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**Information About Our Services**

Qa Research (Qa) is delighted to be part of the Education Endowment Foundation's (EEF) Data Collection Panel and to provide support to organisations conducting evaluations on behalf of EEF.

Our innovative approach means we have the capabilities to organise large-scale data collection, including administration of one-to-one and whole class pupil assessments, over short fieldwork periods.

**Experience in Educational Data Collection**

Qa has a proven track record of providing organisations operating in the education sector with research and assessment services. We are a UK-based company, with national connections and a strong commitment to education research.

We have built extensive knowledge of managing national large-scale data collection projects within the education sector and have developed mechanisms to overcome the challenges of working in different education settings (from early years to post-16), whilst maximising response rates from participants.

Our approach allows us to successfully deliver assessments across a range of settings and age groups. We have a national network of contacts who provide access to Assessors with experience working with specific age groups and a vested interest in the subject they are evaluating.

This means we offer an option which is more cost effective and offers greater reliability and flexibility to ensure we can meet challenging project timescales and large-scale data collection activities.

The Education Research Team at Qa is dedicated to supporting organisations who are evaluating EEF funded interventions.

Previous organisations we have worked with on data collection for education evaluations include:

- Behavioural Insights Team
- Institute for Employment Studies
- National Institute of Economic and Social Research
- King's College London
- Durham University
- Sheffield Hallam University, Institute of Education

Our team has experience of administering numerous assessments including whole class, one-to-one and small group measures.

In recent years, these tools have included maths, reading, writing, speech and language, and socio-emotional measures. Specific assessment tools include:

- York Assessment of Reading for Comprehension (YARC) (Early Reading & Passage Reading Primary)
- LanguageScreen
- NGRT
- Action Picture Test
- Expressive Vocabulary Test
- New Group Reading Test (NGRT)
- Sandwell Early Numeracy Test (SENT)
- WellComm Assessment
- Corsi Block
- Head-Toes-Knees-Shoulders Revised (HTKS-R)
- Early Years Toolbox (EYT) Numeracy

Qa has a strong track record in consulting with a range of audiences across all education stages and we have summarised our experience and provided examples for each stage:

### **Early Years:**

We have been involved in a growing number of projects working with early years settings. Our experience includes conducting one-to-one education assessments with 3-4 year olds for EEF funded evaluations, working with clients including RAND, the Institute for Employment Studies and NIESR. All recent projects involved administered 1,000-2,000 baseline and endline assessments during a 2 month window at each testing phase, in early years settings spread nationally.

We have also conducted large-scale quantitative surveys of early years teachers (including members of the SLT) for national studies for the Government (DFE) and other public bodies through to smaller-scale qualitative studies with teachers for third sector clients including Teach First and Book Trust.

### **Primary & Secondary Schools:**

We've undertaken research with schools for over 20 years and developed specific strategies for engagement and retention in research. Over recent years, we have been involved in data collection for

numerous projects involving primary and secondary school pupils. These projects often involved tight-deadlines and high-volumes of around 3,000 baseline and endline assessments.

We have also conducted fieldwork with schools (predominantly national CATI surveys with teachers) for clients including DFE; University College London; Wellcome Trust and the Welsh Government. Many projects are longitudinal, for example, for Wellcome Trust Qa completed a four-year programme of fieldwork with primary science teachers; we have also carried out baseline and follow-up surveys with pupils for clients including the Welsh Government and the Careers and Enterprise Council.

Qa also uses a telephone approach to recruit schools to disseminate online surveys to pupils and colleagues.

We also conduct telephone interviews with head teachers and teachers. This includes understanding more about training and mentoring, as well as routes to entering teaching and learning more about non-teaching roles in schools for example, on behalf of the Institute of School Business Leadership.

#### **Post-16:**

We have carried out numerous studies with FE and HE providers and their students. Subject matter has been varied, from consulting international students on the provision of catering within UK universities (for The University Caterers Organisation) through to consulting with college providers of English to Speakers of other Languages (ESOL) and more general learner surveys for the DFE. Qa is adept at making the necessary links to access students, often making cold-contact with education providers, making it as straightforward as possible for them to engage with us (providing clear background information; Q/A's; incentives when appropriate; 'what's in it for them' information, etc.).

### **Field Force Capacity and Expertise**

Qa Research has a team of staff within the Education Research Team who would lead on and have overarching responsibility for data collection processes.

