LEXIA READING CORE5®

Technical Notes

To accompany the Evaluation Report

UNIVERSITY *of York*

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

The EEF aims to raise the attainment of children facing disadvantage by:

- identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;

- evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale; and

- encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

The EEF was established in 2011 by the Sutton Trust as lead charity in partnership with Impetus Trust (now part of Impetus - Private Equity Foundation) and received a founding £125m grant from the Department for Education. Together, the EEF and Sutton Trust are the government-designated What Works Centre for improving education outcomes for school-aged children.

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Contents

Appendix 1 – Memorandum of Understanding

LEXIA Reading Skills Software Randomised Controlled Trial Study

MEMORANDUM OF UNDERSTANDING

This project is designed to study the teaching and learning of reading in primary schools, with Year 2 pupils using Lexia Reading CORE5 (a computer-based Independent Learning System (ILS) for reading provided by LexiaUK. The approach aims to improve reading and in this study will be used by schools with selected struggling readers in Year 2 (intervention group) through delivery of the online programme including teacher or teaching assistant support by selected staff. Its impact will be evaluated by comparing it with the "business as usual" approach of the selected Year 2 pupils within the school using a randomised controlled trial (RCT).

During this project, you will be contacted by both the **Project Team** (Queen's University Belfast), who are responsible for working with Lexia UK for the delivery of the programme, and by the **Evaluation Team** (University of York), who are carrying out an independent evaluation of its effectiveness.

This memorandum of understanding (MoU) explains what your school's participation in the study will entail. If you agree to take part and accept the terms and conditions outlined, please sign a copy of this form and return by email to the contact provided at the end of this letter.

Randomised Controlled Trial (September 2018 – July 2019)

The trial will involve selecting a group of struggling readers, currently in Year 1, from your school who will then be tested using a standardised reading test by the Evaluation Team in May 2018. Of the pupils tested, a proportion (those identified as being likely to benefit from Lexia) will be selected to take part in the study when in Year 2, of whom half will be *randomly* assigned either to receive Lexia Reading CORE5 (the intervention group) or to continue with your normal teaching approach (the control group) between September 2018 – June 2019.

The following will be provided to your school by LexiaUK:
- Programme software and technical support
- Printable offline paper-based resources
- Initial online training and ongoing online or phone support for teachers and teaching assistants.

As an Independent Learning System Lexia Reading CORE5 is designed to provide personalised learning to each of the Year 2 pupils selected. Teachers will be trained to set up intervention group pupils on the Lexia system, to monitor and provide instruction as required, and to understand the data provided by the programme. LexiaUK will provide this training via online conference facilities. A senior leader, identified lead Lexia teacher and teaching assistants working with the intervention group will be asked to attend three 1-hour webinar-style training sessions (max 6 staff).

Although schools will deliver the programme in school from September 2018 for a period of 24 weeks, staff training will take place in the summer term of 2018 to allow staff to become familiar with the Lexia Reading CORE5. Once the Licence is issued to your school and the program is set up on your system (from April 2018), schools will receive online training from LexiaUK and trained school staff will practice delivering Lexia to a group of current Year 2 pupils during the summer term, as part of their training, in readiness for the trial in September 2018.

1

During the trial from September 2018, the school is expected to schedule 4 sessions of 30 minutes (including 10-minutes log-on/log-off time) per week for the delivery of this targeted intervention over 24 weeks with the selected Year 2 pupils (intervention group). The intervention group will be withdrawn and supervised by a trained member of staff. Staff will log on to reports at least once per week in order to check progress and if necessary deliver the printable resources which the system provides.

Please note: Core5 can be accessed on a web browser, an iPad and some supported Android tablets. A reliable internet connection is required. Pupils should also use headphones during sessions. IT system requirements are available on the LexiaUK website, or by clicking here.

The school will pay £500 plus VAT to LexiaUK (to be invoiced in the summer term of 2018) to participate in the study and will be issued with a two-year licence for 30 pupils. This represents a partial contribution to the full cost of this licence which stands at £2,952 (including VAT). Although the study will only take place with a small selected group of Year 2 pupils (the intervention group), schools will be free to use the remaining pupil licences with pupils in any year group *except* Year 2 between September 2018 and June 2019. From July 2019, schools will be free to use the 30 pupil licences with any pupil in the school until the end of the licence period.

The following information and evaluation data will be required by the evaluation and project teams:

Prior to randomisation
Schools will:
- ❑ Provide contact details of a main contact person (Head or Deputy), the designated lead Lexia teacher and teaching assistants delivering the programme and the IT technician (valid email addresses and telephone numbers) to the Project Team (see table at end of this document).
- ❑ Provide an information sheet to parents that describes the study, the data that will be collected and offers parents the opportunity of opting their child out of the study (the school will collate any responses that indicate this wish as noted below).
- ❑ Provide the Evaluation Team with: (1) names of teachers and teaching assistants who will be trained and deliver Lexia, (2) pupil data (including UPNs, name, FSM Ever, EAL, etc) for those pupils selected to be part of the evaluation (both intervention and control pupils), and (3) the names of any pupils whose parents have requested they are opted out of the data collection.
- ❑ Facilitate the administration of the standardised reading assessment delivered by the Evaluation Team in May 2018 to a selected group of pupils, currently in Year 1, identified by the school to be struggling readers.
- ❑ All teachers and teaching assistants in Year 2 will complete an on-line pre-randomisation survey organised by the Evaluation Team.
- ❑ Give the Evaluation Team and LexiaUK permission to access the school's Lexia data through 'my Lexia' (online portal) in order that the Evaluation Team can monitor the usage of Lexia during delivery.

2

During the evaluation

Participating staff will:

- ❏ Set up the Lexia Reading CORE5 programme software successfully and complete the online training and support sessions delivered by LexiaUK, keeping in regular contact when necessary.
- ❏ Complete a follow-up staff survey delivered by the Evaluation Team.
- ❏ Update UPNs of Year 2 pupils during the study and contact details (if appropriate) during the course of the evaluation.
- ❏ Facilitate the administration of the standardised reading assessment delivered by the Evaluation Team in the summer term 2019 with the intervention and control group of struggling readers in Year 2.
- ❏ For a randomly selected sub-sample: facilitate a school visit by one or two researchers from the Evaluation Team to observe a Lexia session during the study year, followed by short discussions with some of the Lexia staff, a member of the senior management team and a small number of participating children.

Use of Data

All pupil data will be treated with the strictest confidence and will be stored in accordance with the Data Protection Act (1998). Pupil data will be matched with the National Pupil Database using pupils' UPNs by the Evaluation Team and shared (anonymously) with the Education Endowment Foundation. All results will be anonymised so that no schools will be identifiable in the report or dissemination of any results. Confidentiality will be maintained and no one outside the Project Team or the Evaluation Team will have access to the database. Identifying data will be anonymised and retained for a minimum of five years after the end of the study.

Requirement for Schools

- ❏ The school is not participating in another KS1 EEF Literacy research project with current Year 1 pupils.
- ❏ The selected current Year 1 pupils and the allocated staff will participate fully in the project.
- ❏ Participating teachers and teaching assistants will complete the online training and support provided.
- ❏ A member of senior management should attend training in order to assist in planning and implementation.
- ❏ Usage and implementation will be carried out as described in this document.
- ❏ The school will deliver letters to parents of the selected Year 1 pupils to participate in the study when in Year 2, giving them information about the study and an opportunity to opt their child out of the data gathering process. They will inform the Evaluation Team of any responses arising.
- ❏ The school will provide data requested to the Project Team and Evaluation Team as detailed above.
- ❏ The school will permit the publication of anonymised data collected and its use in presentations. Neither school nor pupils will be identifiable in the anonymised data.
- ❏ Teachers and teaching assistants will, at the earliest opportunity, notify the Project Team if there are support or operational issues which could prevent the effective use of the approach.
- ❏ If the school has to withdraw from the project for operational or other unavoidable reasons, it will notify the Project Team straight away and, wherever possible, still provide test data for the Evaluation Team.
- ❏ The school understands that the contribution (£500 plus VAT) paid by them for the Lexia licence during this study is non-refundable once the license is issued.
- ❏ The school understands that the two-year licence is contingent upon the school delivering Lexia to the Year 2 pupils selected to receive Lexia during the study, and should the school withdraw from the study the licence will be terminated.

