Further Appendices: EAL in the Mainstream Classroom

Technical Appendices

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The project was co-funded by The Bell Foundation and Unbound Philanthropy, as part of a funding round focusing on children with English as an additional language.

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Appendix D: EAL in the Mainstream Classroom pilot report

Key Findings

Evidence of promise:

- All (100%) survey respondents agreed that the programme has improved their understanding of the linguistic demands of their subjects
    - 75% 'strongly agreed'
- All survey respondents were confident that the programme would impact positively on English as an Additional Language student outcomes, stating that they were 'extremely or somewhat positive' (100%) and all but one was confident that the programme would impact positively on whole class outcomes (96%). This remaining respondent was 'neither positive nor negative'

Feasibility:

- There was evidence of programme implementation in all observed lessons
- 84% of respondents attended all the training sessions provided
- 88% reported that they had completed all of the assignments

Readiness for trial:

- All the facilitators who participated in the survey were positive about their ability to deliver the programme in the main trial to evaluation schools
- The number of schools required to proceed to main trial has not been met although the number of recruited schools is steadily increasing

1. Background

'English as an Additional Language (EAL) in the Mainstream Classroom' is a CPD programme for teachers aimed to support EAL students in the mainstream classroom, with a particular focus on academic language. It is designed to enhance teachers' language skills and enable them to provide more focused classroom provision for EAL students, thus reducing the need for specialist teachers and support staff for this cohort. This is particularly important as schools cannot provide dedicated specialist support for EAL students who are not new arrivals. The CPD aims to address the lack of consistency in teaching for EAL students by improving teachers' skill with language, both general and subject specific, and provides training in how teachers can plan lessons with EAL students' language skills in mind, develop specific resources relating to those skills, and differentiate between students with different language skills and varying prior experience of education. The training supports classroom teachers' use and understanding of grammar, core academic vocabulary, and spoken language, which are key to helping EAL students within a whole class context, and which are also likely to have benefits for children more broadly.

The Education Endowment Foundation, Bell Foundation and Unbound are currently funding a large scale efficacy trial (2016-2020) of the programme. The programme is being delivered by Challenge Partners, Hounslow Language Services and Lampton School. The independent evaluation is being conducted by the University of York. The efficacy trial is planned to take place over two academic years (2017-2019). The primary research question is:

- How effective is the 'EAL in the Mainstream Classroom' programme in improving subject specific academic attainment when delivered to Key Stage 4 EAL students taking GCSE History?

The secondary research questions address the effectiveness of the programme when delivered to students taking GCSE Science subjects, the impact of the programme when delivered to students across more than one subject specialism, and the impact of the programme on non-EAL students within the same classrooms.

The first year of the evaluation (2016-2017) forms a pilot year which is designed to determine if the programme shows evidence of promise, the feasibility of the main trial and the readiness for trial. During this year the development team (Challenge Partners) has recruited 12 schools to act as Delivery Centres for the main trial. These will form the delivery sites for the main trial, providing support and ongoing training for intervention schools. Due to developer capacity, 6 delivery schools were recruited to trial the programme in November 2016 (Cohort 1) and 6 in Spring 2017 (Cohort 2). This phased approach was also designed to enable the delivery team to learn and refine the programme over the first year of the project. Cohort 1 received three days of CPD over the period October 2016 to January 2017 and are currently embedding the programme in their delivery. It is these schools which form the focus of the evaluation of the pilot year.

The criteria for continuing to main trial, as stated in the protocol, are set out in Table 1.

Table 1: Criteria to proceed to main trial

Area of Evaluation	Evidence Criteria
Evidence of Promise	• 75% of participating teachers improve understanding of the linguistic demands of their subjects • 75% of participating teachers and programme facilitators express confidence in the programme being able to impact positively on student outcomes
Feasibility	• evidence of programme implementation in more than 75% of classrooms • evidence that it is implemented with high levels of fidelity, i.e. 75% attendance at CPD and 75% completion of tasks
Readiness for Trial	• evidence that the Delivery Centres have the ability to deliver CPD to trial schools (including necessary materials and resources in place) and recruit delivery schools

The pilot year also provided the research team with the opportunity to develop and pilot research instruments for use in the main trial.

The decision to continue to main trial will be made by 18th April, 2017. This report is submitted to aid the funders in that decision-making process.

2. Methodology

The evaluation of the pilot year is a mixed-method design, using teacher surveys, interviews with teachers and facilitators[1] and classroom visits to observe the programme being implemented to determine whether or not the three key criteria were being met or not. Additional information was also obtained from the programme developers to aid understanding of the programme and processes in place during the pilot year.

2.1 Teacher surveys

All teachers and facilitators from the Cohort 1 delivery schools were contacted in February 2017 via email to participate in an on-line teacher survey) designed and administered using Qualtrics software (Qualtrics, 2015). This survey covered information on the respondents' teaching background and experience, Year 10 classes taught, impact of the programme, the training and EAL provision within the school.

2.2 Classroom Visits

Four delivery schools from Cohort 1 were recruited by the Evaluation Team to participate in classroom visits by the researchers and teacher and facilitator interviews (see below). Lessons were observed for implementation and fidelity to the programme using an observation schedule. This schedule was developed by the evaluation team after attendance at both programme launch events and one of the training workshops, examination of all programme materials and following discussions with the development team. The schedule covered classroom activities, teacher

[1] In this report, we use the term 'facilitator' to describe members of the school staff who underwent the EAL in the Mainstream Classroom training during the pilot year and in the main trial will be the programme facilitator, providing training and support for the evaluation schools within their 'Delivery Hub'.

and student behaviours. Two lessons were observed by both researchers to ensure inter-coder reliability. This led to some refinement of the observation schedule. It was intended that two Year 10 lessons (one history, one science) would be visited per school.

2.3 Teacher and Facilitator interviews

The interviews were designed to take place separately after the lesson observations with one of the observed teachers and one of the facilitators. The interview schedule consisted of open-ended questions and prompts covering: teacher experience and school context; the lesson observed (where applicable); experiences and attitudes towards the programme (and training); and readiness for the main trial. All interviews were recorded.

Ethical approval for the pilot year evaluation was granted by the University of York Education Ethics Committee.

3. Sample

Thirty-four people were contacted to take part in the on-line survey. Of these:

- 29 people responded, 11 completed the facilitator survey and 18 the teacher survey
- Of the facilitators, 3 taught history, 1 taught science
- Of the teachers 9 taught history and 6 taught science
- Of the 7 science teachers/facilitators, 6 reported teaching biology, 4 chemistry and 5 physics.

Table 2 provides further details.

In addition, the facilitators all indicated that they held leadership or specialist roles within their schools. In summary:

- 5 were Assistant Headteachers;
- 3 were specialist lead teachers (2 indicated that this was in Teaching and Learning);
- 1 was the Director of Teacher Training;
- 1 was the EAL and Academic Literacy Co-ordinator; and
- 1 was the History subject lead.

Table 2: Profile of survey respondents

	Teachers		Facilitators		Total	
	N	%	N	%	N	%
Subject specialism:						
Art	0	0	1	11	1	4
EAL/Academic literacy	3	17	0	0	3	11
English	0	0	3	33	3	11
History	9	50	3	33	12	44
Primary education	0	0	1	11	1	4
Science	6	33	1	11	7	26
Total	18	100	9*	100	27	100
Number of years in teaching						
0-1 year	1	6	0	0	1	3
2-5 years	9	50	0	0	9	31
6-10 years	3	17	0	0	3	10
11-15 years	2	11	6	55	8	26
16-20 years	0	0	2	18	2	7
21+ years	3	17	3	27	6	21
Total	18	100	11	100	29	100#
Number of years in current school						

0-1 year	5	28	2	18	7	24
2-5 years	7	39	2	18	9	31
6-10 years	5	28	3	27	8	26
11-15 years	0	0	4	36	4	14
16-20 years	1	6	0	0	1	3
21+ years	0	0	0	0	0	0
Total	18	100	11	100	29	100

* Missing data has been excluded from the analysis here and elsewhere in this report.
# Numbers have been rounded.

Ten classroom visits took place across the four schools, with six taking place during history lessons and four during science lessons. Each lesson was approximately one hour long, although in some cases only part of the lesson was observed. Teachers also provided lesson plans to the researchers. In addition, 10 interviews were conducted with 5 teachers (2 science, 3 history) and 5 facilitators (2 of whom were also history teachers).

4. Analysis

Survey data was exported from Qualtrics and imported into SPSS. All interviews were transcribed and input into NVivo qualitative data analysis software and coded thematically. The completed lesson observation schedules were examined for evidence of programme implementation. All data was triangulated to build up a clear picture of the programme in terms of evidence of promise, readiness for trial and feasibility for trial.

Although the numbers are small, percentages are reported in order to provide comparison with the criteria set for proceeding to main trial. Missing data was excluded from the analysis which means that in the reporting the total *N* does not always equal the total number of possible respondents.

5. Main Findings

The following sections will address each of the key areas in turn, the extent to which they meet the established criteria to proceed to main trial, and provide any additional supporting evidence from the data collected by the research team during this pilot phase of the evaluation.

5.1 Evidence of promise

Evidence of promise is defined as the perceived potential for the effectiveness of the programme. This includes the extent to which teachers feel that 'EAL in the Mainstream Classroom' is:

- improving their understanding of the linguistic demands of their subjects; and
- has the potential to positively impact on student outcomes.

Understanding of the linguistic demands of subject specialisms

As indicated in Table 3:

- Three-quarters of survey respondents (21 out of 28; 75%) stated that they 'strongly agreed' with the statement '*EAL in the Mainstream Classroom has improved my understanding of the linguistic demands of my subject'*, with the remaining respondents stating that they 'somewhat agreed'.[2]

[2] The number strongly agreeing to this statement was similar for both history and science teachers (75% and 72%, respectively).

Table 3: EAL in the Mainstream Classroom has improved my understanding of the linguistic demands of my subject.