The Education Research Team are supported by a team of Assessment Moderators, who are responsible for quality checking, scoring and inputting of complete assessments, as well as a national core team of Education Assessors.

Additional Education Assessors are recruited by demand, depending on project requirements and level of experience needed.

#### **Diversity & Social Value:**

Our Education Team at Qa is committed to diversity and inclusion, bringing together individuals of varied ethnicities, nationalities, backgrounds and ages. Working with Assessors who understand the complexities of different research topics and the cultural considerations enriches the research we conduct, sharing a wide range of experiences and understanding.

In recent years, we have employed over 300 Assessors who have supported large-scale data collection for education evaluations. Many have supported across multiple projects and the opportunity to work

as an Assessor has given them valuable experience that has contributed towards their academic studies and future opportunities.

We have shared some feedback from our previous Assessors:

- *“I found the Education Assessor role to be incredibly rewarding and enriching. The experience offered a unique opportunity to apply my academic knowledge in a practical setting.”*
- *“The support from the team was outstanding, and I appreciated the collaborative environment that made the role even more enjoyable. It was a highly fulfilling experience that has further inspired my passion for education.”*
- *“My favourite experience as an Education Assessor was the opportunity to visit different schools and interact with a diverse range of pupils and staff. This allowed me to gain valuable insights into various educational environments, understand different teaching approaches, and directly contribute to improving educational outcomes.”*

### **Assessor Recruitment:**

Our approach allows us to successfully deliver data collection across a range of settings and age groups, with Assessors who have experience working with specific age groups and a vested interest in the subject they are evaluating.

Our recruitment is targeted to ensure we have cover for the recruited settings for each project. This means we offer an option which is more cost effective, offers greater reliability and flexibility to ensure we can meet challenging project timescales.

Each Assessor must go through a thorough recruitment process, including application stage, interview, on-boarding, vetting, enhanced DBS (eDBS) check and training.

Only candidates who meet our requirements at every stage of the recruitment process progress to data collection.

### **Training:**

All Assessors must attend a Qa training session before being assigned to any setting visits or research and assessment activities.

The training covers:

- Information on the evaluation and the importance of robust data collection
- All aspects of how to conduct the assessments
- Support from Qa during the data collection period
- Key considerations for the specific assessment tools and nature of the settings

All Assessors are required to attend an additional Safeguarding Briefing session, covering:

- Key contacts in the Education Research Team
- The Code of Conduct for Assessors

- Safeguarding when working with children and young people
- How to handle safeguarding concerns, suspicious behaviours, incidents, or allegations
- What to do if a child discloses information about neglect, abuse, or misconduct
- Appropriate professional boundaries with children and young people
- The e-safety policy (where relevant)
- Confidentiality, data protection and health & safety
- We also recommend organising a remote webinar with the client for the Assessors following the training sessions, covering FAQs and final reminders

### **Refresher training:**

If an Assessor has attended a training session for the baseline-assessment stage of the project, they will then be invited to attend a second training session, or “refresher” training for the endline-assessment stage. The purpose of the refresher training is:

- To reinforce key learnings
- Ensure Assessor knowledge is up-to-date
- Update Assessors on new and updated policies and procedures
- Mitigate risks and improve performance

## **Communication Systems**

The Education Research Team at Qa has key staff members dedicated to liaising with settings and Assessors throughout fieldwork periods. We understand the need to keep the burden on settings to a minimum and work to streamline our communication.

Each setting will also be provided with a ‘main contact’ at Qa, so they can ask any questions or discuss any concerns they may have prior to assessment visits.

### **Data Collection Scheduling:**

Once the participating settings have been identified and a list provided to Qa, we will contact them to gather information to schedule the data collection visit:

- Setting opening hours
- Break times
- Suitable dates
- On site parking for the Assessors
- Safeguarding guidance/policies

Once we have collated the setting and Assessor availability, we work to match each setting with the most appropriate and experienced Assessor.

We will provide details to the settings on what to expect during testing and any assistance we will need from them.

We will confirm the details of the Assessor that will be attending at each setting.

We maintain a 'Project Tracker' database throughout all stages of the project, to manage the scheduling.

### **Progress Reporting:**

Qa would agree weekly targets for the data collection with the evaluation team during the project set up phase.

