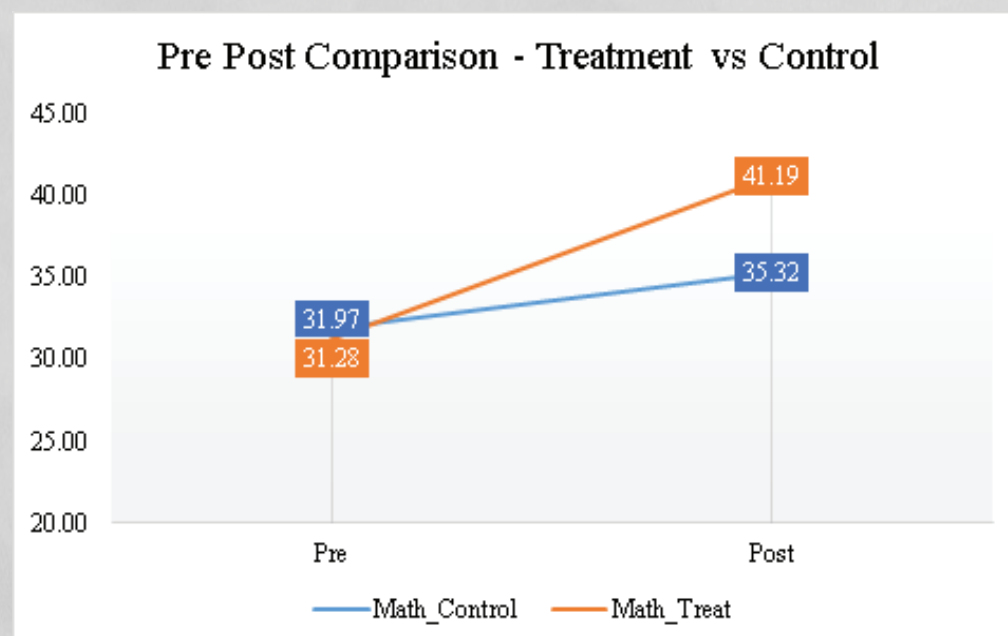
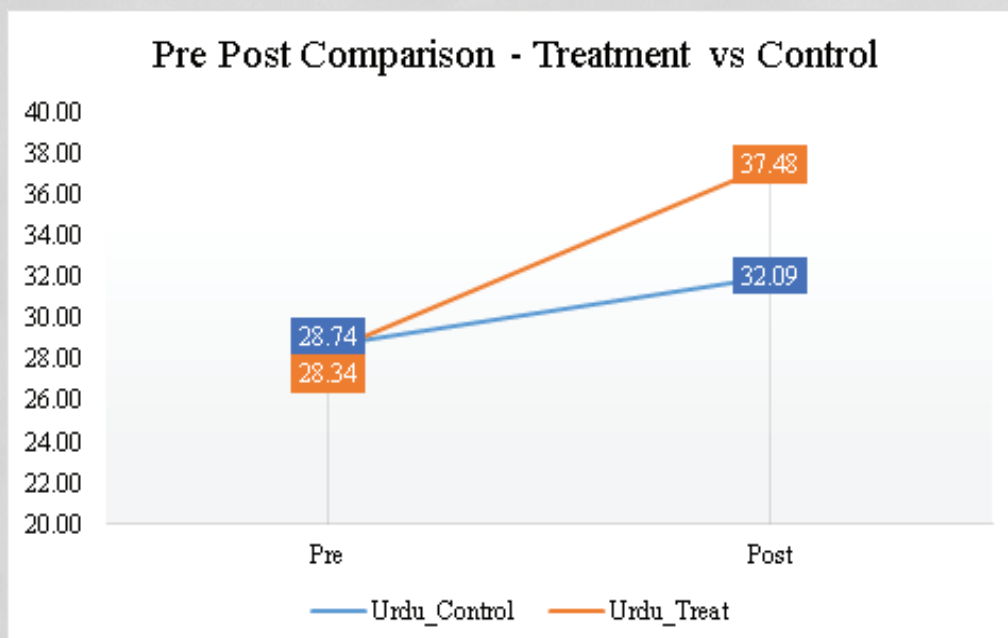
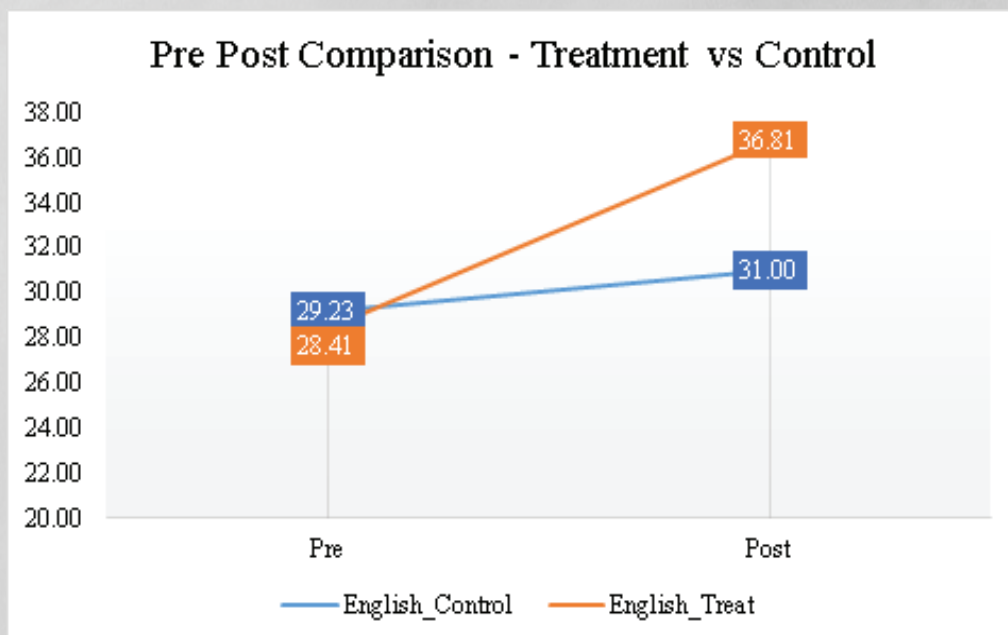
Impact Observed