3

Responsibilities of the Project Team (Queen's University Belfast):

❑ Queen's University Belfast (QUB) will inform the school of which pupils when in Year 2 will act as the intervention group and receive Lexia and which pupils will act as the control group with usual learning.
❑ Lexia will provide the school with a two-year licence of Lexia Reading CORE5 for use with 30 pupils
❑ Lexia UK will provide IT set-up guidance, online staff training/support for delivery of Lexia in Year 2
❑ QUB will act as the first point of contact for the school
❑ QUB will provide information sheets for the school to send to parents
❑ QUB will work closely with the Evaluation Team

Responsibilities of the Evaluation Team (The University of York):

❑ Act as the first point of contact for any questions about the evaluation
❑ Conduct the random allocation
❑ Collect class and pupil level data (including name, date of birth, UPN, FSM (Ever), Gender, SEN, KS1 Reading raw and scaled scores)
❑ Collect participating staff and lead contact names and email details.
❑ Request NPD data using pupil details
❑ Analyse the data from the project
❑ Disseminate the research findings in collaboration with the Project Team.

Please answer the following questions about your school

LA area and County	
School LA Establishment/DFE Number (a seven digit number)	
School admin email	
School Ofsted rating	
% FSM Ever pupils	
% EAL pupils	
Number of classes per year (eg 2, 3, etc)	

Key contact names and emails required		
Role during study	**Contact name**	**Contact email and telephone**
Main Contact (Head or Deputy) who will attend training and assist in study implementation.		
Lead Teacher who will act as Lexia Coordinator during the study		
IT Technician who will liaise with LexiaUK to ensure successful set up of online programme in school *Typically your outside IT agent*		
Teachers/HLTAs who will deliver the Lexia sessions to targeted Year 2 pupils		

4

HEADTEACHER AGREEMENT

Please initial each box and sign below:

☐ I confirm that I have read and understood the Memorandum of Understanding for the above project and evaluation and have had the opportunity to ask questions;

☐ I agree to providing the data as specified in the attached information sheet and in the format requested by the Evaluation Team;

☐ I agree that data on students may be shared between the school, the University of York and Queen's University Belfast to facilitate the running of the project

☐ I understand that failure to provide all the data specified as required prior to randomisation will prevent participation in the study. Any data already provided will then be destroyed by the Evaluation Team.

☐ I agree to the Evaluation Team obtaining data on the evaluation cohort's KS1 results from the National Pupil Database;

☐ I agree to providing an information letter to all parents of all selected children in Year 2 and to inform the Evaluation Team of any parental opt-out from the study;

☐ I agree to random allocation of selected pupils in Year 2 to implement 'Lexia' or continue 'teaching as usual';

☐ I understand that all data will be kept in accordance with the Data Protection Act (1998) and that no material which could identify individual children, teachers or the school will be used in any reports of this evaluation;

☐ I agree to staff attending professional development online training.

☐ I understand that the LexiaUK licence is issued subject to full participation of the School in the study for the duration of the trial between September 2018 and July 2019. The 2 year Licence start date will be from the date of issue of Lexia Licences.

I agree for my school _____to take part in the Lexia study and I accept the eligibility terms and conditions as described above.

Signature of Head Teacher: _____

Name of Head Teacher: _____

Date: ___/___/_____

PLEASE RETAIN A COPY FOR YOUR RECORDS AND RETURN A COPY BY EMAIL TO:
Dr Maria Cockerill at maria.cockerill@qub.ac.uk

5

Appendix 2 – Memorandum of Understanding Addendum

LEXIA Reading Skills Software Randomised Controlled Trial Study

MEMORANDUM OF UNDERSTANDING (MOU) ADDENDUM

As you will be aware, Data Protection legislation has changed with the implementation of the General Data Protection Regulation (GDPR) (EU) 2016/679 and the Data Protection Act (DPA) 2018, applicable in the UK from May 2018. As you have already signed a Memorandum of Understanding (MOU) to take part in the evaluation of Lexia this addendum updates the information provided in the MOU about the basis for sharing and processing pupil data and audio recorded data collected from staff in observations and interviews. **This addendum supersedes information about the sharing and processing of data in the original MOU that you previously signed.**

As you know, the evaluation of this study involves the use of pupils' personal data[1]. We intend to process this under Article 6(1)(e)[2] and Special Category data under Article 9(2)(j)[3] of the GDPR. As such, it is not necessary to obtain individual consent from participants or their parents/carers; however in line with ethical standards, parents/carers will be informed of the research through information sheets distributed by the school on behalf of the evaluation team. The information sheet explains the intervention and the research in simple language, provides opportunities for parents to ask additional questions, and clear steps to follow if they wish to withdraw their child's data from being shared. This withdrawal process replaces any reference in the MOU to opting-out, which is no longer applicable.

Thank you for agreeing to take part in this research. Please do not hesitate to get in touch if you have any questions about the evaluation: The University of York: ytu-lexia@york.ac.uk

Head teacher acknowledgement of MOU addendum (June 2018)

Please sign and return a copy of this MOU addendum to ytu-lexia@york.ac.uk, please keep a copy for your own records.

I acknowledge receipt of this addendum to the MOU for the evaluation of Lexia and the changes in respect of the processing of data in line with the GDPR and DPA 2018.

Head teacher name: _____ Head teacher signature:_____

School Name: _____

Head teacher email: _____ Date: _____

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[1] For a full list of the pupil data and other data collected as part of the evaluation of Lexia, please refer to the data sharing agreement document.

[2] "(e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller".

[3] "(j) processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject."

1

Appendix 3 – Data Sharing Agreement

UNIVERSITY
of York

Data Sharing Agreement

Between

UNIVERSITY OF YORK

and

[School Name]

DATED [Date sent]

1

9

1. **Parties**

   1.1. **UNIVERSITY OF YORK**, whose registered office is at University of York, Heslington, York, YO10 5DD; and

   1.2. [School name and address]

2. **Overview**

   2.1. The purpose of this agreement is to set out the arrangement for the sharing of personal data between the parties identified in section 1 above.

   2.2. This Agreement has been prepared in line with the Information Commissioner's 'Data Sharing Code of Practice'.

   2.3. For the purposes of this agreement, the University of York will be the data controller.

3. **Definitions**

   3.1. For the purposes of this Agreement:

   - Data Protection Law means, the General Data Protection Regulation (EU) 2016/679 and Data Protection Act 2018 and all applicable laws and regulations relating to the processing of the personal data and privacy, including where applicable the guidance and codes of practice issued by the Information Commissioner .
   - 'Data controller', 'data processor', 'data subject' 'personal data', 'processing', 'special category data' have the meanings as defined by the General Data Protection Regulation (EU) 2016/679.

4. **Purpose of the sharing**

   4.1. The parties agree to share data for the following purposes only:

   The purpose of sharing pupil data (for selected pupils who will be in Year 2 in September 2018) is to assist the evaluation team (researchers at the University of York) to independently evaluate the effectiveness of Lexia on behalf of the Education Endowment Foundation (EEF). The EEF is an independent charity founded in 2011 with funding from the Department of Education. Its aim is to build the evidence for what works in raising children's attainment. Consequently, evaluations are conducted to demonstrate the impact of its projects on attainment. All EEF evaluations require data on the background characteristics of pupils (including free school meals eligibility) and their attainment – from schools and from the National Pupil Database (NPD). Ultimately, the EEF aims to track all its pupils longitudinally using the NPD and link with data collected directly from its evaluations. This data will be stored in an EEF data archive (held by FFT Education), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities.

5. **Data items to be shared**

   5.1. The parties will share the minimum amount of data necessary for the specified purpose. For a breakdown of data categories see Appendix 1.

2

6. **Basis for sharing**

   6.1.   In line with our charter which states that we advance learning and knowledge by teaching and research, the University processes personal data for research purposes under Article 6 (1) (e) of the GDPR:

       Processing is necessary for the performance of a task carried out in the public interest

      Special category data is processed under Article 9 (2) (j):

       Processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes

      Research will only be undertaken where ethical approval has been obtained, where there is a clear public interest and where appropriate safeguards have been put in place to protect data.