Each week in the lead up to the testing period and during the data collection, Qa would organise check-in meetings to report on:

- Settings scheduled
- Settings attended
- Pupils assessed
- Mop-ups required (if necessary)
- Mop-ups completed (if necessary)
- Targets met
- Any issues to flag

We would also provide access to our shared 'running totals' document, which would be saved in a secure shared folder. This would be updated throughout the course of the project with key information needed to report on progress, including the number and percentage of pupils tested per setting, whether a mop up is required, once testing for each setting is complete, and completion rates.

### **Quality Assurance Strategies**

We have a number of quality assurance mechanisms in place, including:

- Before beginning work on any data collection activities, all Assessors go through a rigorous recruitment, vetting and training process, which includes tasks to demonstrate understanding of assessment administration requirements.
- We keep in contact with our Assessors throughout each project, with reminders ahead of each scheduled assessment day and check-ins throughout testing periods.
- A designated mobile phone would be set up for this project and all Assessors will be provided with the contact number. This will allow us to respond to queries promptly both in and out of office hours.
- Any assessment feedback is relayed directly to Assessors.
- We also organise debriefing sessions with all the Education Assessors at the end of the project to discuss feedback and any lessons learnt.
- All assessment forms are returned, verified, quality checked, and inputting is completed in house. We also have a team of specialists to conduct assessment scoring, should this be required.
- Data quality checks are put in place to ensure assessments have been completed and results recorded accurately.
- Raw data files can be supplied throughout each assessment period, and a final data file will be supplied on completion of baseline and endline testing.

### **Capacity:**

We take a flexible approach to recruitment in order to ensure sufficient capacity for data collection, and to allow for some Assessor attrition throughout the course of a project.

We also have a number of mitigation strategies to increase capacity if necessary:

- An in-house team of experience quant and qual researchers who can mobilise quickly to pick up any necessary shifts
- A national network of contacts to support Assessor recruitment
- Contact with a national network of teaching staff, should additional support be needed

### **Quality checking:**

At Qa, we understand the importance of robust data collection and have several quality assurance steps in place:

- Assessment moderation, scoring and quality checking is conducted by a team of specialist in-house Assessment Moderators on all assessment forms before inputting
- An agreed percentage of assessment forms are double marked to ensure understanding of scoring requirements
- All assessment inputting is done through our Askia entry system, with checks in place to ensure accuracy
- Quality checking of the inputting is also conducted by our Contact Centre Manager throughout each testing phase
- Additional quality checks are conducted by our Data Analyst during production of the final data files

### **Maximising response rates**

At Qa, we understand the importance of giving all children equal opportunity to take part in education evaluations, and as such, strive to maximise completion rates.

We have a number of mechanisms we have developed and implemented over the years to ensure we can maximise response rates, whilst minimising the burden on schools, including:

- Each Assessor is required to attend training, in which we cover different techniques for engaging pupils in research, as well as role plays to cover various real-world scenarios and the best approach to take.
- All Assessors are provided with a named contact from each setting on their booking confirmation, in case of any questions.
- The Team at Qa are also available to support during each scheduled day and a mobile phone is set up for each project to ensure Assessors can contact us quickly.
- All our Assessors complete an enhanced DBS check as part of our on boarding process and are trained to work independently with children, whilst following school safeguarding rules, to reduce burden on setting staff during testing days.
- We manage all contact with schools to schedule the visits with our Assessors by liaising with settings to obtain their availability and to match them with the most appropriate Assessor and on the settings preferred day.
- We are flexible with start and finish times to ensure the maximum number of surveys are completed during each testing day.
- If a mop-up is required, we liaise with settings to obtain attendance patterns and book in mop-up visits on target days, when pupils are in and available for testing.

- Shifts can be split into half day sessions, depending on whether pupils attend in the morning or afternoon.
- We carry out confirmation calls the day before each scheduled visit and mop-up visit with settings, to ensure staff are prepared for the visit and the required pupil will be in attendance.

For our most recent EEF funded evaluation, Talking Time, we have achieved a completion rate of 97%.

In our most recent national evaluation, Reciprocal Reading, we completed testing in 291 schools and with over 4,000 pupils, achieved an overall completion rate of 98% (excluding control school withdrawals).

## Project Leadership

### **Katie Morris, Head of Education Assessments:**

Katie joined Qa Research as a Research Manager, taking over the management of the Education Research Team.