	N	%
Strongly agree	21	75
Somewhat agree	7	25
Neither agree nor disagree	0	0
Somewhat disagree	0	0
Strongly disagree	0	0
Total	**28**	**100**

In the teacher interviews the teachers talked, unprompted, about having an increased awareness of the linguistic demands of their subject, both specific terminology and grammar:

> *'One of the key things it's made me aware of is the language within the books that we have within the school is not that easily accessible to most students'* (Teacher, science)

> *'I think it just shifts your focus slightly, so as well as the subject that you're getting across or the skill that you're getting across, I'm just more aware of what language they are going to use'* (Teacher, history)

As discussed further in section 5.2 (below), this was also being translated into practice:

> *'The staff are starting to recognise that without you being explicit about academic words and academic vocabulary… And not just that we've been able to intertwine and teach them some grammar around nominalisation… it's drip, drip, every day'* (Facilitator)

Potential impact on student outcomes
Participants felt confident that the programme would impact positively on EAL student outcomes, and on students more widely. As seen in Table 4:

- When asked to rate their confidence level in the programme being able to impact positively on English as an Additional Language student outcomes 10 out of 25 (40%) respondents rated their confidence as 'Extremely positive'; and 15 reported feeling 'Somewhat positive' (60%).
- Interestingly, teachers appeared to be more positive about outcomes for all students. In response to the request to rate their confidence in the programme being able to impact positively on WHOLE CLASS student outcomes 13 out of 25 (52%) stated that they were 'Extremely positive' and 11 (44%) stated that they were 'Somewhat positive'.

Table 4: Please rate your confidence in programme potential to impact positively on student outcomes

	N	%
EAL student outcomes		
Extremely positive	10	40
Somewhat positive	15	60
Neither positive nor negative	0	0
Somewhat negative	0	0
Extremely negative	0	0
Total	**25**	**100**

WHOLE CLASS student outcomes		
Extremely positive	13	52
Somewhat positive	11	44
Neither positive nor negative	1	4
Somewhat negative	0	0
Extremely negative	0	0
Total	**25**	**100**

Survey respondents were asked why their confidence levels in the ability of the programme to impact positively on student outcomes were as reported. In these open response questions the following reasons were given for feeling positive:

- They perceived, or had seen, benefits in the strategies provided by the programme (13 respondents)

  'Tasks and advice given, sessions were used in the classroom and the students responded positively to that and showed progress' (Teacher, history)

- The programme had improved teachers understanding of, and use of, academic literacy (6 respondents)

  'We have focused on the command words in physics questions and this has proved beneficial for all learners' (Teacher, science)

- Teachers' understanding of the needs of EAL students had changed (3 respondents)

  'Aside from the many immediately practical tips that I gained from the session, it also shifted my mind set towards how I approach EAL' (Teacher, history)

In addition, the interviewees discussed the areas in which student outcomes were anticipated to have improved. 'Positive' student outcomes included:

(a) Increased student confidence and engagement

'so they're able to walk away going "yeah, I actually did that. I know this. I can explain this." It's good… I'm facilitating learning, not just micro-managing' (Teacher, history)

(b) Increased vocabulary and understanding

'the benefit is twofold though because, yes, it's helping them with their language but it also helps them from my point of view with their scientific understanding as well, so it's not just a case of one over the other, it's both at the same time' (Teacher, science)

(c) Improved writing skills, with the expectation that this would translate into improved GCSE results

'I think they will write extended writing more, more fluently' (Teacher, history)

Survey respondents also gave some explanations as to why they didn't report being 'extremely positive' about the programme's impact on EAL students' progress (i.e. they were only 'somewhat positive'). These primarily focused on the feeling that they hadn't, at the time of completion of the survey, had sufficient time to embed the knowledge and skills gained from the programme into their lessons:

'I am not yet using the full range of activities, if I were I would be extremely positive' (Teacher, history)

As seen above, respondents in the survey could primarily see positive benefits for whole class outcomes through using the programme and in the interviews this view was also expressed (unprompted):

> *'I suppose it's the old adage that, you know, was it rising tides float all boats? And it's helped all those learners in that sense, not just the EAL students be able to kind of understand better and express themselves better'* (Teacher, science)

Both the interviews and the survey highlighted that this was particularly applicable to non-EAL students with poor language skills:

> *'Many of our Pupil Premium students lack language proficiency. Their use and understanding of language limits their ability to demonstrate their learning'* (Teacher, science)

Where teachers were not extremely positive about the impact on the whole class they indicated that this was because they taught high ability classes:

> *'Many of the tasks need to be adapted to engage high ability students'* (Teacher, history)

Although other teachers believed that these students could also benefit positively from the programme:

> *'with the breadth of different things that we've been able to try, it's been useful for my top sets as well, so I've used stuff with triple science… right at the top end to stretch them and push them further'* (Teacher, science)

5.2 Feasibility

This section assesses the programme training and evidence of programme implementation and fidelity within the classroom.

EAL in the Mainstream Classroom Training

The programme contained three one-day workshops delivered to teachers and facilitators in 'paired Delivery Schools' (i.e. each Cohort 1 school was grouped with another Cohort 1 school for the purposes of CPD). Intersessional assignments were set at each session. In the survey teachers and facilitators were asked if they attended the CPD and if they completed the assignments as required. Table 5 shows that:

- 21 out of 25 respondents (84%) indicated that they attended all three training sessions
- 22 out of 25 respondents (88%) indicated that they completed all the assignments required

Table 5: Training sessions attended and completion of assignments

	N	%
How many training sessions did you attend?		
1		
2	4	16
3	21	84
Total	**25**	**100**
Did you complete all the assignments?		
No	3	12
Yes	22	88
Total	**25**	**100**

When asked about the training sessions, interviewees highlighted the increased understanding of EAL students, the learning about academic language and the accessibility of the strategies taught as being particularly useful.

> *'It makes you appreciate things a little bit more, that even though someone might be quite proficient in speaking the language, they still – you forget that it's their second language and sometimes it's so easy to*

forget because their English is so good that you forget that actually that is an incredibly difficult language to learn in the first place' (Teacher, history)

'The more academic aspects, for example the nominalisation, I felt that was a bit of an eye-opener for me, because I was aware of the feature but I wasn't aware of the actual grammatical term for it, I hadn't labelled it before. And I hadn't really thought about it before, it was one of those ones that was just so obvious, and it was such a stark difference, post-nominalisation, of how much more formal it was and how much better it scanned' (Facilitator)

'things that you can just pick and drop into your classroom, you know, into how you plan your lessons and those kind of things and it's nice simple stuff and you can see it make a difference' (Teacher, science)

In contrast, the academic language aspect of the programme did cause some concern in the initial stages of the programme, primarily due to teachers' own lack of confidence in their technical knowledge in this area:

'Some of the earlier training days which were more this is the language focus, you know, these are modal verbs, this is nominalisation, all this stuff was new. I think people were finding it a bit more difficult but I think that that was really important stuff and that's what we need to know' (Teacher, history)

In addition, teachers praised the organisation and quality of the training and facilitators. They also welcomed the opportunity to work with teachers from other schools during the CPD.

Those teachers who indicated in the survey that they didn't complete all the assignments stated that this occurred due to time constraints, in particular the short time period between training sessions and the need for schools to be aware of and plan for these activities was highlighted. In the interviews a small number of teachers also expressed discomfort in specifically targeting EAL students for some of these activities.

Programme implementation

Survey respondents were asked to state their agreement to the statement '*EAL in the Mainstream Classroom has changed my pedagogic practice in the classroom*'. As indicated in Table 6, all 28 respondents to this question in the survey agreed with this statement, 41% 'Strongly agreed' and 55% 'Somewhat agreed'.

Table 6: Please rate the following statement - '*EAL in the Mainstream Classroom has changed my pedagogic practice in the classroom*'

	N	%
Strongly agree	12	43
Somewhat agree	16	57
Neither agree nor disagree	0	0
Somewhat disagree	0	0
Strongly disagree	0	0
Total	**28**	**100**

For the subject-specialist teachers (i.e. history and science teachers - those at whom the training will be targeted in the main trial), the proportion of respondents 'Strongly agreeing' that the programme had changed their pedagogic practice increased to 67% (12 out of 18 teachers who responded to this question). In the interviews many facilitators, however, also indicated that the programme had changed their pedagogic practice, albeit often in different subject specialisms and that they were cascading the model down:

'I have also taken it back and started drip feeding it into my own practice and the department's practice as well' (Facilitator)

Classroom observations were conducted to assess the extent to which the programme is being implemented in the classroom and the fidelity of programme implementation. The programme principles were observed in each lesson. The number of strategies observed varied, depending on the type and length of time devoted to the strategies, and the type of strategy varied according to the subject and lesson topic being taught. Overall:

- All teachers engaged in 'Building the field', a key principle taught in the CPD through checking prior knowledge and understanding of key concepts and themes.
- In six out of the 10 lessons the teacher engaged in extending students' vocabulary (i.e. key terms relating to the subject specialism)
- In three of the lessons academic language (i.e. formal language) was specifically addressed
- In two of the lessons strategies were used explicitly to aid students' grammar and writing skills (noun clauses and nominalisation, a history lesson and a science lesson, respectively)

The following extended extracts from the teacher interviews show concrete ways in which teacher's felt that their pedagogic practice had changed in the classroom:

> *'We're putting together a list of words for each particular section and we are going to put them into the key words that they got. We're going to put them into sentences and then look at whether the sentences that they had matched the ones that are in the book so they could see. And then obviously get them to underline any particular parts of the book that they didn't understand… before I'd have given them a question and asked them to answer it cold… I know what I would have got would have just been a load of stuff that would have been copied out of the book but wouldn't have actually shown any greater understanding'* (Teacher, science)
>
> *'I felt like we were always moving before in a direction of – not stopping students from reading but trying to dumb it down and reduce it on a slide or cut down the amount of reading, but, ultimately, for history, they have to be able to comprehend what's in the text. So, the idea of building the field… has really made me think, 'right, they are going to have to read that text but I'm going to support them in doing it,... give them better access to it and appreciating that'* (Teacher, history)

The main challenges to applying the programme in the classroom were time and lack of confidence in teaching the language aspects of the programme, although teachers were keen to stress that over time the programme would become more embedded in their lesson plans and delivery:

> *'It's taken a little while to kind of… adapt the teaching. And I think the main thing from my point of view is because… well, I went through school and we didn't do any kind of stuff on grammar, verbs… I need to make sure that I understand what I'm asking them to do. So, it was a lot of homework on my part to make sure that I understood it and it was a little bit out of my comfort zone obviously in that sense but once you get into the swing of it it was good'* (Teacher, science)

5.3 Readiness for Trial

Readiness for trial is defined as (1) the ability of the Delivery Centres to deliver CPD to trial schools, including having the capacity to do so to scale and with the necessary resources and materials in place. In addition, there is (2) a requirement to recruit a sufficient number of schools to ensure that if the programme has an effect on students' outcomes the sample is large enough to detect such an effect with a pre-specified level of probability. The facilitator interviews and the survey were used to assess whether the necessary processes and resources are in place to proceed to the main trial.