      At the end of the evaluation, we, as evaluators, are expected to submit data directly to the EEF data archive, held by the Fisher Family Trust (FFT). When the data is transferred to the FFT, the EEF becomes the data controller and is responsible for determining the purpose and means of the data processing. The evaluation data may be shared by the EEF with the Department for Education and, in an anonymised form, the UK Data Archive and potentially other research teams. The EEF processes personal data from evaluations on the basis of legitimate interests, according to the General Data Protection Regulation (GDPR), Article 6, paragraph 1(f), Further information about how the data is processed by the EEF can be found in their privacy notice: https://educationendowmentfoundation.org.uk/public/files/Grantee_guide_and_EEF_policies/Evaluation/Data_protection/Privacy_notice_-_EEF_evaluations.pdf.

7. **Access and individuals' rights**

   7.1.   The parties recognise that data subjects have the following general rights under data protection law:

- a right to be informed
- a right of access
- a right to rectification
- a right to erasure
- a right to restrict processing
- a right to data portability
- a right to object
- rights in relation to automated decision making and profiling

   7.2.   Where a request is received to exercise any of these rights, the receiving party will, where necessary, notify the other party's nominated representative (see Appendix 3). All parties will take necessary steps, as required by data protection law, to comply with the request.

   7.3.   In the event that a Freedom of Information Request is submitted for the shared data, the receiving party will notify and consult the other parties. The decision to disclose (in full or in part) or not will rest with the receiving party.

8. **Governance and security**

   8.1.   The parties agree to take the following steps to ensure data accuracy: the pupil data provided by the school at the start of the study will be imported into a database and cross-checked with the original to ensure consistency. A dedicated member of the team will ensure that all research data collected during the study is correctly completed, assigned and input.

   8.2.   Electronic data sent by the school to the evaluation team will be encrypted and transferred via the University of York's DropOff service. Paper record forms for the reading assessments completed with pupils by researchers in the Summer Terms 2018 and 2019 will be hand-delivered by the assessor or sent by post to the evaluation team (these forms will hold no personal details).

   8.3.   The parties agree to maintain appropriate technical and organisational measures to safeguard data from unauthorised or unlawful processing, accidental loss, destruction or damage. The agreed technical and organisational security measures are laid out in Appendix 2.

3

8.4. All NPD data and audio recordings of focus groups will be destroyed 1 year after completion of the evaluation (May 2021). All other individual data will be destroyed at the end of 2024.

8.5. Each party agrees to provide the other with all information necessary to demonstrate compliance with the terms of this agreement. This includes a general right to audit, inspect or otherwise verify the steps taken.

9. Data breach management

9.1. Each party shall immediately notify the other party on discovery of accidental or unlawful destruction, loss, alteration, unauthorised disclosure or access to personal data or special category data.

9.2. On discovery of a data breach, the parties will inform the school and follow the University of York's Information Security Incident Management Policy. All parties will, where relevant, assist with investigations.

10. Termination

10.1. In the event of a breach of this agreement and a decision to terminate the sharing arrangement, we will discuss retention of the data with the school and if necessary will securely delete the data.

11. Review

11.1. This Data Sharing Agreement will remain in force until the end of the study (May 2021).

4

The Parties have signed this Agreement by their respective duly authorised representatives.

SIGNED FOR AND ON BEHALF OF
The University of York

Signed: _____

Name: _____

Title: _____

Date: _____

SIGNED FOR AND ON BEHALF OF
[School name]

Signed: _____

Name: _____

Title: _____

Date:

5

Appendix 1

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil details (name, date of birth, Unique Pupil Number (UPN))	To allow the evaluation team to coordinate the study and access the National Pupil Database (NPD)	School	At the start of the study, Summer Term 2018	Encrypted Excel spreadsheet
KS1 Reading raw score	One of the measures to be used in the statistical analysis	School	Summer Term 2019	Encrypted Excel spreadsheet
Reading Assessment	The main measure to be used in the statistical analysis	Collected by evaluation team assessors at the school	Summer Term 2018 and Summer Term 2019	Paper record forms
NPD Data: pupil details (including FSM status and anonymised Pupil Matching Reference) and KS1 results	To be used in the statistical analysis for pupils in Year 2 in January 2019.	National Pupil Database (NPD)	Autumn 2019	Text file downloaded from NPD secure data portal
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	To allow the evaluation team researchers to assess pupil experience of using the programme, their perceptions of their learning, pupil engagement and confidence.	Collected by evaluation team researchers at the school	Summer Term 2019	Audio file
Teacher surveys	To establish school and teacher contextual factors which feed in to the process evaluation (examining how the programme has been put into practice)	Collected by the evaluation team through online surveys	Summer Term 2018 and Summer Term 2019	Online (Qualtrics survey software)
Teacher/Teaching Assistant? interviews	To establish school and teacher contextual factors which feed in to the process evaluation (examining how the programme has been put into practice)	Collected by evaluation team researchers at the school	Summer Term 2019	Paper & audio voice recording

6

Appendix 2

Security arrangements

All electronic data will be stored on central servers with access through authorised network computers or via the secure Remote Desktop using the University of York encrypted VPN. No data will be stored on portable devices.

Pupils' personal details will be held separately from all other pupil data. Pupils' will be allocated a unique identifier (PupilId) that will be used to label all data collected by the evaluation team.

The University wide information security policy is publicly available at: https://www.york.ac.uk/media/it-services/docs/policy/policies/InformationSecurityPolicy.pdf

Item	Transfer to/from evaluation team	Storage	Access	Destruction
Pupil details (name, date of birth, Unique Pupil Number (UPN))	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers.	Restricted to members of the evaluation team	End of 2024
KS1 Reading raw score	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers	Restricted to members of the evaluation team	End of 2024
Reading Assessment	Hand-delivered by assessor or sent by post (no identifying details will be on the record form, labelled with the PupilId only)	Paper forms will be held in locked filing cabinets stored in a room with restricted access. Digital data will be stored in a password protected database on the university servers.	Restricted to members of the evaluation team	End of 2024
NPD Data	Txt file downloaded from NPD secure data portal, password required	In a restricted electronic folder on the university servers.	Restricted to members of the evaluation team	One year after the end of the evaluation (May 2021)
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	With the researcher on encrypted voice recorder	Uploaded to university servers and deleted from voice recorder	Restricted to members of the evaluation team and the transcription service. The transcription service will have no information about the school or pupils.	One year after the end of the evaluation (May 2021)
Teacher surveys	Downloaded from Qualtrics	Stored in Excel filed on the university servers	Restricted to members of the evaluation team	End of 2024
Teacher/Teaching Assistant? interviews	With the researcher on paper and password protected voice recorder	Paper interview notes will be held in locked filing cabinets stored in a room with restricted access. The notes will be transcribed by the researcher and stored on university servers. The audio files will be uploaded to university servers and deleted from the voice recorder.	Restricted to members of the evaluation team and the transcription service. The transcription service will not have information about the school or teachers.	Audio recordings will be deleted one year after the end of the evaluation (May 2021). Electronic and hard-copy files will be deleted at the end of 2024.

7

Appendix 3

Nominated Representatives

The University Representative shall be   Dr Louise Tracey

[School Name] Representative shall be

8

Appendix 4 – Data Sharing Agreement Addendum

5 March 2019

[School name
Address]
(the 'School')

First Amendment to Data Sharing Agreement

This letter is written with reference to the Data Sharing Agreement dated [   ] (the "Agreement") entered into between the University of York and the School related to the project, 'Lexia' (the "Project").

The parties hereby agree to amend the terms of the Agreement as follows:

1. 'Appendix 1, Description of Data' will be updated to include an additional line of data as set out in Schedule A to this Amendment.
2. 'Appendix 2, Security arrangements will be updated to include an additional line of data as set out in Schedule B to this Amendment.

Except as expressly amended by this letter, the Agreement shall continue in full force and effect. This amendment letter and the Agreement constitutes the entire agreement between the Parties relating to the subject matter hereof and supersedes all prior and contemporaneous agreements or communications.

This Amendment is governed by and shall be construed in accordance with the laws of England and Wales.