Before joining Qa, Katie's experience working within higher education roles included academic partnership work, establishing and maintaining relationships with new and existing partnerships (both UK and overseas). This experience allowed her to gain experience of large-scale project management within the education sector.

Katie has been responsible for managing a range of projects since joining Qa, most notably for the National Institute of Economic & Social Research, Institute of Employment Studies, King's College London, Department for Education as well as The Behavioural Insight's Team, The University of Oxford, and the Nuffield Foundation.

Katie has managed the data collection for a number of large-scale evaluations including the evaluation of the Orchestrating Numeracy and the Executive 'ONE' intervention implemented by The University of Oxford and evaluated in partnership with RAND. This saw Qa's Assessors complete 2,000 one-to-one HTKS-R, Corsi Block and YET-N assessments with 3- and 4-year-olds over both pre and post stages.

She's also managed a programme of classroom-based assessments for the Opportunity Northeast Transitions Project, developed by the Policy Institute at King's College London and commissioned by the Department for Education (DfE). The New Group Reading Test (NGRT) & The Junior Metacognitive Awareness Inventory (JMAI) were used to assess the effectiveness of the DfE's four Opportunity Northeast Transitions Programmes with secondary school pupils.

Katie has completed NSPCC safeguarding training and is responsible for ensuring that Qa's safeguarding procedures are considered and implemented at all stages of data collection.

### **Rachel Brown, Education Assessment Manager:**

After completing her 1st Class BA Hons, Rachel worked in various healthcare roles where she gained knowledge on coordinating the collection and recording of data from large offsite clinics in London. She has experience working with young people and vulnerable adults as well as a high attention to detail and a familiarity with policies around processing data due to her time in healthcare.

Rachel joined Qa as a Research Executive and later progressed to Education Assessment Manager, specialising in data collection and paper-based assessment management. She has most recently supported the data collection for the Talking Time Project alongside NIESR and The University of Oxford. Alongside Talking Time, she has supported several more EEF funded evaluations including the Reciprocal Reading evaluation, commissioned by the Behavioural Insights Team, the Counting Collections evaluation on behalf of Sheffield Hallam University, and the Early Talk Boost project on behalf of the institute for Employment Studies.

Prior experience has provided Rachel with a strong knowledge of safeguarding and the handling and managing of sensitive data, which is key in the undertaking of large-scale data collection for education evaluations.

#### **Rosie Walker-Lyne, Senior Assessment Executive:**

Rosie joined Qa in 2023 to support quantitative research projects in the Fieldwork Team, before transitioning to the Education Team.

Rosie has a robust background in education, having spent several years teaching English. Her pedagogical expertise spans across various age groups, from Early Years to adults.

Prior to joining Qa, Rosie had recently completed her 1st Class BA Hons in English Language and Linguistics. During her time at university, Rosie conducted independent projects and engaged with qualitative and quantitative research methodologies.

Rosie has worked on various projects and with a range of clients since joining Qa, including supporting data collection on two large-scale education evaluations involving the management of digital assessment administration. Much of her role involves supporting Assessors, from the recruitment stage, assessment completion, to data delivery.

#### **Michael Fountain, Director:**

Michael has worked in market and social research for almost 30 years, having started his career as a graduate trainee at TNS in London (now Kantar), before moving to Quaestor (now PWC consulting) and joining Qa Research in 2008, becoming a company director in 2016. With a background in quantitative research and decades of experience delivering projects for a wide range of clients, Michael has an in-depth understanding of all aspects of the data collection process, as well as data management, data production and quality assurance.

Michael's role is to lead on Qa's quality accreditation, ensuring all aspects of a project are delivered to the highest standard, and understanding the data collection requirements for each project. Michael works with the Education Research Team to ensure the successful implementation of all aspects of the data collection and data production in line with budgets, timelines, quality assurance & data protection requirements and client expectations.

As a quantitative researcher, Michael has extensive experience of undertaking large-scale surveys for a wide range of clients, including national newspapers, government departments, utilities companies, high street banks and building societies, universities, manufacturing companies, charities and others. These have included data collection through face-to-face interviews, phone, online and postal

surveys. As a result, he has experience of surveying a very wide range of respondent types including consumers/customers, key decision makers in businesses, vulnerable people, children and young people, teachers, residents any many other much more specific target groups.