Ability of the Delivery Centres to deliver CPD to trial intervention schools
As indicated in section 3 facilitators involved in the on-line survey were:

- Well established within the profession with at least 11 or more years of teaching experience; and
- Tended to be in middle management or leadership positions.

Facilitators were asked in the on-line survey to rate their confidence in their ability to deliver the programme. Their responses, as shown in Table 7, indicate that they were positive, although only 4 out of the 11 who responded to this question indicated that they were extremely positive.

Table 7: Please rate your confidence level in your ability to deliver the programme

	N	%
Extremely positive	4	40
Somewhat positive	6	60
Neither positive nor negative	0	0
Somewhat negative	0	0
Extremely negative	0	0
Total	**10**	**100**

In both the survey and the interviews, aspects facilitators felt positive about included:

- the quality of the programme and the materials provided; and
- their own facilitating skills, including the fact that they had been provided with opportunities to deliver aspects of the CPD during the training sessions.

  'The level of training and the resources were exemplary… In addition, we were given an opportunity to deliver aspects of the programme; this was really beneficial as it provided first-hand experience' (Facilitator)

Aspects they felt less confident about included:

- the language demands of the programme (where this was not embedded through their previous experience or background); and
- where they had not yet had sufficient experience of the programme in the specified subject specialisms.

  'I am confident facilitating but less confident with the grammatical demands including the specific language / syntax and structures etc.' (Facilitator)

  'I know that I need to work a little more on my science examples. So, I'm fine talking about what I've done in history but I'm going to be talking to history and science teachers. So, I'll spend a little more time with the science department saying 'talk me through some of the examples you've used, before doing the training' (Facilitator)

Recruitment

Recruitment to the main trial has been slower than anticipated. In discussion with Cohort 1 schools and Challenge Partners it became clear that the demand on staff resources for training purposes was proving a high barrier for schools that met all the other criteria for trial recruitment (i.e. number of EAL pupils). Consequently, in discussion with EEF, it was agreed to focus on the key requirement for this to be a well-powered study i.e. 14 EAL students providing data at follow up per subject specialism. Since then recruitment has increased considerably and gained momentum. As of 3 April the delivery team have received:

- 53 Evaluation School applications that meet the criteria for recruitment; and

- a further 28 expressions of interest, 9 of whom have said they want to apply to be an Evaluation School but have not yet submitted an application form.

Further applications are continuing to arrive.

5.4 Piloting Measures

The pilot year also provided an opportunity for the research team to pilot and refine the measures to be used in the main trial. Below we provide more detail on the work that has been conducted.

Classroom observation schedules – these were developed based on researchers' knowledge of the programme gained through attendance at programme CPD and launch days as well as discussions with the programme delivery team. The schedule was piloted in two lessons in one school with the observations being conducted by two researchers in tandem to ensure a shared understanding and inter-rater reliability. This resulted in further refinements of the measure which were successfully used in the remaining three participating Cohort 1 schools.

Teacher and facilitator interview schedules – these were developed based on the pilot year criteria to proceed to main trial as well as the stated aims and objectives of the interviews in the programme protocol, namely, to provide a comprehensive picture of the teaching of EAL students and school and class context in the trial schools alongside understandings, adaptations and experience of the programme and training (intervention-only schools), any other strategies or programmes used by teachers in the trial, teacher professional knowledge and experience. After piloting by two researchers together with one delivery teacher and one facilitator these were refined for use in the remaining pilot interviews. Small amendments will be made to adapt these further for the main trial, primarily for control schools.

On-line survey – the survey was developed with both the pilot and main trial in mind. As it was only administered at one time point this means that the attitudinal questions will be modified to be asked at pre- and post- intervention in the main trial. In addition, the pilot survey contained many open response questions which were deemed suitable for the current purposes and manageable within the context of a small number of responses. These responses will be used for the main trial to develop pre-coded responses for participants to select in the main trial.

Routine-level data – the delivery team has shared the data collected by them in terms of student surveys, training evaluation forms, CPD registers and teacher pre- and post-training surveys. We are working with the delivery team to refine the data both teams collect to minimise burden and ensure that data collected is meaningful for both delivery and research purposes.

6. Discussion

The findings reported here indicate that the study is meeting most of the criteria to proceed to main trial. Overall the programme has been met with a strongly positive response from the Cohort 1 schools. The findings are mapped onto the criteria for progression to main trial in Appendix A.

The programme shows evidence of promise with all respondents to the survey agreeing that the programme has improved their understanding of the linguistic demands of their subjects. All teachers and facilitators were confident that the programme had the potential to impact positively on EAL student outcomes and only one respondent did not report feeling that the programme had the potential to impact positively on whole student outcomes (reporting being 'neither positive nor negative').

There were high levels of attendance at the CPD workshops with only 4 out of 25 respondents reporting missing one session. Only 3 out of 25 stated that they did not complete all the inter-sessional assignments. The lesson observations showed the programme being implemented by all the teachers involved. Strategies were being used in classes and teachers indicated that they were becoming more embedded as their familiarity with the programme progressed. All respondents to the survey agreed that their pedagogy had changed due to participation on the programme. The evaluation therefore appears to be feasible.

In terms of readiness for trial the facilitators indicated that they were confident in their ability to deliver the programme in the main trial to evaluation schools. However, recruitment, so far, has not been as high as expected. Given recent improvements in recruitment rates there is a possibility that the target number of schools will be met. However, not meeting the target would have implications for the viability of the main trial. These are indicated in Appendix B which details the statistical power of the trial. The scenarios investigated show that if the number of schools is less than 100 the effect of the intervention would need to be substantially larger than anticipated when the evaluation was planned in order to show meaningful results.

Finally, the pilot year has provided an opportunity for the research team to more fully understand the programme and refine the instruments that would be used in the main trial should the decision be taken to proceed.

Appendix A: Pilot Findings mapped onto the criteria to proceed to main trial

Area of Evaluation	Evidence Criteria	Evidence Criteria met
Evidence of Promise	• 75% of participating teachers improve understanding of the linguistic demands of their subjects • 75% of participating teachers and programme facilitators express confidence in the programme being able to impact positively on student outcomes	• All (100%) survey respondents agreed that the programme has improved their understanding of the linguistic demands of their subjects • All survey respondents were confident that the programme would impact positively on English as an Additional Language student outcomes, stating that they were 'extremely or somewhat positive' (100%) • The majority were confident that the programme would impact positively on whole class outcomes (96%)
Feasibility	• evidence of programme implementation in more than 75% of classrooms • evidence that it is implemented with high levels of fidelity, i.e. 75% attendance at CPD and 75% completion of tasks	• There was evidence of programme implementation in all observed lessons. • 84% of respondents attended all the training sessions provided • 88% reported that they had completed all of the assignments
Readiness for Trial	• evidence that the Delivery Centres have the ability to deliver CPD to trial schools (including necessary materials and resources in place) and recruit delivery schools	• All the facilitators who participated in the survey were positive about their ability to deliver the programme in the main trial to evaluation schools • The number of schools required to proceed to main trial has not been met although the numbers of recruited schools is steadily increasing.

Appendix B: Sample Size Calculation / Statistical Power of the Trial

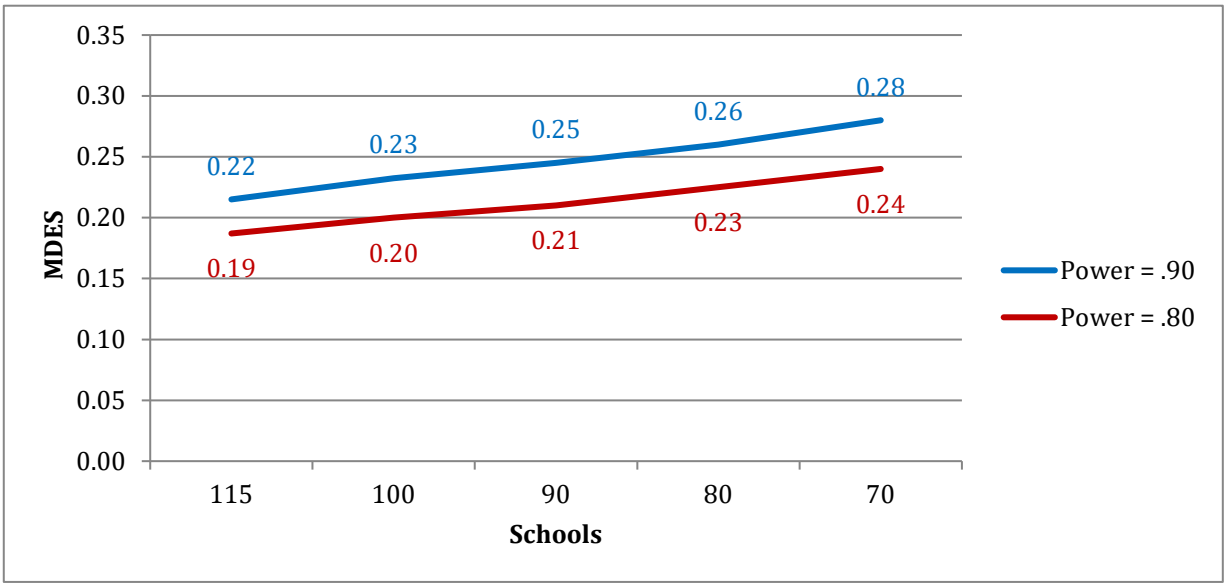
The sample size calculation for the protocol was geared at detecting a small difference (*MDES* = .20) in average GCSE results between schools where the intervention was delivered and those where it was not. Only EAL students would be considered from both intervention arms and the subject specialism 'history' was selected as the primary outcome.