Please sign this letter and return one fully signed copy to ytu-lexia@york.ac.uk

Yours faithfully,

Michael Barber
Contracts and Sponsorship Manager

AGREED for and on behalf of [INSERT SCHOOL NAME]

Signature: _____

Name: _____

Position: _____

Date: _____

Schedule A

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil level data (name, Lexia usage)	To enable evaluation team to monitor individual pupil usage of Lexia during the intervention period.	From schools to evaluation team through permissions to access via the Lexia 'my Lexia' online portal.	Available to view online throughout the intervention period. Downloaded Summer Term 2019	Online and downloaded as CSV file.

Schedule B

Security arrangements

Item	Transfer to/from school or evaluation team	Storage	Access	Destruction
Pupil level data (name, Lexia usage)	Schools give permission for the York evaluation team to access pupil data via the Lexia online portal. Downloaded from the Lexia online portal.	In a password protected database on York's servers.	Restricted to members of the York evaluation team who will have a log in for evaluation purposes.	Any files downloaded from Lexia will be disposed of by York at the end of 2024

Appendix 5 – Parent/carer Information Sheet

Dear Parent/Carer

Parent/Carer Information: Evaluation of Lexia Reading Core5

We are writing to you because the head teacher at your child's school has chosen to take part in the evaluation of Lexia with pupils in Year 2 in the academic year 2018-2019. Researchers from the University of York have been chosen by the Education Endowment Foundation (EEF) to independently evaluate the effectiveness of Lexia. In particular, we are looking at the impact of Lexia on pupils' attainment in reading.

Parents/carers of pupils who will be in Year 2 in September 2018 in all participating schools will receive this information. It tells you about the study and the ways in which we (the University of York) will collect, use, store and share your child's data. It also sets out how long we keep your child's data and what rights you have in relation to that data under the General Data Protection Regulation (GDPR). In line with the university's purpose to advance learning and knowledge, the university conducts research under the GDPR on the grounds of 'public task' i.e. processing is necessary for the performance of a task carried out in the public interest.

What is Lexia?
Lexia is a computer-based programme designed to support the teaching of essential reading skills. It provides personalised learning with pupils working independently, guided and supported by their teacher and/or teaching assistants trained by Lexia in the use of the programme.

How is Lexia being evaluated?
This study uses a randomised controlled trial (RCT) to help us see if participating in Lexia has an impact on pupil attainment. In the Summer Term 2018 (when pupils are in Year 1) researchers from the University of York will do a short reading assessment with around half of the pupils in your child's year. A sample of these pupils will be randomly selected (by a computer) to either receive Lexia during September 2018 – May 2019 (intervention group) or to continue with their usual teaching (control group). Researchers from the University of York will reassess the pupils in summer 2019. During the study, researchers will visit a small number of schools to observe Lexia sessions and talk to some pupils about their experiences of it (in short audio-recorded focus groups).

What data will we collect and why do we need it?
At the end of the study, researchers will compare results in reading assessments and Key Stage 1 (KS1) test results from those pupils that used Lexia (intervention group) to results for those pupils that have not used Lexia (control group). To make this comparison we need to collect some information about your child:

- From your child's school: name, date of birth, unique pupil number and KS1 Reading score
- From the National Pupil Database (NPD): KS1 reading outcome, gender and free school meals eligibility

How will we use your child's data?
We will use the data to evaluate the effectiveness of Lexia compared with the school's usual teaching. The process for doing this (e.g. linkage with NPD) is covered elsewhere. No one outside the research team will have access to your child's details.

Who will we share your child's data with?
At the end of the study your child's data will be shared with the Department for Education, the EEF, FFT Education (EEF's data processor for the EEF data archive) and, in an anonymised form, with other research teams and potentially the UK Data Archive. Further matching to NPD data may take place during subsequent research. (See "What is the EEF" in the frequently asked questions below for more information).
We will not use your child's name or the name of the school in any report or publication arising from the research.

Page 1 of 4

If you <u>do not want</u> your child to participate *(via the sharing of their data, their participation in focus groups, or both), please inform their teacher by returning the withdrawal form below.*

Please find attached a list of frequently asked questions and their answers. If you would like more information about the evaluation of Lexia or have any questions, please contact the evaluation team at ytu-lexia@york.ac.uk or Louise Tracey on 01904 328160.

With thanks and best wishes

Dr Louise Tracey and Louise Elliott (York Evaluation Team)

✂ -

Evaluation of Lexia: Parent/Carer Withdrawal Form

If you object to your child taking part in the assessments or for your child's details to be shared with the evaluation team, please initial the box, sign below and return to school by <mark>INSERT DATE</mark>. Please note that this means your child will not be eligible to potentially receive the Lexia programme during the evaluation although your school may make it available to your child at a later date.

☐ I **do not** wish my child to be assessed or for my child's details to be shared with the evaluation team.

If you do not wish for your child to talk to researchers about the study, if selected to do so, please initial the box and sign below:

☐ I **do not** wish my child to be included in any focus groups to discuss the Lexia programme.

Pupil's name: _____

School name: _____

Class teacher: _____

Parent's/Guardian's name: _____

Parent's/Guardian's signature: _____

Date: _____

Page 2 of 4

19

Evaluation of Lexia

Frequently Asked Questions for Parents/Carers

What is the Education Endowment Foundation (EEF)?
The EEF is an independent charity founded in 2011 with funding from the Department of Education. Its aim is to build the evidence for what works in raising attainment. Ultimately, this means demonstrating the impact of its projects on children's attainment at Key Stage 1, Key Stage 2 and GCSE, with some projects now also evaluating impact on attainment post 16. All EEF evaluations require data on the background characteristics of pupils and their attainment – from schools and from the NPD. Ultimately, the EEF aims to track all its pupils longitudinally using the NPD and link with data collected directly from its evaluations. This data will be stored in an EEF data archive (held by FFT Education), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities.

Why do the researchers want to look at data from the National Pupil Database (NPD)?
The NPD is a government database where information about all pupils in English schools and their exam results (e.g. SATs) are stored. Looking at data on the NPD will allow the researchers to compare the attainment of pupils in schools who did and did not receive the Lexia programme. To obtain data from the NPD we need to ask your child's school to provide their full name, date of birth and unique pupil number. The funder of the research (EEF) has also asked us to collect information about free school meal eligibility, because they are interested in exploring the reach of the interventions that they fund. All data will be transferred securely by schools to the evaluation team.

Who is the Data Controller?
For the purposes of this information sheet, University of York, is the data controller as defined in the General Data Protection Regulation.

How do we keep your data secure?
The University takes information security extremely seriously and has implemented appropriate technical and organisational measures to protect data. Access to information is restricted on a need-to-know basis and security arrangements are regularly reviewed to ensure their continued suitability.

How long will we keep your data?
All individually identifiable data will be destroyed at the end of 2024 and audio recordings of focus groups will be destroyed 1 year after completion of the evaluation.

What rights do you have in relation to your data?
Under the GDPR, you have a right of access to your data, a right to rectification, erasure (in certain circumstances), restriction, objection or portability (in certain circumstances).

Right to complain
If you are unhappy with the way in which the University has handled your personal data, you have a right to complain to the Information Commissioner's Office. For information on reporting a concern to the Information Commissioner's Office, see www.ico.org.uk/concerns.

Questions or concerns
If you have any questions about this information sheet or concerns about how your child's data is being processed, please contact the evaluation team at ytu-lexia@york.ac.uk or 01904 328160 (Louise Tracey) in the first instance. You may also contact the University or York's Acting Data Protection Officer at dataprotection@york.ac.uk.

Will I find out if my child has been randomly allocated to receive Lexia or to continue with teaching as usual? Your child's school will find out which group your child has been allocated to in July 2018, we are happy for them to share this information with you if you would like to know.

What happens if my child is allocated to receive Lexia? Teachers and teaching assistants at the school will receive training and ongoing support from Lexia in the use of the programme. Your child will receive four 20-minute sessions of Lexia each week guided and supported by a teacher and/or teaching assistant from September 2018 through to May 2019.

What assessments will my child be asked to take part in during the Summer Term 2018 and again in 2019? Researchers from the University of York will visit the school to carry out a short reading assessment with each child. It will be done with each child individually and take approximately 20-30 minutes.