### **Kay Silversides, Research Manager & Designated Safeguarding Lead:**

Kay has 25 years' experience in social research and evaluation. During her time at Qa, Kay has worked on a wide range of projects using diverse methodologies including research in the education sector and evaluation research linked to early intervention and supporting the wellbeing of children and young people.

Kay has managed numerous research and evaluation studies linked with support in schools for young people of varying ages. This work has been delivered on behalf of a range of clients including charities (YoungMinds and Magic Breakfast) with projects exploring mental health for young people in secondary schools and food poverty.

Kay has also worked on behalf of several local authorities on strengths and needs analyses for children and families which have focussed on the support needs of young people aged 11-16 in terms of access to youth provision, mental health support, and active travel/physical activity. Kay also regularly works on behalf of STEM Learning who deliver STEM curriculum enrichment and work experience opportunities within secondary schools. Most of Kay's experience is multi-method and has included coordination of self-completion and online quantitative survey research alongside qualitative research with children and young people and those involved in delivering support.

Recent projects, briefly referred to above, include a large scale self-completion survey in schools on breakfast provision alongside qualitative research with pupils (Magic Breakfast), evaluation of a pilot project on support for young people experiencing anxiety (YoungMinds), qualitative research with young people on behalf of Calderdale Council on youth support provision, and qualitative research with young people in secondary schools exploring the impact of curriculum enrichment sessions on technical roles/awareness of STEM job roles and pathways.

Kay is also the Designated Safeguarding Lead (DSL) at Qa.

### **Additional Data Services Offered**

In addition to education assessments, we currently support with the following services:

- Telephone (CATI) interviews with Head Teachers/Senior Leaders/Teachers
- On-line surveys with teaching staff, pupils & parents
- School recruitment
- Recruitment of teaching staff to take part in focus groups/depth interviews
- Moderation of focus groups in schools with teaching staff/pupils/parents
- Conducting depth interviews with Head Teachers/Senior Leaders/Teachers and Teaching Assistants
- One-to-one, whole class and small group assessments
- Assessment marking and inputting
- Invigilation

- Coding of open and other responses for large-scale data sets

We are happy to discuss any evaluation on an individual basis. We can provide support purely for one small element of the evaluation or full primary data collection – our role is to offer you support where and when you need it within your budget constraints.

### **Cost Model and Pricing Structure**

Each data collection exercise is costed on an individual basis as the costs are highly dependent on key aspects within your requirement such as the length of survey/assessment, total sample size, the scale and variety of quotas within the sample, geographical locations being covered and timescales.

For any requirement you have, we would review your brief and then come back to you with any questions that help us to provide a bespoke costing to meet the objectives. We would provide this cost and then look to discuss it with you.

We offer flexibility and, if required, will refine our costs to help meet your budget. To aid this, we would also provide suggestions on how your brief could be adapted in order to meet your objectives and budget.

### **Data Protection**

Qa Research complies with the UK GDPR and Data Protection Act 2018. Any research will be carried out in compliance with this legislation. Our in-house DPO liaises with our Directors and ICT Manager and advises us on the application of data protection legislation to the research we undertake.

Data provided by participants, and their identity, shall be treated in the strictest confidence and all assurances given to participants shall be fulfilled. All reasonable precautions shall be taken to ensure that participants are not harmed or adversely affected as a result of participating in research.

Our Information Security Policy is supported by Cyber Essentials Assurance. All data is held on Microsoft's SharePoint platform using UK data centres.

Annual data protection training is completed by all staff members at Qa Research.

### **Safeguarding**

The Education Research Team at Qa is fully committed to safeguarding the welfare of our staff and the people we work with. We recognise our responsibility to take all reasonable steps to promote safe practice and to protect children and young people from harm.

All employees will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of children and young people.

Safeguarding is considered at all stages of project management to ensure that:

- The children and young people we work with are protected from harm

- The Education Team shows that the welfare of children and young people who participate in our work is our priority
- We apply safer recruitment to ensure that we find the right staff to keep our team and the work we do as safe as possible for children and young people
- Staff are supported when working with children and young people
- We know that children and young people are safe with our staff
- The services we provide are protected
- Everyone in the team is clear about roles, responsibilities, and boundaries
- Allegations are dealt with effectively
- Staff are protected from misplaced allegations
- Safeguarding practices are continually monitored and kept up to date

Qa will complete a safeguarding risk assessment at the start of each project involving children or young people, to ensure risks are understood and to plan for minimising and managing them.