Given this primary outcome and population in question, the sample size calculation resulted in a minimum of N_S = 100 schools to be recruited with N_P = 14 EAL students each (other parameters: pre-test variance between schools (R^2) = 0.65; Intra-class correlation (ρ) = 0.19; significance level (α) = 0.05; statistical power (β) = 0.80). We also recommended to aim for N_S = 115 schools and N_P = 17 students per school to account for foreseeable drop-out at both levels of the study.

Here we lay out the consequences of several potential recruitment scenarios. Figure 1 displays the resulting minimum detectable effect sizes (Optimal Design; Raudenbush et al., 2011) depending on the number of schools recruited as well as the statistical power of the study. The statistical power expresses the probability of finding an effect of the intervention of a certain size if it is actually present, i.e. it is one measure of the signal to noise ratio in a trial. In health trials a power of β = 0.90 is usually required (blue line in Figure 1). However, in educational contexts a power of β = 0.80 is seen as sufficiently robust (red line in Figure 1). The graph shows that, taking a power of β = 0.80 means that if we were to conduct 100 trials of the same size and on the same population, 80 of them would result in a significant test statistic, indicating the presence of an effect of the intervention when there actually is one (of size MDES = 0.20 in our example).

Figure 1. Minimum detectable effect sizes (MDES) depending on numbers of schools recruited into the trial and statistical power (all other parameters are kept to the agreed values in the protocol, see text for further detail).

The red line in Figure 1 shows the increase of the effect size that a trial can detect when fewer schools are recruited, i.e. the increase in the average standardised difference in GCSE History between EAL students at schools that received the programme and those who did not. When decreasing the sample size from N_S = 100 participating schools to N_S = 70, the intervention needs to be ((0.24-0.20)/0.20=) 20 % more effective than envisaged when writing the protocol to detect that effect. Consequently, the fewer schools recruited the less likely it will be that a significant effect will be detected.



Reference

Raudenbush, S.W., et al. (2011). Optimal Design Software for Multi-level and Longitudinal Research (Version 3.01) [Software]. Available from www.wtgrantfoundation.org

Appendix E: Memorandum of Understanding/ Information Sheet

EAL IN THE MAINSTREAM CLASSROOM EVALUATION 2017-19

MEMORANDUM OF UNDERSTANDING

EAL in the Mainstream Classroom is a 3 day CPD programme being developed by Challenge Partners in collaboration with Hounslow Language Service and Lampton School which is designed to improve:

- Teachers' competence and awareness of language development
- Teachers' awareness of the language demands of their own subjects
- Teachers' understanding of the specific characteristics of their EAL learners
- Teachers' confidence to change practice

The evaluation is funded by the Education Endowment Foundation (EEF), The Bell Foundation and Unbound Philanthropy and will be conducted by the University of York (The Evaluation Team). Participating schools will work with their local Delivery Centre (NAME xxxxx) and will also be contacted by the University of York.

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 or mail to the contact provided at the end of this letter.

Randomised Controlled Trial (September 2017 – July 2019)
The trial will involve your school being randomly assigned either to deliver EAL in the Mainstream Classroom (the intervention group) or to continue with your normal teaching approach (the comparison group). Teachers in the intervention group will be asked to attend four free training days across the first year (2017-2018), and to implement the strategies provided in their training with their Year 10 GCSE classes. Schools in the comparison group will receive a £1500 payment for participation in the study and may use that funding to pay for training after the participation in the evaluation is complete (2019-2020).

Eligibility

Schools are eligible to take part providing they meet the following criteria:

- The school is able to nominate 4 teachers to participate in the study - 2 teachers of Year 10 History and 2 teachers of Year 10 Science.
- Each of these teachers will have ***at least*** 7 Year 10 EAL pupils each (ie 14 EAL pupils between them) in the next academic year (2017-2018)
- If randomised to receive the programme, the school is able to release the 4 teachers for 3 non-consecutive days of training between September 2017 and July 2018

The following activities and information will be required during the evaluation:

Prior to randomisation

Schools will:

- ❑ Provide the contact details of a main contact person and the 4 participating teachers (emails and phone numbers) to the Evaluation Team
- ❑ Provide details of participating Year 10 classes, including student UPNs, in the format requested by the Evaluation Team
- ❑ Provide teacher consent to participate in the study when requested
- ❑ Facilitate the participation of teachers to complete a short on-line survey

Note: Schools will not be able to be randomised and therefore participate in the evaluation without providing the information detailed above.

During the evaluation

Participating teachers will:

- ❑ Complete the training provided and seek help and advice from their Delivery Centre (name xxx) if they have any queries or uncertainties
- ❑ Complete a short on-line survey at the end of both academic years (2017/18 & 2018/19)
- ❑ If requested, facilitate a classroom visit by the Evaluation Team, followed by a short discussion. Teachers will have the opportunity to comment on a written record of this discussion after it has taken place.
- ❑ Notify the Evaluation Team, at the earliest opportunity, if there are support or operational issues which could prevent the effective use of the approach

Note: Teachers will receive a 'Thank you' £25 gift voucher for full participation in the study.

Participating schools will:

- ❑ Provide information requested to the Evaluation Team as detailed above
- ❑ Not participate in another research project or evaluation that would interfere with development and evaluation of the above approach
- ❑ Permit the publication of anonymised data collected and its use in presentations
- ❑ Will notify the Evaluation Team straight away if the school has to withdraw from the project for operational or other unavoidable reasons and, wherever possible, still provide data for the evaluation. The school and/or individual teachers may withdraw from the evaluation at any point before July 2019 by contacting Louise Tracey (louise.tracey@york.ac.uk).

The Delivery Centre will:

- ❑ Act as the first point of contact for any questions about the evaluation
- ❑ Provide information sheets for parents
- ❑ Provide training and on-going support to intervention schools

The Evaluation Team will:

- ❑ Conduct the random allocation
- ❑ Collect class and pupil level data (including name, date of birth, UPN)
- ❑ Request NPD data using pupil details
- ❑ Analyse the data from the project
- ❑ Disseminate the research findings in an anonymous format (eg. through reports, academic publications and presentations).

Use of Data

All data will be treated with the strictest confidence and will be stored in accordance with the Data Protection Act (1998). Named 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 Evaluation Team will have access to the database. Identifying data will be retained for one year after the end of the evaluation and anonymised for a maximum of 3 years.

Appendix F: Headteacher and Teacher consent forms

EAL IN THE MAINSTREAM CLASSROOM EVALUATION 2017-19

HEADTEACHER AGREEMENT

Please initial each box and sign below:

- ☐ I confirm that I have read and understood the information sheet for the above study 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 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 provide an information letter to all parents of children in participating Year 10 classes and to inform the Evaluation Team of any parental opt-out from the study;
- ☐ I agree to the Evaluation Team obtaining data on the pupils in the evaluation classes from the National Pupil Database;
- ☐ I agree to facilitate visits by the Project and Evaluation Teams, if requested;
- ☐ 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;
- ☐ If allocated to receive the training, I agree to staff attending four professional development days and recognise that all four teachers will be required to attend training simultaneously

I agree for my school _____to take part in the EAL in the Mainstream Classroom Programme and evaluation 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 TO:
eal@challengepartners.org or EAL in the Mainstream Classroom, Challenge Partners, 15th Floor, Tower Building, Elizabeth House, 11 York Road, London, SE1 7NX

If you would like more information on any aspect of the Evaluation Study, please contact Louise Tracey (e-mail: louise.tracey@york.ac.uk Tel: 01904 328160) or the Education Ethics Committee (education-research-administrator@york.ac.uk).

EAL IN THE MAINSTREAM CLASSROOM EVALUATION 2017-19

TEACHER AGREEMENT

Please initial each box and sign below:

- ☐ I confirm that I have read and understood the information sheet for the above 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, including completing a short, on-line teacher survey at requested time-points;
- ☐ I agree to providing an information letter to all parents of children in Year 10;
- ☐ If selected, I agree to attend training and implement 'Challenge Partners' with my Year 10 classes during the academic years 2017-18 and 2018-219;
- ☐ I agree to facilitate visits by the Project and Evaluation Teams, if requested;
- ☐ I understand that all data will be kept in accordance with the Data Protection Act (1998) anthat no material which could identify individual children, teachers or the school will be used in any reports of this evaluation.

I agree to take part in EAL in the Mainstream Classroom evaluation and accept the eligibility terms and conditions as described above.

Signature of Teacher: _____

Name of Teacher: _____ **Date:** ___/___/_____

Name of School: _____

PLEASE RETAIN A COPY FOR YOUR RECORDS AND RETURN A COPY TO:
eal@challengepartners.org or EAL in the Mainstream Classroom, Challenge Partners, 15th Floor, Tower Building, Elizabeth House, 11 York Road, London, SE1 7NX

If you would like more information on any aspect of the Evaluation Study, please contact Louise Tracey (e-mail: louise.tracey@york.ac.uk Tel: 01904 328160) or the Education Ethics Committee (education-research-administrator@york.ac.uk).

Appendix G: Parent consent form

September 2017

EAL IN THE MAINSTREAM CLASSROOM EVALUATION 2017-19

Dear Parent/Guardian,

We would like to ask permission for your child to take part in an educational research study. This study is being done to assess the effectiveness of 'English as an Additional Language (EAL) in the Mainstream Classroom', a new approach to teaching aimed specifically to boost students' academic language skills alongside teaching their normal curriculum content.