Why do the evaluators want to talk to some children about their experiences of Lexia? When looking at how effective a programme is, it is important for researchers to consider different factors that may affect this. We will look at how Lexia has been implemented in different schools and are interested in what pupils and their teachers think of it. The researchers would like to audio record focus groups with pupils to allow them to engage fully in conversation rather than focussing on writing notes. The focus groups will include 4-6 pupils at a time and last no longer than 20 minutes. We would expect that pupils will enjoy this opportunity to talk about their learning.

Do the researchers on the evaluation team have DBS clearance? All of the researchers visiting schools are required to have DBS clearance.

Has the evaluation of the Lexia study received ethical approval? The project has received full ethical approval from the Department of Education at the University of York. If you would like further information on the ethics of this research, please contact education-research-administrator@york.ac.uk

Is my child's participation in the research confidential? Unless the researchers are worried about the safety or wellbeing of a child, information provided by children in the research (e.g. from discussions in focus groups) will be kept confidential and anonymous.

Where can I find out the results of the evaluation of Lexia? The evaluation team have to produce a final evaluation report. This is due in May 2020 and will be published by the EEF on their website (https://educationendowmentfoundation.org.uk); this final report will not name any schools or individual participants.

I am happy for my child to participate, what do I need to do next? If you are happy for your child to take part in the Lexia Evaluation you do not need to do anything more. You have a right to withdraw your child at a later date, if you decide to do so please contact the evaluation team directly, by email ytu-lexia@york.ac.uk or phone 01904 321725.

I am not happy for my child to participate, what do I need to do next? If you do not want your child's information to be collected and used, please sign the withdrawal form above and return it to your child's school as soon as possible.

I have another question... If you would like more information about the evaluation of Lexia or have any questions, please contact the evaluation team at ytu-lexia@york.ac.uk.

Appendix 6 – Pre-test Survey

Lexia pre-test teacher survey

Section 1: About You - Professional background

Q1. Name:
_____

Q2 School:
_____

Q3 Number of years **in teaching**? (Please select from the list below.)

○ 0-1 year

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21 + years

Q4 Number of years **teaching in your current school**? (Please select from the list below.)

○ 0-1 year

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21 + years

Q5 Current year group you are teaching? (Please select from the list below.)

○ Year 2

○ Year 1/2 mixed class

○ Reception/Year 1/2 mixed class

○ Other (please state) _____

Section 2: Current provision for Year 2 pupils

Q6 What is the current reading provision for Year 2 as a whole?
_____

Q7 How do you deliver this provision to your class?
_____

Page 1 of 5

X→

Q8 How frequently do you deliver the Year 2 reading provision?

○ Once a week

○ Twice a week

○ Three times a week

○ Four times a week

○ Daily

○ Other (please specify) _____

Q9 Is this provision differentiated in anyway and if so how? i.e. are the classes streamed or are the pupils' grouped and offered different tasks in any way?
_____

Section 3: Current provision for struggling readers in Year 2

Q10 What provision do you currently make for struggling readers in Year 2? (e.g. any interventions, strategies)
_____

Q11 How do you deliver this provision to your struggling readers?

○ in the class during reading lesson time?

○ in the class during a different lesson time?

○ outside of the classroom away from the rest of the class during reading time?

○ outside of the classroom during a different lesson time?

○ Other (please state) _____

Q11a If you stated that you deliver your provision to struggling readers during a lesson other than reading, please tell us what that lesson is and what the other children will be learning at this time?
_____

Q12 How frequently is the provision delivered?

○ Once a week

○ Twice a week

○ Three times a week

○ Four times a week

○ Daily

○ Other (please specify) _____

Section 4: Lexia

Q13 Who will deliver the Lexia program to the struggling readers randomly selected for the study? What is their role in school? (e.g. Class teacher, teaching assistant)

_____

Q14 When is it planned to schedule Lexia sessions with struggling readers in Year 2?

○ in the class during reading lesson time?

○ in the class during a different lesson time?

○ outside of the classroom away from the rest of the class during reading time?

○ outside of the classroom during a different lesson time?

○ Other (please state) _____

Q14a If you stated that Lexia will be used during a lesson other than reading, do you know what that lesson might be and what the other children will be learning at this time?
_____

Q15 Will staff be responsible for an individual pupil or a group of pupils during the Lexia sessions?

○ Individual

○ Group

○ Other (please explain) _____

- -

Display This Question:
If Will staff be responsible for an individual pupil or a group of pupils during the Lexia sessions? = Group

Q16 How many children do you expect to have in this group?
_____

Section 5: IT provision and computer use in school

Q17 What is the current IT provision in your school? (Tick as many as apply)

☐ Computer Suite of PCs

☐ Trolleys of laptops/chrome books

☐ Ipads/Tablets

☐ Other (please state) _____

X→

Q18 How would you rate the current IT provision in your school?

○ Very good

○ Good

○ Acceptable

○ Not good

○ Not very good at all

Q19 Please explain your rating for the current IT provision in your school.
_____

X→

Q20 How often do you use IT in your teaching?

○ Never

○ Once a month

○ Once a fortnight

○ Once a week

○ Twice a week

○ Daily

○ Other (please state) _____

Q21 Which subjects do you generally use IT in?

☐ Reading

☐ Writing

☐ Mathematics

☐ Other (please state) _____

☐ Not Applicable

Q22 What, if any, computer programs do you currently use with your class? e.g. Matheletics, Bug Club
_____

`X→`

Q23 How confident do you feel using IT in the classroom with the pupils?

○ Very confident

○ Confident

○ Slightly confident

○ Not confident

○ Not confident at all

Appendix 7 – Post-test Survey

Lexia post-test teacher survey

About You - Professional Background

Q1 Name:
_____

Q2 School:
_____

Q3 Role in school (please tick all that apply):

☐ Year 2 Teacher

☐ Other (eg. Learning Support/Teaching Assistant) _____

Q4 Did you deliver the Lexia sessions to the EEF Study pupils this year?

○ Yes

○ No

Display This Question:
   If Q3 = Year 2 Teacher

Q5 Number of years **in teaching**? (Please select from the list below.)

○ 0-1 year

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21 + years

Display This Question:
   If Q4 = Yes

Q6 Number of years working **in your current school**? (Please select from the list below.)

○ 0-1 year

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21 + years

Display This Question:
   If Q3 = Year 2 Teacher

Q7 Current year group you are teaching? (Please select from the list below.)

○ Year 2

○ Year 1/2 mixed class

○ Reception/Year 1/2 mixed class

○ Other (please state) _____

Start of Block: Reading -Year 2 teachers only

Current Provision for Year 2 Pupils
Q8 What has been the reading provision for Year 2 pupils this academic year (2018-2019)?
_____

Q9 How did you deliver this provision to your class?
_____

Q10 How frequently did you deliver the Year 2 reading provision?

○ Once a week

○ Twice a week

○ Three times a week

○ Four times a week

○ Daily

○ Other (please specify) _____

Q11 Was this provision differentiated in anyway and if so how? i.e. were the classes streamed or were the pupils' grouped and offered different tasks in any way?
_____

Q12 For those pupils not receiving the Lexia program, what provision have you made for struggling readers in Year 2 this academic year? (e.g. interventions, strategies)
_____

Q13 How have you delivered this provision to your struggling readers (those not receiving Lexia)?

○ In class during reading lesson time

○ In class during a different lesson time

○ Outside the classroom away from the rest of the class during reading time

○ Outside the classroom away from the rest of the class during a a different lesson time

○ Other (please state) _____

Q14 Please tell us what the lesson was and what the other children were learning at this time.
_____

Q15 How frequently was this provision delivered?

○ Once a week

○ Twice a week

○ Three times a week

○ Four times a week

○ Daily

○ Other (please specify) _____

Q16 Did the pupils receiving the Lexia program also receive this provision?

○ Yes, all

○ Yes, some

○ No

Q17 What aspects did they receive?
_____

Q18 Other than the Lexia program did these pupils receive any additional provision not received by the other struggling readers?

○ Yes

○ No

Q19 Please explain what additional provision they received.
_____

End of Block: Reading -Year 2 teachers only

Page 3 of 14

29

Q20 What additional resources, if any, did the school need to purchase in order to deliver the Lexia program? Please tick all that apply.