We will assess the level of safeguarding risk and plan the data collection accordingly. This gives an 'action point' of specific steps taken to minimise risk.

In addition to this, there are a number of safeguarding measures that we put in place:

- We have a Designated Safeguarding Lead (DSL)
- Assessors all have an enhanced DBS check
- Right to Work document checks are completed in line with UKVI
- Where applicable, we also complete NI Verification Checks with HMRC
- Full training will be provided prior to data collection starting on the assessment tools, as well as working with pupils for research and handling secure data
- All Assessors are also required to attend a separate Safeguarding Briefing session, covering safeguarding measures that should be followed in settings/schools
- Settings are asked to provide a member of staff to be on hand during the assessment administration
- Any incidents will be recorded accurately and handled appropriately
- Procedures are continuously monitored throughout the projects and revised, if required, to address any safety concerns

All Education Assessors are required to take photo ID, their letter of authorisation and their eDBS certificate to each setting they attend, and to offer these to reception staff on arrival.

We also have a designated mobile phone that will be monitored at all times during the data collection, so the Education Assessors are able to easily contact Qa for support if needed.

**Project Examples:**

| Project                | Partners   | Phase/Year Group | Data Collection (test name/s and type/s)  | Description (including number of learners tested)  |
|------------------------|--|------------------|---|--|
| Talking Time           | National Institute of Economic and Social Research | Early years      | <ul style="list-style-type: none"> <li>• <b>Action Picture Test (APT)</b>: developed by GL assessment, used to evaluate speech and language development, which involves showing a child a series of pictures and asking questions about them</li> <li>• <b>The Grammar and Phonology Screen Test (GAPS)</b>: Used as the primary outcome measure, GAPS is a standardised, quick screening tool for language impairment</li> <li>• <b>Expressive Vocabulary Test (EVT)</b>: a quick tool used to assess children's expressive vocabulary and the extent to which pictures of words can be named correctly, arranged in increasing order of difficulty</li> </ul> | Talking Time is an early year's oral language intervention, for children aged 3 to 5. The delivery ran from September 2024 to July 2025 at 123 settings across North West England, Yorkshire, the Midlands, East and South East England. The baseline data collection took place at all 123 schools in September and October 2024, with endline in June and July 2025. The assessments were conducted on a 1-1 basis with Early Years children. Qa assessors used a digital voice recorder to record each child's assessment as well as making a written record of responses. Completed assessments and audio recordings were then quality checked and scored by our in-house team of Assessment Moderators. In total, Qa assessors conducted assessments with 1,688 pupils at baseline and 1,544 at endline using all three outcome measures (APT, GAPS & EVT) at each testing phase with all pupils. |
| Tips by Text (Round 2) | National Institute of Economic and Social Research | Reception        | <ul style="list-style-type: none"> <li>• <b>LanguageScreen</b>: a digital oral language screener, delivered using a tablet</li> <li>• <b>Head-Toes-Knees-Shoulders Revised (HTKS-R)</b>: a measure of self-regulation, which can be recorded on paper or digitally, our team devised a tablet-based approach to record the assessment</li> <li>• <b>Note</b>: Both outcome measures are delivered one-to-one</li> </ul>   | The Tips by Text intervention involves the delivery of text nudge messages to the parents of reception-age children. Qa was commissioned by NIESR to carry out baseline and endline data collection for the evaluation, throughout September to November 2024 and June to July 2025 respectively. The 130 schools in the project were located across North West England, Yorkshire, London, and South East England. The assessments were conducted on a 1-1 basis with Reception children. Each assessment was recorded on an iPad, using an Askiaface survey designed by our data team. Completed assessments were then synced through to Qa to be quality checked. Our Assessors carried out 2,967 assessments at baseline and 2,796 at endline using the two outcome measures.  |
| Counting Collections   | Sheffield Hallam University                        | Reception        | <ul style="list-style-type: none"> <li>• <b>Sandwell Early Numeracy Test (SENT)</b>: a paper-based assessment designed to identify any gaps in pupils' understanding of core mathematical skills that may be leading to difficulty as the curriculum progresses, from GL Assessment.</li> <li>• <b>Note</b>: Outcome measure was delivered one-to-one</li> </ul>  | Counting Collections is an early years intervention designed to improve children's number sense. Qa conducted the baseline and endline assessments with Reception children at 176 schools across the North East, East Midlands, South Yorkshire and the South West. The baseline assessments took place in September and October 2023, while the endline assessments took place in June and July 2024. Each assessment was conducted on a 1-1 basis and recorded in  |