Your child's school has agreed to participate in the study and your child's History/Science teacher will either be selected to undergo training and support in the new approach and use it in their Year 10 History/Science GCSE classes during this academic year or requested to continue with their usual teaching practice.

To judge the effectiveness of the EAL in the Mainstream Classroom approach compared with schools' usual teaching, we will look at all pupils' performance in the Key Stage 2 English SATs and their GCSE results in 2019, whether they have English as an Additional Language or not. This is because whilst the programme is aimed specifically at EAL pupils we would like to be able see if these pupils benefit from the approach and what, if any, impact it has on all pupils. To do this, we will need to obtain this data for your child from the National Pupil Database (held by the Department for Education) and share them with: 1) the Department for Education, 2) the Education Endowment Foundation (EEF) 3) the EEF data contractor and (in an anonymised form) 4) the UK Data Archive for use by other researchers. No individual pupil's data will appear in any report about the research study.

Your child's data will be treated in the strictest confidence. It will be stored in accordance with the Data Protection Act and any individually-identifiable data will be destroyed by the end of 2020. Any dissemination of the research findings (eg. through reports, academic publications and presentations) will be in an anonymous format. We will not use your child's name or the name of the school in any report arising from the research. If you prefer your child's data **NOT** to be used, please complete and return the opt-out form to your child's teacher within a week of receiving this letter. If you are happy that we use your child's data for the purposes of this research, then you do not need to return the form. You may withdraw your child's data at any point prior to July 2019 by contacting Louise Tracey (see contact details below).

Signing the opt-out form will mean that your child will still be taught either using the EAL in the Mainstream Classroom programme or the teaching as usual approach (depending on allocation), but we will not use their data to evaluate the programme.

If you would like more information, please contact Louise Tracey

(e-mail: louise.tracey@york.ac.uk Tel:01904 328160) or the Education Ethics Committee (education-research-administrator@york.ac.uk)

With thanks and best wishes

Louise Tracey (York Evaluation Team)

EAL IN THE MAINSTREAM CLASSROOM EVALUATION

Parent/Guardian opt-out form

If you do not permit your child's Key Stage SATs scores and GCSE results to be used in the study, please complete this form and return it to your child's teacher

I **do not** wish my child's test scores to be used in the research project.

Pupil's name: .....

(Please print clearly)

School name: ……

Class teacher ……..

Parent's/Guardian's name: .....

(Please print clearly)

Parent's/Guardian's signature: .....

Date:……

This form will be returned by the school to:

Louise Tracey,

Department of Education,

Berrick Saul Building,

University of York

YO10 5DD.

louise.tracey@york.ac.uk

Appendix H: Addendum to Memorandum of Understanding

EAL in the Mainstream Classroom Evaluation

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 EAL in the Mainstream Classroom evaluation, this addendum, together with the accompanying Data Sharing Agreement, updates and supersedes the information provided in the original MOU about the basis for sharing and processing personal data. **As per the new regulations, the Data Sharing Agreement must be signed and returned to us.**

As you know, the evaluation of this study involves the use of pupils' personal data[3]. We intend to process this under Article 6(1)(e)[4] and Special Category data under Article 9(2)(j)[5] of the GDPR. As such, it is not necessary to obtain individual consent from participants or their parents/carers; however, **in line with the new requirements, we need to distribute updated information sheets to parents/carers.** The information sheet restates the nature of the intervention and the research, provides a GDPR compliant set of FAQs and reiterates the steps to follow if parents/carers object to their child's data being shared and wish to withdraw. **This withdrawal process replaces any reference in the MOU to opting-out, which is no longer applicable.**

We require the participating class teachers to distribute the updated information sheet to parents/carers, via the pupils, and ask you to agree to take responsibility for ensuring that this is carried out. We thank you very much in advance for your co-operation with this additional task.

Thank you again for agreeing to take part in this research. Please do not hesitate to get in touch if you have any questions about the evaluation: eal-mainstream-classroom-evaluation@york.ac.uk (attn: Louise Tracey)

Head teacher acknowledgement of MOU addendum (September 2018)

Please sign and return a copy of this MOU addendum, together with the signed Data Sharing Agreement, to eal-mainstream-classroom-evaluation@york.ac.uk and please keep a copy for your own records.

I acknowledge receipt of this addendum to the MOU for the EAL in the Mainstream Classroom evaluation and the changes in respect of the processing of data in line with the GDPR and DPA 2018. I agree to ensure that the new GDPR compliant Information Sheet is distributed to the parents/carers of the participating pupils.

[3] For a full list of the pupil data and other data collected as part of the EAL in the Mainstream Classroom Evaluation, please refer to the data sharing agreement document.

[4] "(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".

[5] "(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."

Head teacher name: _____ Head teacher signature:_____

School Name: _____

Head teacher email: _____ Date: _____

Appendix I: Updated GDPR Parent Information Sheet and Consent

Evaluation of EAL in the Mainstream Classroom
Frequently Asked Questions for Parents/Carers

How is EAL in the Mainstream Classroom being evaluated?
Researchers from the University of York have been chosen by the Education Endowment Foundation (EEF) to conduct an independent evaluation. This study uses a randomised controlled trial (RCT) to help us see if participating in EAL in the Mainstream Classroom has an impact on pupil attainment. Year 10/11 Science and History teachers in some of the participating schools will undergo training and support in the new approach and use it in their classes this academic year, whilst continuing to teach their normal curriculum content. During the study, researchers will visit a small number of schools to observe EAL in the Mainstream Classroom sessions and talk to participating teachers about their experiences of it.

What data will we collect and why do we need it?
At the end of the study, researchers will compare the academic achievement of those pupils in classes that used EAL in the Mainstream Classroom (intervention group) to those pupils in classes that have not used EAL in the Mainstream Classroom (control group), whether they classed as EAL pupils or not. To make this comparison we need to collect the information about your child, as set out in the attached letter.

How will we use your child's data?
We will use the data to evaluate the effectiveness of EAL in the Mainstream Classroom 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.

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 EAL in the Mainstream Classroom 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.

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.

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

What assessments will my child be asked to take part in? Your child will not take part in any additional testing. The evaluation team will use your child's Key Stage 2 and GCSE English results to evaluate the effectiveness of EAL in the Mainstream Classroom.

Has the evaluation of the EAL in the Mainstream Classroom 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? Yes, only the evaluation team have access to information about your child. The name of your child or their school will never appear in any report of publication.

Where can I find out the results of the evaluation of EAL in the Mainstream Classroom? The evaluation team have to produce a final evaluation report. This is due in May 2021 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 EAL in the Mainstream Classroom 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 eal-mainstream-classroom-evaluation@york.ac.uk or phone 01904 328160.

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.

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 eal-mainstream-classroom-evaluation@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.

THE UNIVERSITY of York Supported by: Education Endowment Foundation the bell foundation UNBOUND

Dear Parent/Carer

Evaluation of EAL in the Mainstream Classroom Programme

ABOUT YOUR CONSENT TO THE USE OF YOUR CHILD'S DATA

Last year, we told you that your child's school was taking part in the evaluation of a new programme designed to help pupils with their language skills, and we asked for your permission to use some of the data, in an anonymised form, that the school and the National Pupil Database hold about your child.

The reason we are writing to you again is because, in May 2018, the regulations relating to the use of personal data were amended, and we need to update the wording of our information sheet to make sure that it complies with the new regulations.

Under the General Data Protection Regulation (GDPR), the University is required to identify a legal basis for processing personal data and, where appropriate, an additional condition for processing special category data. 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*

As such, it is not necessary to obtain individual consent from participants or their parents/carers; however, ethically we feel it is important to inform parents/carers and allow them to object to their child's data being shared. Consequently this forms part of a withdrawal process as opt-out consent is no longer applicable under the GDPR regulations.

PLEASE NOTE: Our use of your child's data remains the same as it was before. We collect the following data about your child, which is then anonymised for analysis: Name and Unique Pupil Number – both of which we remove when we begin the analysis – Date of birth, Gender, Key Stage 2 and GCSE scores, and whether your child is an English as an Additional Language (EAL) learner or not.

No-one outside the research team will have access to your child's details, which will be anonymised to form part of a larger dataset of thousands of children. Your child will not be identifiable in any way.

We hope you remain willing for us to use your child's data If, however, you change your mind and do not want your child's data to be shared with the research team, please complete the withdrawal form below, and return it to the Science/History teacher who distributed this letter.

If you have any further queries that are not addressed in the attached sheet, please feel free to contact the evaluation team at eal-mainstream-classroom-evaluation@york.ac.uk or ring 01904 328160 (Louise Tracey) or 01904 323220 (Kate Thorley or Sarah Ellison).
With thanks and best wishes

Dr Louise Tracey (York Evaluation Team)

Evaluation of EAL in the Mainstream Classroom: Parent/Carer Withdrawal Form

If you object to your child your child's details being shared with the evaluation team, please initial the box, sign below and return to school **within 2 weeks of receiving this letter.** Please note that signing this form will have no impact on the teaching your child receives during the project, but does mean we will not use their data to evaluate the programme.

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

Pupil's name: _____

School name: _____

Class teacher: _____

Parent's/Guardian's name: _____

Parent's/Guardian's signature: _____

Date: _____

Appendix J: Data Sharing Agreement

Data Sharing Agreement

Between

UNIVERSITY OF YORK

and

Please write name of school here

DATED [Date sent]

1. Parties

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

1.2. [School name and address] (the 'School').

Each a 'Party' and together the 'Parties'

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. The University of York is conducting research on behalf of the Education Endowment Foundation (the 'EEF') to evaluate the effectiveness of EAL in the mainstream classroom (the 'Research').

2.3. The School agrees to share certain pupil data with the University of York for the purposes of the Research project in accordance with the terms of this Agreement.