☐ Headphones

☐ Tablets

☐ Laptops

☐ PCs

☐ Other (please specify) _____

Q21 Did the have to employ any additional staff (or increase a current member of staff's work hours) in order to deliver the Lexia program?

○ Yes

○ No

Display This Question:
    If Q21 = Yes

Q22 Please provide further details of changes in staff required.
_____

Lexia Training

Q23 Did you attend the Lexia training webinar (online)?

○ Yes

○ No

Display This Question:
    If Q23 = No

Q24 Please explain how you were trained to deliver the Lexia program.
_____

Display This Question:
    If Q23 = Yes

Q25 How many Lexia training sessions did you attend?

○ 1

○ 2

○ 3

Q26 Did the training you received give you sufficient information to enable you do deliver the program?

○ Yes

○ No

Q27 How satisfied were you with the training you received?

○ Very satisfied

○ Satisfied

○ Neither satisfied nor dissatisfied

○ Dissatisfied

○ Very Dissatisfied

Q28 Please briefly explain the rating you gave for the training.
_____

Q29 Do you have any suggestions for improving the training?
_____

End of Block: Lexia Training

Start of Block: Lexia Delivery

Lexia Delivery

Q30 Who primarily delivered the Lexia program? Please tick all that apply.

☐ Class Teacher

☐ Learning Support/Teaching Assistant

☐ KS1 Leader

☐ Assistant Head Teacher

☐ Head Teacher

☐ SENCO Teacher

☐ Other (please specify) _____

Q31 Where was the Lexia program delivered?

○ Inside the classroom

○ Outside the classroom

Q32 Where was it delivered?

☐ Computer suite of PCs

☐ Library

☐ Small study room

☐ Other (please specify) _____

Q33 What computer equipment was used in the delivery?

☐ PCs

☐ Tablets

☐ Laptops

☐ Other (please specify) _____

Q34 What were the other pupils doing while Lexia pupils were receiving the Lexia program?

	Non-Struggling Readers	Struggling Readers
Reading lessons	☐	☐
Other lessons (please specify)	☐	☐
Other (e.g. assembly) (please specify)	☐	☐

Q35 Was the program delivered to individuals or groups?

○ Individuals

○ Groups

Q36 How many children were in the group?

_____

Q37 Was the Lexia session for Year 2 children only?

○ Yes

○ No (Please give details of the other year groups taking part in the session)
_____

Q38 How often were paper-based Lexia resources used?

○ Daily

○ Weekly

○ Never

○ I don't know

○ Other (please specify) _____

Q39 Who accessed the paper-based resources?
_____

Q40 In what way were paper-based resources used?

☐ They were provided to children to work through in class

☐ They were provided to children to work through as homework

☐ They were provided to teachers

☐ Other (please specify) _____

Q41 Did anyone access the reports provided by the Lexia program?

○ Yes

○ No

○ I don't know

Q42 Who accessed the reports?
_____

Q43 How often were these accessed?

○ Daily

○ Weekly

○ Monthly

○ Other (please specify) _____

Q44 Please explain how the reports were used.

_____

End of Block: Lexia Delivery

Start of Block: Experience of using Lexia

Experience of using Lexia

Q45 Did you access the Lexia program?

○ Yes

○ No

Q46 Did you experience any issues accessing the Lexia program?

○ Yes

○ No

Q47 What issues did you experience?

_____

Q48 Did you access any additional Lexia support?

○ Yes

○ No

Q49 What additional support did you access? Please tick all that apply.

☐ I contacted Lexia by email

☐ I contacted Lexia by telephone

☐ I contacted the evaluation team

☐ Other (please specify) _____

Q50 Please tell us how far you agree with the following statements about your experience of using Lexia

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Not applicable
I found it easy to access the Lexia program	○	○	○	○	○	○
It was easy to fit Lexia delivery into the school day	○	○	○	○	○	○
There was sufficient space available in the school to deliver the program	○	○	○	○	○	○
There was sufficient equipment in the school to deliver the program	○	○	○	○	○	○
It was easy to find time for the facilitator to deliver the program	○	○	○	○	○	○
The paper-based resources were useful	○	○	○	○	○	○
The reports were useful in tracking pupil progress	○	○	○	○	○	○
I was satisfied with the support I received from Lexia UK	○	○	○	○	○	○

Page 9 of 14

Pupil experience of using Lexia
Q51 Please tell us how far you agree with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not applicable
Pupils enjoyed using Lexia	◯	◯	◯	◯	◯	◯
Pupils were engaged during the Lexia sessions	◯	◯	◯	◯	◯	◯
Pupils found it easy to use Lexia	◯	◯	◯	◯	◯	◯
Pupils worked independently during Lexia sessions	◯	◯	◯	◯	◯	◯
Pupils were able to apply their learning from Lexia in their other lessons	◯	◯	◯	◯	◯	◯
Pupils needed a lot of scaffolding from the facilitator during Lexia lessons	◯	◯	◯	◯	◯	◯
I feel that pupils benefited from using Lexia	◯	◯	◯	◯	◯	◯

Q52 Were there any pupils allocated to receive Lexia that did not take part in the program as planned? (Please don't include children who have left the school.)

◯ Yes

◯ No

Q53 Please indicate the reason(s) why the pupil(s) did not take part as planned.

☐ The pupil(s) stopped taking part in the sessions part way through the year

☐ The pupil(s) took part but we had to modify the delivery in some way e.g. the length or number of sessions or focused on particular aspects

Q54 Please give more information about why the pupil(s) did not take part as planned e.g. medical reasons, learning difficulties.

_____

Q55 Other than pupils who did not take part in the program as planned, were there any pupils, or group of pupils, for whom you felt the program was unsuitable?

○ Yes

○ No

○ Don't know

Q56 Please explain why you think the program is not suitable for these pupils:

_____

Q57 Are there any aspects of the program you feel worked most effectively? Please explain your answer.

_____

Q58 Are there any aspects of the program you feel did not work effectively or could be improved? Please explain your answer.

_____

Q59 Would you recommend Lexia to another school?

○ Yes

○ Maybe

○ No

Page 11 of 14

37

Q60 Are there any particular groups of pupils you would recommend if for? Please tick all that apply.

☐ Yes, struggling readers

☐ Yes, EAL pupils

☐ Yes, non-EAL pupils

☐ Yes, particular Year groups (please specify) _____

☐ Yes, non-struggling readers

☐ Yes, other (please specify) _____

☐ No, recommend for whole school / all pupils

End of Block: Pupil experience of Lexia

Start of Block: IT Provision and Computer Use in School

IT Provision and Computer Use in School

Q61 What is the current IT provision in your school?

○ Computer suite of PCs

○ Trolley of laptops/chrome books

○ Tablets/ipads

○ Other (please specify) _____

Q62 How would you rate the current IT provision in your school?

○ Very good

○ Good

○ Neither good nor poor

○ Poor

○ Very poor

Q63 Please briefly explain your rating of the current IT provision in your school
_____

Q64 How reliable is the IT provision in your school?

○ Very reliable

○ Reliable

○ Neither reliable nor unreliable

○ Unreliable

○ Very unreliable

Q65 Please briefly explain your answer rating of the reliability of the IT provision in your school
_____

Q66 How often do you use IT in your teaching?

○ Daily

○ Twice a week

○ Once a week

○ Once a fortnight

○ Once a month

○ Never

○ Other (please specify) _____

Q67 What subjects do you generally use IT in? (Please tick all that apply)

☐ Reading

☐ Writing

☐ Mathematics

☐ Other (please specify) _____

Q68 What, if any, computer programs do you currently use with your class? (e.g. Matheletics)
_____

Q71 How confident do you feel in using IT in the classroom with the pupils?

○ Very confident

○ Confident

○ Neither confident nor not confident

○ Not confident

○ Not confident at all

End of Block: IT Provision and Computer Use in School

Start of Block: Thank you

Thank you for taking the time to complete this survey.

End of Block: Thank you

40

Neither confident nor not confident

Appendix 8 – Teacher / Teacher Assistant Interview Schedule

Lexia – Interview schedule (Teachers (T)/Teaching Assistant (TA))

A. Class and contextual practices

1. To start with, can you tell me a little bit about your class?   T
   Prompts: Ability, demographics, behaviours etc. All Year 2 or mixed? SEN/EAL?