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|                        |   |             |   | a record booklet, prepopulated with each pupil's demographic information. The completed booklets were then returned to Qa for quality checking. A total of 3,300 pupils were assessed.   |
| Reciprocal Reading     | Behavioural Insights Team   | Y4, Y5 & Y6 | <ul style="list-style-type: none"> <li>• <b>New Group Reading Test (NGRT):</b> a digital adaptive assessment, it is delivered on a whole-class basis and responds to pupils' ability so more able readers are challenged and weaker ones remain engaged</li> </ul>  | Reciprocal Reading is a reading comprehension skills intervention targeted at KS2 & KS3 pupils. The evaluation project was spread across 15 'clusters' nationally. The assessments were conducted on a whole-class basis. The Qa assessors explained the assessment to the pupils, after which pupils independently completed the assessment on a desktop computer. 80% of baseline assessments were conducted in June and July 2023, and the remaining 20% in September-October. The endline assessments took place between March and July 2024. Qa conducted assessments in all 224 schools involved, a total of 3,937 pupils were assessed, with an overall completion rate of 98%. |
| Catch Up Literacy      | Institute for Employment Studies  | Y6          | <ul style="list-style-type: none"> <li>• <b>York Assessment for Reading Comprehension (YARC):</b> a one-to-one, diagnostic reading assessment which enables teachers to assess pupils' reading and comprehension skills</li> </ul>  | Qa was commissioned to carry out 45 virtual reading assessments, using the YARC assessment tool on a one to one basis, with children in their own homes. The main intention of the reading assessments was to provide greater insight into the effectiveness of a book-based approach to supporting Looked After Children's learning.  |
| Opportunity North East | King's College London   | Y7          | <ul style="list-style-type: none"> <li>• <b>NGRT</b> (see above)</li> <li>• <b>Junior Metacognitive Awareness Inventory (JMAI):</b> is a self-report questionnaire designed to measure metacognitive awareness in children and adolescents, helping educators and researchers understand how young learners think about and regulate their own learning processes</li> <li>• <b>Note:</b> both outcome measures are whole class assessment tools</li> </ul> | Qa were asked to assess the effectiveness of the following approaches to supporting primary pupils during their transition to secondary school: Curricular Continuity, Transition through Talk, Reciprocal Reading, Together to Succeed. The total number of pupils assessed was 1,086.  |
| Tips by Text (Round 1) | National Institute of Economic and Social Research & Institute for Employment Studies | Reception   | <ul style="list-style-type: none"> <li>• <b>YARC</b> (see above)</li> </ul>   | The TBT intervention involves the delivery of text nudge messages to the parents of reception-age children over a nine month period. Qa was commissioned by NIESR to carry out baseline and endline data collection for the evaluation. During the baseline assessments, 2,479 pupils were assessed across the 117 schools in the project. The project was heavily impacted by the Covid-19 pandemic, meaning the endline assessments were delayed. Ultimately, 771 endline assessments were conducted online across 42 schools, as data collection was cancelled due to the third lockdown.   |

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| Flexible Phonics | Institute for Employment Studies | Reception | <ul style="list-style-type: none"> <li>• <b>YARC</b> (see above)</li> <li>• <b>Mispronunciation Correction Test (MCT)</b></li> <li>• <b>Note:</b> <i>assessments were delivered on a one-to-one basis</i></li> </ul> | <p>The Flexible Phonics evaluation assessed the impact of Direct Mapping and Set-for-Variability, two classroom-based phonics interventions. Baseline assessments comprised two subscales of the YARC tool, Letter Sound Knowledge and Early Word Recognition. Endline assessments involved all 4 YARC subscales as well as the MCT. At baseline, Qa's assessment team conducted 2,949 YARC assessments across 123 London schools. Due to the Covid-19 pandemic, Qa arranged to conduct some of these assessments remotely via Zoom, to ensure all schools in the project had the opportunity to take part. The 2,700 endline assessments were conducted in person, once lockdown restrictions had lifted.</p> |
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