

Example policy theory of change: Research impact improving early language outcomes

Research uptake		Research use		Research impact	
What we do	Who with	How they feel	What they learn and gain	What they do differently	What difference does this make
Share research: publish findings via journals, policy briefings and practitioner networks. Build relationships: sustain dialogue with policy teams, and sector bodies. Co-produce: co-design programme materials and implementation guidance with practitioners and a charity. Drive systems change: convene a sector coalition to embed oral language in national policy.	Government early years policy teams	Policymakers find trial-based evidence credible and timely for a recognised attainment gap.	Policymakers gain robust evidence on a cost-effective intervention.	Government embeds oral language in revised early years guidance and a funded national programme.	Improved early language outcomes for children, particularly those from disadvantaged backgrounds.
	Early years practitioners and settings				
	A national early year's charity	Practitioners see the approach as practical and classroom-ready.	Practitioners gain skills and confidence in language-rich teaching.	Education settings adopt the approach in daily practice.	More children are ready for school.
	Education Inspectorate and local authority advisers	Sector bodies are motivated by shared equity goals.	The sector gains a shared evidence base and a common language for advocacy.	Local authorities commission training for their workforce.	Children from disadvantaged backgrounds succeed at school.
	A parliamentary select committee				