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

3. Definitions

3.1. For the purposes of this Agreement:

- Data Protection Law means, the General Data Protection Regulation (EU) 2016/679 (the 'GDPR') 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 Data Protection Law.

4. Purpose of the sharing

4.1. For the purposes of this Agreement each Party shall act as a Data Controller in respect of the Processing of the Personal Data on its own behalf and in particular each shall be a Controller of the Personal Data acting individually and in common, as follows:

4.1.1. The School shall be a Controller where it is Processing the Personal Data in relation to its usual business as a provider of education; and

4.1.2. The University shall be a Controller where it is Processing the Personal Data in relation to the Research.

4.2. The Parties agree to share data for the following purposes only:

The purpose of the School sharing pupil data (for selected pupils who were in Year 10 in September 2017) with the University of York is to assist the evaluation team (researchers at the University of York) to independently evaluate the effectiveness of EAL in the Mainstream Classroom 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.

6. Basis for sharing

6.1. The School will collect and share the Personal Data in accordance with the Data Protection Law.

6.2. In line with the University of York's charter which states that we advance learning and knowledge by teaching and research, the University of York will Processes the 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, the University of York, 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 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 University of York 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 University of York evaluation team will be encrypted.

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.

8.4. Electronic data including identifiable personal data will be securely archived and disposed of by the University of York at the end of July 2024, 3 years after the submission of the final report.

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 by the University of York, the University of York will inform the School and will 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, the University of York will discuss retention of the Personal Data with the School and if necessary will securely delete the Personal Data.

11. Review

11.1. This Agreement will remain in force until the NPD data has been transferred to EEF (September 2021, two months after the submission of the final report, which is due July 2021).

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
[Insert name of school]

Signed: _____

Name: _____

Title: _____

Date: _____

Appendix 1

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil details (name, date of birth, Unique Pupil Number (UPN), school, class)	To allow the evaluation team to coordinate the study and access the National Pupil Database (NPD)	School	Autumn Term 2018	Encrypted Excel spreadsheet
Pupil-level school census data (most recent) linked to GCSE attainment (2019/2020 unamended data)	Outcomes and measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis.	National Pupil Database (NPD)	Summer 2020	Via the Office of National Statistics (ONS) Secure Research Service (SRS) physical labs and/or virtual environment.
Pupil-level school census data (most recent) linked to prior KS2 attainment (2014/15) in one file.	Measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis.			
Agreement to participate forms (teachers)	To participate in the evaluation, including survey completion (where applicable), classroom observations and interviews with members of the evaluation team.	School	Autumn Term 2018	Electronic or paper form
Information sheets and right to withdraw forms for parents	To give parents/carers the opportunity to read information about the evaluation and withdraw consent for the use of their child's data.	School	Autumn Term 2018	School to make paper copies for distribution from electronic version
Teacher surveys	To establish school and teacher contextual factors which feed in to the implementation and process evaluation (examining how the programme has been put into practice and how training was received).	Collected by the evaluation team through online surveys	Autumn Term 2018, Summer Term 2019, & Summer Term 2020	Online (Qualtrics survey software). Downloaded as CSV file.
Structured observations	To establish fidelity and compliance and observe pupil and teacher experiences.	Collected by evaluation team researchers at the school	Summer Term 2019	Paper observation record sheets
Interviews in schools (teachers, head teacher)	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 and audio voice recording

Basic implementation information gathered by the delivery and evaluation teams (UoY and Challenge Partners)	To establish the fidelity of the intervention as it is delivered in schools. Including but not limited to records of attendance at training events.	Collected by the evaluation and delivery teams (UoY and Challenge Partners).	Between Spring and Autumn 2019 and Summer 2020	Electronic records stored securely on UoY file stores.

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 school or evaluation team	Storage	Access	Destruction
Pupil details (name, date of birth, Unique Pupil Number (UPN))	Sent electronically via encrypted Excel Spreadsheet	In a password protected database on the university servers.	Restricted to members of the evaluation team	Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by UoY at the end of July, 2024, 3 years after the submission of the final report.
NPD data	Accessed via the Office of National Statistics (ONS) Secure Research Service (SRS) physical labs and/or virtual environment.	ONS SRS servers (data will not/cannot be downloaded and saved to university servers)	Restricted to members of the evaluation team conducting the statistical analysis who meet the requirements of ONS.	N/A we will not store the data
Agreement to participate forms (teachers)	a) Collected electronically and/or in person by the evaluation team	a) Stored on secure UoY servers, and paper copies In a locked filing cabinet at UoY	a) Restricted to members of the evaluation team.	Electronic data and paper documents including identifiable

	b) Collected electronically by the development team and shared electronically with the evaluation team.	b) Held on the development team's Google Drive with access granted to the evaluation team.	b) Access granted to the evaluation team is controlled by the development team.	personal data held by the evaluation team will be securely archived and disposed of by UoY at the end of July 2024, 3 years after the submission of the final report.
Opt-out consent forms from parents (prior to GDPR)	Scanned by schools and sent to UoY via encrypted email or posted to UoY	Paper copies in a locked filing cabinet at UoY, emailed copies printed stored in a locked filling cabinet at UoY and emails deleted	Restricted to members of the evaluation team	
Teacher surveys	Downloaded from Qualtrics	Stored in Excel files on the university servers	Restricted to members of the evaluation team	
Structured observations	With the researcher on paper	Paper forms will be held in locked filing cabinets stored in a room with restricted access.	Restricted to members of the evaluation team	
Interviews in schools (teachers, head teacher)	With the researcher on paper and password protected 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.	
Basic implementation information gathered by the delivery and evaluation teams (UoY and Challenge Partners)	Collected by the evaluation and delivery teams (UoY and Challenge Partners).	Electronic records held by the evaluation team will stored securely on UoY file stores. Additional data will be held on the development team's Google Drive with access granted to the evaluation team.	Invited access only, restricted to specific members of the evaluation team and development team	

Appendix 3

Nominated Representatives

The University Representative (University of York) shall be [ ]

[School Name] Representative shall be [ ]

Appendix K: DfE Proficiency in English Bands

Fluency grade	Descriptor
E (Fluent)	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
D (Competent)	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
C (Developing competence)	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
B (Early acquisition)	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
A (New to English)	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
N (Not yet assessed)	For potential EAL learners who have joined the school close to census day.

Source: Department for Education (2018).

Appendix L: Science Teacher Surveys

L.1 EAL in the MC C1 - Baseline Science Survey

Start of Block: Introduction

Dear Colleague,

Your school has kindly agreed to part in the EAL in the Mainstream Classroom Evaluation. This survey is for Science teachers involved in the evaluation to complete. The survey is comprised of some brief questions about you and your classroom practice, as well as some of the children you teach as part of the evaluation.

It should take approximately 15 minutes to complete and should ideally by completed in one session. It can be taken on a computer or mobile device but may be easier to view on a computer screen.

Please complete this survey by **Friday 2nd February 2018**.

Any information you provide will be completely anonymised and remain confidential. Your responses will not be reported to your school in any way.

You were asked to take part in the research as you are expected to be a Science teacher to secondary school pupils for this academic year (2017-2018). Please use the tick box below to indicate that this is the case.

- ○ I am a Year 10 Science teacher (1)
- ○ I am NOT a Year 10 Science teacher (2)

End of Block: Introduction

Start of Block: Thank you

You have selected the option to say you are NOT a Year 10 Science teacher so there are no further questions for you to complete. If you have any queries about the survey please contact the EAL in the Mainstream Classroom Evaluation team by emailing:
eal-mainstream-classroom-evaluation@york.ac.uk

End of Block: Thank you

Start of Block: Section A - Basic Information

Q1 Name:

_____

Q3 School Name:

_____

Q4 Job title/role in school (please tick all that apply):

☐ Leadership role (please state): (1) _____

☐ Science teacher (2)

☐ Other (please state): (3) _____

Q5 Undergraduate degree (including subject specialism):

_____

Q6 Teaching Qualification:

- ○ PGCE Secondary Education (1)
- ○ PGCE Teach First (2)
- ○ SCITT (3)
- ○ GTP (4)
- ○ B.Ed. Secondary Education (5)
- ○ Other (please state): (6) _____

Q7 Teaching training qualification subject specialism:

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Science (5)
- ☐ Other (please state): (4) _____

Q8 Number of years working in the teaching profession:

- ○ 0-1 (1)
- ○ 2-5 (2)
- ○ 6-10 (3)
- ○ 11-15 (4)
- ○ 16-20 (5)
- ○ 21-25 (6)
- ○ 26-30 (7)
- ○ 31+ (8)

Q9 Number of years working as a teacher in your current school:

- ○ 0-1 (1)
- ○ 2-5 (2)
- ○ 6-10 (3)
- ○ 11-15 (4)
- ○ 16-20 (5)
- ○ 21-25 (6)
- ○ 26-30 (7)
- ○ 31+ (8)

End of Block: Section A - Basic Information

Start of Block: Section B evaluation specific information

The following questions relate to the Year 10 classes you teach as part of the EAL in the Mainstream Classroom evaluation.

Q10 How many Year 10 Science classes do you teach as part of the EAL in the Mainstream Classroom?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)

End of Block: Section B evaluation specific information

Start of Block: Section B - evaluation specific information for your first (or only) class

Q11 For your Year 10 Science class or classes participating in the study, please specify whether your first (or only) class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7) _____
- ○ Not applicable (8)

Q12 For Your Year 10 Science class or classes participating in the study, please specify which qualification the pupils are working towards in your first (or only) class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

Q13 For your Year 10 Science class or classes participating in the study, please specify if any other teachers teach Science to your first (or only) class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Q14 If you share the class, over the course of the year what proportion of Science teaching do you provide for this class? If you don't share the class please enter N/A below.

_____

Q15 For your Year 10 Science classes participating in the study, please specify the subject(s) you teach in your first (or only) class

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your first (or only) class

Start of Block: Section B - evaluation specific information for your second class

Q16 For your Year 10 Science class or classes participating in the study, please specify whether your second class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7) _____
- ○ Not applicable (8)

Q17 For Your Year 10 Science class or classes participating in the study, please specify which qualification the pupils are working towards in your second class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

Q18 For your Year 10 Science class or classes participating in the study, please specify if any other teachers teach Science to your second class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Q19 If you share the class, over the course of the year what proportion of Science teaching do you provide for this class? If you don't share the class please enter N/A below.