2. Do you have any TA provision / support in class? How does that work?   T/TA
   Prompts: Do they support individual pupils, take small groups, any particular
subjects etc.

3. Is there another Year 2 class? What are they like?   T

4. And what about the pupils involved in the study?   T/TA
   Prompts: the intervention pupils? The control pupils (check know who they are)?
   Are they similar profiles?

5. So, can you tell me why you think the school got involved in the Lexia study?   T
   Were you involved in that decision?

B. Lexia Training

6. Did you attend any training for the programme?   T/TA

7. (if yes) Can you tell me what training you received?   T/TA
   Prompts: Format, how much, how long, who else trained, timing of training (eg
   twilight session etc.)

8. How did you find the training?   T/TA

9. Anything you would like to change about the training?   T/TA

10. Have you used any additional support offered by Lexia beyond the training   T/TA
    provided?

C. Using the Lexia programme

11. When is the programme scheduled for delivery?   T
    Prompts: How often, how long for, is this all the pupils together or only some?
    What lesson are the other pupils receiving when Lexia is occurring

12. And where is the programme delivered?   T/TA
    Prompts: Out of classroom? Space? IT cluster? If in classroom is another lesson
    taking place at the same time? Level of noise / distraction etc.

13. And what is the IT provision like?   T/TA
    Prompts: Any issues in general? Any issues in using the programme?

1

14. **Who supervises the Lexia sessions?**   T/TA
   Prompts: Why chosen? Experience of using IT programmes with pupils? What
   would be doing if not supervising programme? If TA: Experience of literacy support
   for pupils?

15. **(If supervises) How do the sessions run?**   T/TA
   Prompts: How long does it take to set-up? Is this done prior to the session? Do the
   children do this? What does the supervising adult do during the sessions?

16. **(If supervises) How do the children engage with the programme?**   T/TA
   Prompts: Do they know how to log-in? Do they focus? Do they ask for help often?
   Do they enjoy the sessions?

17. **(If supervises) What kind of support do you find yourself giving during the Lexia**   T/TA
   sessions?

C. Literacy/other provision

18. **What does the literacy provision in your Year 2 class look like?**   T
   Prompts: Follow any programme?

19. **What, if any, additional provision do you make for the struggling readers in your**   T
   class not taking the Lexia programme?
   Prompts: Do they take part in the general provision or are they withdrawn? Who
   provides this support – teacher/TA. Is this different from last year in any way?

20. **What kind of support do you provide to the intervention struggling readers other**   T
   than the Lexia sessions?
   Prompts: Lexia paper-based resources? Other? Is this the same / how does this
   compare to what provided for the control group?

21. **Do you use computers/ tablets much in your everyday teaching?**   T
   Prompts: If yes, what for? How often? Do you feel comfortable using IT in your
   teaching?

22. **Can you tell us about any costs associated with using the programme?**   T/TA
   Prompts: This could be time eg. TA time, or financial eg. Printing paper-based
   resources

23. **Thank you, that is everything I wanted to ask. Is there anything about Lexia and**   T/TA
   using the programme you would like to add?

Thank you

2

Appendix 9 – Focus Group Schedule

Lexia – Pupil Focus Group

Researcher introduction script (to pupils) for focus groups:

Hi, my name is [insert researcher name] and I am a researcher from the University of York. We are doing a research project about the Lexia programme you have been using and we'd like to hear your views on using it. We sent some information to your parents/carers last year and they are happy for you to participate but we always like to ask you too. Are you happy to talk to us about Lexia?

We would like to record what you say today in the focus group to make it easier for us to remember what has been said – it's easier than trying to write everything down while we listen to you. Our research will be anonymous, that means that no one will know who has said what and there will be no students or schools named in our report. Are you still happy to talk to us? Do you have any questions?

Questions

1. So, can you tell me about Lexia? What does it do?

2. How often do you have the sessions? How long do they last?

3. Would you like more or less sessions? Would you like them to be shorter or last longer?

4. Do you like using the computers for Lexia? What else do you use computers for at school?

5. What do you like most about using Lexia?

6. Do you think you are learning while you are using Lexia? What are you learning?

7. What does the teacher supervising you do while you are working on the computers?

8. Do you ask him/her for help? If so, what things do you need help with? Do they help?

9. Do you talk to each other about Lexia or help each other?

10. Are you the only pupils using Lexia? How do you feel about that?

11. What, if anything, would you change about the programme if you could?

Appendix 10 – Lesson Observation

Lexia – Observation   Date:_____

Teacher:_____   School:_____
Researcher: _____   Lesson Start Time:_____
Lesson Day: _____   Lesson End Time:_____
Number of pupils:_____   Session supervisor:_____

Space	
Where does the lesson take place? Describe:	Usual classroom/IT suite/Other
What is the space like? Distractions, ability to concentrate? Describe:	Quiet/ noisy Large space / cramped / adequate – room overall Adequate space / cramped – space for individual pupils
Any external disruptions of lesson? Describe:	Y/N
IT provision	
Devices used? Describe:	PCs/Laptops/Tablets/Ipads
All children have adequate provision? Describe: Ease of login procedures? Describe:	Computer / Headphones / Mouse Suitable chair / Suitable desk space
Lesson Set up	
How long take? Children familiar with routine? Teacher actions:	

1

44

Main session:	
Teacher behaviours	
Teacher/TA circulates the room?	Y/N
Teacher occupies self with other tasks?	Y/N If Yes, what_____ How long?
Teacher keeps children on task?	Y/N If Yes, how_____ How often?
Teacher offers unsolicited help?	Y/N If yes, type of help_____ How often?
Teacher provides help requested?	Y/N If yes, type of help? How often?
Teacher informs children of time left?	Y/N If yes, when?
Child behaviours	
Children start session promptly?	Y/N
Children remain on task?	Y/N
Children talk to each other?	Y/N If Yes, how often On task or off task?
Children request teacher help?	Y/N If Yes, how_____ How often?
End of session	
Children pack up promptly?	
Teacher sums up lesson?	

2

Main session: Start time:_____   End time:_____   Pack up time:_____

	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
Starts session on time (Yes/No)	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Engaged with programme (Mostly/Sometimes/Little)	M/S/L	M/S/L	M/S/L	M/S/L	M/S/L	M/S/L	M/S/L
Requests help from teacher (Record number of times)							
Teacher provides help requested (Record number of times)							
Teacher offers unrequested help (Record number of times)							
Paper-resources offered (Yes/No)	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Packs up promptly at end of session (Yes/No)	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N

3

Appendix 11 – Primary Analysis Code

```
# Fit model (NB this requires the 'lme4' package):
fm <- lmer(outcome ~ treatment + baseline + (1|cluster), df)

# Get model summary:
#summary(fm) # Satterthwaite df and t-tests

#hedge's g and 95% CI
adj_mean_diff<-summary(fm)$"coefficients"[2,1]

pooled_sd<-sqrt(as.data.frame(VarCorr(fm))[1,4]+
            as.data.frame(VarCorr(fm))[2,4])

hedges_g<-paste0(round(adj_mean_diff/pooled_sd,3),
                "(", round((confint(fm, method="Wald")[4,1]/pooled_sd),3),
                ",", round((confint(fm, method="Wald")[4,2]/pooled_sd),3),
              ")")

pval<-round(summary(fm)$"coefficients"[2,5],3)
```