+6.62 points improvement
in English

+5.78 points improvement
in Urdu

+6.56 points improvement
in Math

Pre Post Comparison – Treatment vs Control



Findings from Focus Group Discussions (FGDs)

Headteachers

- » About 95 percent headteachers reported the programme to be effective (ranging between slightly to highly effective) in improving the foundational learning in their schools.
- » ~97 percent headteachers reported improvement in instructional methods of teachers in their schools who received training under the programme. In terms of the biggest impact,
- » 39.8 percent headteachers selected teachers' increased ability to identify and address learning gaps of students,
- » 32.65 percent reported the improvement in lesson planning and engagement with students to be the biggest change,
- » While 4.08 percent reported to have observed a significant improvement in all aspects of teaching due to the training that teachers in their schools received under the programme and 20.41 reported slight improvement in teaching techniques

Teachers

- » Majority of the teachers (~98.5 percent) reported the diagnostic assessment to be helpful in identifying student learning gaps. 43.37 percent reported it to be moderately useful, followed by 32.14 percent reporting it to be very useful. 18.37 percent reported it being of slight use while 4.59 percent found it extremely useful.
- » Majority of the teachers reported using the lesson planning techniques introduced in training to be easy with 40.31 reporting it to be somewhat easy while 17.35 percent reporting it to be very easy. 19.9 percent teachers found it to be somewhat difficult while 20.92 percent were neutral i.e., neither easy nor difficult.

Teachers were also asked questions to gauge knowledge retention from training that they received. Specifically,

- » most teachers could recall key points from diagnostic assessment (44.9 percent),
- » 27.55 percent could recall most of the details, and
- » 12.24 percent remembered all details and could apply them easily in their classrooms

Way Forward

- » Expand the programme to additional districts building on the success and evidence generated through the current intervention
- » Integrate diagnostic assessment and remediation practices into regular school routines to ensure sustainability and early identification of learning gaps
- » Offer ongoing coaching and follow-up support to further strengthen teachers' confidence and effectiveness in delivering remediation

#CloseTheLearningGap



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