_____

Q20 For your Year 10 Science classes participating in the study, please specify the subject you teach in your second class

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your second class

Start of Block: Section B - evaluation specific information for your third class

Q21 For your Year 10 Science class or classes participating in the study, please specify whether your third class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7) _____
- ○ Not applicable (8)

Q22 For Your Year 10 Science class or classes participating in the study, please specify which qualification the pupils are working towards in your third class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

Q23 For your Year 10 Science class or classes participating in the study, please specify if any other teachers teach Science to your third class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Q24 If you share the class, over the course of the year what proportion of Science teaching do you provide for this class? If you don't share the class please enter N/A below.

_____

Q25 For your Year 10 Science classes participating in the study, please specify the subject you teach in your third class

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your third class

Start of Block: Section B - evaluation specific information for your fourth class

Q26 For your Year 10 Science class or classes participating in the study, please specify whether your fourth class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7) _____
- ○ Not applicable (8)

Q27 For Your Year 10 Science class or classes participating in the study, please specify which qualification the pupils are working towards in your fourth class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

Q28 For your Year 10 Science class or classes participating in the study, please specify if any other teachers teach Science to your fourth class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Q29 If you share the class, over the course of the year what proportion of Science teaching do you provide for this class? If you don't share the class please enter N/A below.

_____

Q30 For your Year 10 Science classes participating in the study, please specify the subject you teach in your fourth class

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your fourth class

---

Start of Block: Section C - This section is about EAL and language in your school

Q31 Currently, in your school, how well do you think EAL learners are supported?

- Very well (1)
- Quite well (2)
- Neutral (3)
- Not very well (4)
- Not well at all (5)
- Don't know (6)

Q32 Currently, in your school, which of these provisions are in place for EAL pupils? (Please tick all that apply)

- ☐ One to one specialist support for new EAL student (1)
- ☐ Use of actions, signing or miming (2)
- ☐ Specialised visual aids and tools for EAL learners (3)
- ☐ Use of buddy or peer support system for EAL children (4)
- ☐ Language specialist TAs in the classroom (5)
- ☐ Interactive translation tools and technology (6)
- ☐ Talk frames and oral rehearsal (7)
- ☐ Specific differentiation for EAL pupils in the classroom (8)
- ☐ Wall displays and classroom resources to support specifically EAL children (9)
- ☐ Modelling by peers and/or teachers (10)
- ☐ Specific resources (please state): (11) _____
- ☐ None (13)
- ☐ Don't know (12)

Q33 Currently, in your school, are there any other measures in place, not mentioned above, for EAL pupils? If so, please explain.

- ○ Yes (1) _____
- ○ No (2)

Q34 Overall, how **well** do you feel you are able to support the EAL children in your classroom in their learning?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not well at all (1)

Q35 How **confident** are you in supporting the EAL children in your classroom in their learning?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

End of Block: Section C - This section is about EAL and language in your school

Start of Block: Section D - This section is about subject specific language in your classroom

Q36 To what extent do you feel subject-specific language is important to the Science subject you teach your Year 10 classes?

- ○ Very important (4)
- ○ Quite important (3)
- ○ Neutral (6)
- ○ Not very important (2)
- ○ Not at all important (1)

Q37 Which do you feel best describes your current approach to subject-specific language teaching in your Year 10 Science classrooms?

- ○ Frequently referred to in everyday lesson vocabulary (1)
- ○ Taught as a separate element in a lesson and then referred back to (3)
- ○ Present in teacher assessments and formative tests only (4)
- ○ Not included in your teaching at all (5)
- ○ Other (please explain): (6) _____

Q38 Overall, how confident do you feel you are in teaching and using subject-specific language in your Year 10 Science classes?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q39 For the following questions (19-21) we would like you to think about just your **Year 10 EAL pupils** in the Science classes you teach.

Q40 How confident do you feel your EAL pupils are using subject-specific language?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

Q41 How well do you feel your EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q42 How well do you feel your EAL pupils are engaged during your lessons on the whole?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not at all well (1)

Page Break

Q43 For the following questions (22-24) we would like you to think about all your Year 10 pupils **except** the EAL pupils in the Science classes you teach.

Q44 How confident do you feel your non-EAL pupils are using subject-specific language?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

Q45 How well do you feel your non-EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q46 How well do you feel your non-EAL pupils are engaged during your lessons on the whole?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

End of Block: Section D - This section is about subject specific language in your classroom

L.2 EAL in the MC Follow up 1 survey_Control Group

Start of Block: Default Question Block

Q1 Dear Colleague,

As a Science teacher who is taking part in this study, you kindly completed a baseline survey for us before you began the training. This is the 1st follow up survey we need you to complete (the 2nd, and final is due in June/July 2019). The survey asks you about your teaching experience over the course of this year to see if anything has changed for you since you completed the baseline survey.

It takes approximately 10 - 15 minutes to complete and should ideally by completed in one session. It can be completed on a computer or mobile device but may be easier to view on a computer screen. In return for completing the survey we will send you a £10 Amazon voucher by email as a thank you for your time.

Your participation in this survey is very important to us, and we greatly appreciate your time and cooperation.

Any information you provide will be completely anonymised and remain confidential. Your responses will not be reported to your school in any way.

If you need any help, or are uncertain about any of the questions, please contact us at eal-mainstream-classroom-evaluation@york.ac.uk or telephone 01904 323220/328164

You are taking part in this research because you have been a Science teacher to Year 10 secondary school pupils in the academic year (2017-2018). Please use the tick box below to indicate that this was the case.

- ○ I am a Year 10 Science Teacher (1)
- ○ I am not a Year 10 Science Teacher (2)

End of Block: Default Question Block

Start of Block: Thank you

Display This Question:

If Dear Colleague, As a Science teacher who is taking part in this study, you kindly completed a b... = I am not a Year 10 Science Teacher

Q1a You have selected the option to say you have NOT been a Year 10 Science teacher so there are no further questions for you to complete. **Please close your browser now.** If you have any queries about the survey please contact the EAL in the Mainstream Classroom Evaluation team by emailing: eal-mainstream-classroom-evaluation@york.ac.uk

End of Block: Thank you

Start of Block: Section A - Background info

Q2 Name:

_____

Q3 School Name:

_____

Q4 Job title/role in school (please tick all that apply):

- ☐ Leadership role (please state): (1) _____
- ☐ Science Teacher (2)
- ☐ Other (please state): (3) _____

End of Block: Section A - Background info

Start of Block: Section B - evaluation specific information

Q5 The following questions relate to the Year 10 classes you teach as part of the EAL in the Mainstream Classroom evaluation.

Q6 How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom evaluation) do you teach?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)

End of Block: Section B - evaluation specific information

Start of Block: Section B - evaluation specific information for your first (or only) class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 1

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 2

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7a Please specify whether your FIRST (or only) Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7)

Display This Question:

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Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7b Please specify which qualification the pupils are working towards in your FIRST (or only) Year 10 Science class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

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Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7c Please specify if any other teachers teach Science to your FIRST (or only) Year 10 Science class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Display This Question:

If Please specify if any other teachers teach Science to your FIRST (or only) Year 10 Science class. = I share the Science teaching of this class with other teachers

Q7d Over the course of the year approximately what proportion of the total teaching do you provide for this (your FIRST or only) Year 10 Science class?

_____

Page Break

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If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 1

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Q7e Please specify the subject(s) you teach in your FIRST (or only) Year 10 Science class:

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your first (or only) class

Start of Block: Section B - evaluation specific information for your second class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 2

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q8a Please specify whether your SECOND Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
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Q8c Please specify if any other teachers teach Science to your SECOND Year 10 Science class.

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If Please specify if any other teachers teach Science to your SECOND Year 10 Science class. = I share the Science teaching of this class with other teachers

Q8d Over the course of the year what proportion of total teaching do you provide for this SECOND Year 10 Science class?

_____

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- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your second class

Start of Block: Section B - evaluation specific information for your third class

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If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q9a Please specify whether your THIRD Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
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- ○ Other (please state): (7)

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Q9b Please specify which qualification the pupils are working towards in your THIRD Year 10 Science class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

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Q9c Please specify if any other teachers teach Science to your THIRD Year 10 Science class.

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- ○ I share the Science teaching of this class with other teachers (2)

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If Please specify if any other teachers teach Science to your THIRD Year 10 Science class. = I share the Science teaching of this class with other teachers

Q9d Over the course of the year what proportion of total teaching do you provide for this THIRD Year 10 Science class?

_____

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If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q9e Please specify the subject(s) you teach in your THIRD Year 10 Science:

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your third class

Start of Block: Section B - evaluation specific information for your fourth class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q10a Please specify whether your FOURTH Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
- ○ Set by ability - medium (4)
- ○ Set by ability - medium/low (5)
- ○ Set by ability - low (6)
- ○ Other (please state): (7)

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q10b Please specify which qualification the pupils are working towards in your FOURTH Year 10 Science class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q10c Please specify if any other teachers teach Science to your FOURTH Year 10 Science class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Display This Question:

If Please specify if any other teachers teach Science to your FOURTH Year 10 Science class. = I share the Science teaching of this class with other teachers

Q10d Over the course of the year what proportion of total teaching do you provide for this FOURTH Year 10 Science class?

_____

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q10e Please specify the subject(s) you teach in your FOURTH Year 10 Science class:

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your fourth class

Start of Block: Section C - This section is about EAL and language in your school

Q11 Currently, in your school, how well do you think EAL learners are supported?