Appendix 12 – Histograms of test results
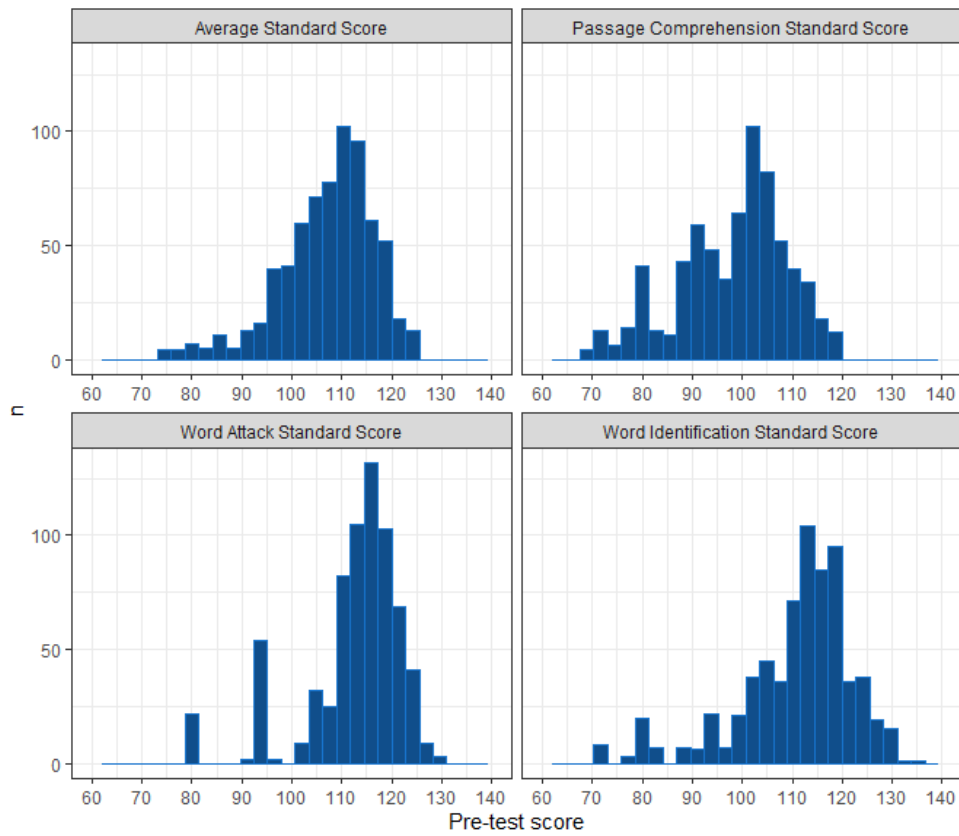
Appendix 13 – Diagnostic plots for model fit of primary analysis model
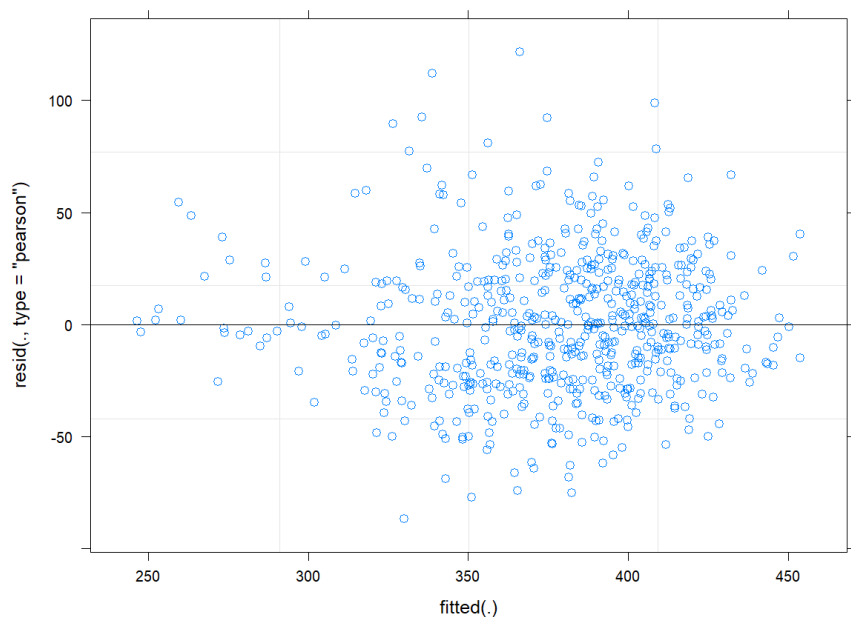
Fitted values vs residuals for primary analysis model

Normal Q-Q Plot
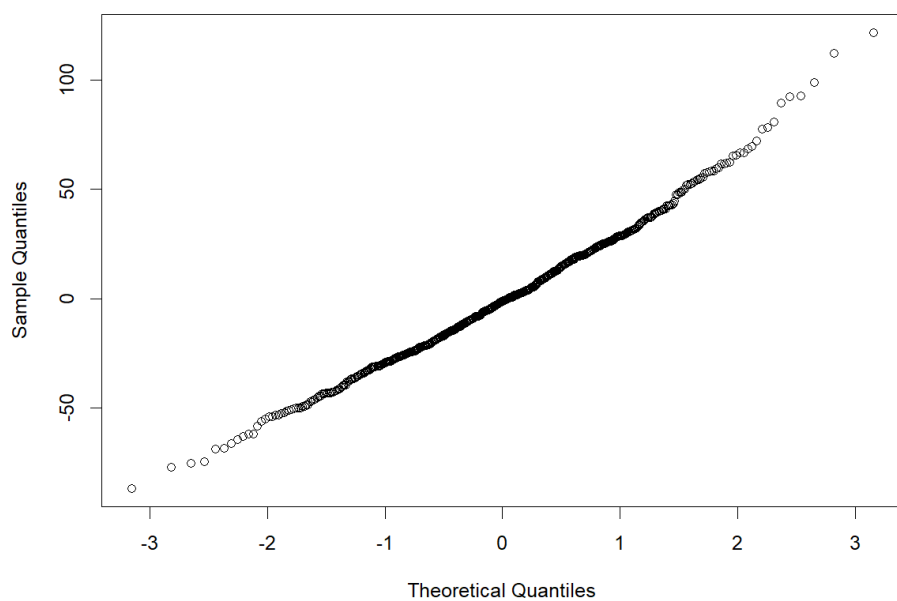
Q-Q plot for primary analysis model

Histogram of resid(fm)
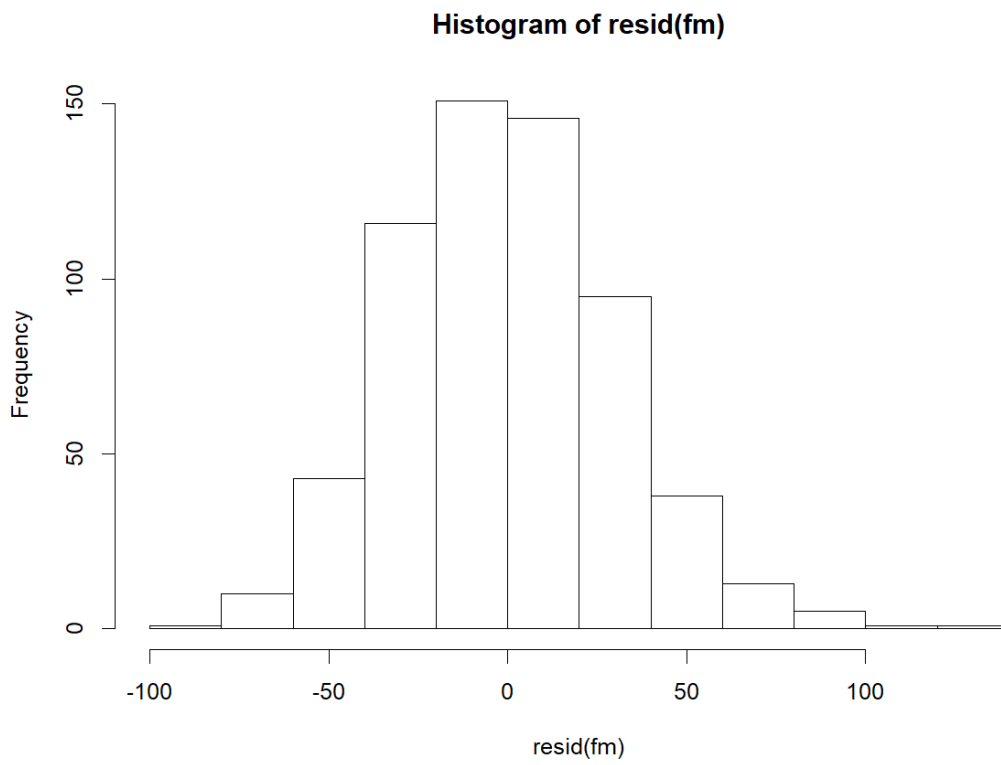
Histogram of residuals from primary analysis model