- ○ Very well (1)
- ○ Quite well (2)
- ○ Neutral (3)
- ○ Not very well (4)
- ○ Not well at all (5)
- ○ Don't know (6)

Q13 Currently, in your school, which of these provisions are in place for EAL pupils? (Please tick all that apply)

- ☐ EAL in the Mainstream Classroom programme (1)
- ☐ One to one specialist support for new EAL student (2)
- ☐ Use of actions, signing or miming (3)
- ☐ Specialised visual aids and tools for EAL learners (4)
- ☐ Use of buddy or peer support system for EAL children (5)
- ☐ Language specialist TAs in the classroom (6)
- ☐ Interactive translation tools and technology (7)
- ☐ Talk frames and oral rehearsal (8)
- ☐ Specific differentiation for EAL pupils in the classroom (9)
- ☐ Wall displays and classroom resources to support specifically EAL children (10)
- ☐ Modelling by peers and/or teachers (11)
- ☐ Specific resources (please state): (12) _____
- ☐ None (13)
- ☐ Don't know (14)

Q14 Currently, in your school, are there any other measures in place, not mentioned above, for EAL pupils? If so, please explain.

- ○ Yes (1) _____
- ○ No (2)

Q15 Overall, how well do you feel you are able to support the Year 10 EAL children in your classroom in their learning?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not well at all (1)

Q16 How **confident** are you in supporting the Year 10 EAL children in your classroom in their learning?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

End of Block: Section C - This section is about EAL and language in your school

Start of Block: Section D - Attitudes

Q65 To what extent do you feel subject-specific language is important to the Science subject you teach your Year 10 classes?

- Very important (4)
- Quite important (3)
- Neutral (6)
- Not very important (2)
- Not at all important (1)

Q67 Which do you feel best describes your current approach to subject-specific language teaching in your Year 10 Science classrooms?

- ○ Frequently referred to in everyday lesson vocabulary (1)
- ○ Taught as a separate element in a lesson and then referred back to (3)
- ○ Present in teacher assessments and formative tests only (4)
- ○ Not included in your teaching at all (5)
- ○ Other (please explain): (6) _____

Q69 Overall, how confident do you feel you are in teaching and using subject-specific language in your Year 10 Science classes?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q71 For the following questions we would like you to think about the **YEAR 10 EAL PUPILS ONLY in the Science classes you teach.**

Q73 How confident do you feel your Year 10 EAL pupils are using subject-specific language?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

Q75 How well do you feel your Year 10 EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q77 How well do you feel your Year 10 EAL pupils are engaged during your lessons on the whole?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not at all well (1)

Q79 For the following questions we would like you to think about the **YEAR 10 NON-EAL PUPILS ONLY in the Science classes you teach.**

Q81 How confident do you feel your Year 10 non-EAL pupils are using subject-specific language?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q83 How well do you feel your Year 10 non-EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q85 How well do you feel your Year 10 non-EAL pupils are engaged during your lessons on the whole?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

End of Block: Section D - Attitudes

Start of Block: Section E - Future teaching

Q87 Do you expect to be teaching your current Year 10 Science classes in the next academic year (2018-19)?

- ○ Yes (1)
- ○ No (2)
- ○ Unsure (3)

End of Block: Section E - Future teaching

Start of Block: Thank you

Q107 This is the end of the survey. Many thanks again for taking the time and trouble to complete it.
If you have any questions about the evaluation of EAL in the Mainstream Classroom, please contact the evaluation team at eal-mainstream-classroom-evaluation@york.ac.uk or telephone Sarah Ellison 01904 323220 or Kate Thorley 01904 328164.

End of Block: Thank you

L.3 EAL in the MC Follow up 1 survey_Intervention Group

Start of Block: Default Question Block

Q1 Dear Colleague,

As a Science teacher who is taking part in this study, you kindly completed a baseline survey for us before you began the training. This is the 1st follow up survey we need you to complete (the 2nd, and final is due in June/July 2019). The survey asks you about your classroom practice as well as your experience of the training and implementation of the EAL in the Mainstream Classroom programme.

It takes approximately 20-30 minutes to complete and should ideally by completed in one session. It can be completed on a computer or mobile device but may be easier to view on a computer screen. In return for completing the survey we will send you a **£10 Amazon voucher** by email as a thank you for your time.

Your participation in this survey is very important to us, and we greatly appreciate your time and cooperation.

Any information you provide will be completely anonymised and remain confidential. Your responses will not be reported to your school in any way.

If you need any help, or are uncertain about any of the questions, please contact us at eal-mainstream-classroom-evaluation@york.ac.uk or telephone 01904 323220/328164

You are taking part in this research because you have been a Science teacher to Year 10 secondary school pupils in the academic year (2017-2018). Please use the tick box below to indicate that this was the case.

- ○ I was a Year 10 Science Teacher (1)
- ○ I was not a Year 10 Science Teacher (2)

End of Block: Default Question Block

Start of Block: Thank you

Display This Question:

If Dear Colleague, As a Science teacher who is taking part in this study, you kindly completed a b... = I was not a Year 10 Science Teacher

Q1a You have selected the option to say you have NOT been a Year 10 Science teacher so there are no further questions for you to complete. **Please close your browser now.** If you have any queries about the survey please

contact the EAL in the Mainstream Classroom Evaluation team by emailing:
eal-mainstream-classroom-evaluation@york.ac.uk

End of Block: Thank you

Start of Block: Section A - background info

Q2 Name:

_____

Q3 School Name:

_____

Q4 Job title/role in school (please tick all that apply):

- ☐ Leadership role (please state): (1) _____
- ☐ Science Teacher (2)
- ☐ Other (please state): (3) _____

End of Block: Section A - background info

Start of Block: Section B - evaluation specific information

Q5 The following questions relate to the Year 10 classes you have been teaching as part of the EAL in the Mainstream Classroom evaluation.

Q6 How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom evaluation) do you teach?

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)

End of Block: Section B - evaluation specific information

Start of Block: Section B - evaluation specific information for your first (or only) class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 1

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Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7a Please specify whether your FIRST (or only) Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
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- ○ Other (please state): (7)

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Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7b Please specify which qualification the pupils are working towards in your FIRST (or only) Year 10 Science class:

- ○ Single (1)
- ○ Double (2)
- ○ Triple (3)
- ○ Other (please specify): (4) _____

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Q7c Please specify if any other teachers teach Science to your FIRST (or only) Year 10 Science class.

- ○ I am the only Science teacher for this class (1)
- ○ I share the Science teaching of this class with other teachers (2)

Display This Question:

If Please specify if any other teachers teach Science to your FIRST (or only) Year 10 Science class. = I share the Science teaching of this class with other teachers

Q7d Over the course of the year approximately what proportion of the total teaching do you provide for this (your FIRST or only) Year 10 Science class?

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Page Break

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Or How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q7e Please specify the subject(s) you teach in your FIRST (or only) Year 10 Science class:

- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your first (or only) class

Start of Block: Section B - evaluation specific information for your second class

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Q8a Please specify whether your SECOND Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
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- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your second class

Start of Block: Section B - evaluation specific information for your third class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 3

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Q9a Please specify whether your THIRD Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
- ○ Set by ability - high/medium (3)
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- ☐ Biology (1)
- ☐ Chemistry (2)
- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your third class

Start of Block: Section B - evaluation specific information for your fourth class

Display This Question:

If How many Year 10 Science classes (that are taking part in the EAL in the Mainstream Classroom eva... = 4

Q10a Please specify whether your FOURTH Year 10 Science class is:

- ○ Mixed ability (1)
- ○ Set by ability - high (2)
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- ☐ Physics (3)
- ☐ Other (please specify): (5) _____

End of Block: Section B - evaluation specific information for your fourth class

Start of Block: Section C - This section is about EAL and language in your school

Q11 Currently, in your school, how well do you think EAL learners are supported?

- ○ Very well (1)
- ○ Quite well (2)
- ○ Neutral (3)
- ○ Not very well (4)
- ○ Not well at all (5)
- ○ Don't know (6)

Q13 Currently, in your school, which of these provisions are in place for EAL pupils? (Please tick all that apply)

- ☐ EAL in the Mainstream Classroom programme (1)
- ☐ One to one specialist support for new EAL students (2)
- ☐ Use of actions, signing or miming (3)
- ☐ Specialised visual aids and tools for EAL learners (4)
- ☐ Use of buddy or peer support system for EAL children (5)
- ☐ Language specialist TAs in the classroom (6)
- ☐ Interactive translation tools and technology (7)
- ☐ Talk frames and oral rehearsal (8)
- ☐ Specific differentiation for EAL pupils in the classroom (9)
- ☐ Wall displays and classroom resources to support specifically EAL children (10)
- ☐ Modelling by peers and/or teachers (11)
- ☐ Specific resources (please state): (12) _____
- ☐ None (13)
- ☐ Don't know (14)

Q14 Currently, in your school, are there any other measures in place, not mentioned above, for EAL pupils? If so, please explain.

- ○ Yes (1) _____
- ○ No (2)

Q15 Overall, how **well** do you feel you are able to support the Year 10 EAL children in your classroom in their learning?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not well at all (1)

Q16 How **confident** are you in supporting the Year 10 EAL children in your classroom in their learning?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

End of Block: Section C - This section is about EAL and language in your school

Start of Block: Section D - Attitudes

Q66 To what extent do you feel subject-specific language is important to the Science subject you teach your Year 10 classes?

- Very important (4)
- Quite important (3)
- Neutral (6)
- Not very important (2)
- Not at all important (1)

Q68 Which do you feel best describes your current approach to subject-specific language teaching in your Year 10 Science classrooms?

- ○ Frequently referred to in everyday lesson vocabulary (1)
- ○ Taught as a separate element in a lesson and then referred back to (3)
- ○ Present in teacher assessments and formative tests only (4)
- ○ Not included in your teaching at all (5)
- ○ Other (please explain): (6) _____

Q70 Overall, how confident do you feel you are in teaching and using subject-specific language in your Year 10 Science classes?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q72 For the following questions we would like you to think about the **YEAR 10 EAL PUPILS ONLY in the Science classes you teach.**

Q74 How confident do you feel your Year 10 EAL pupils are using subject-specific language?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

Q76 How well do you feel your Year 10 EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q78 How well do you feel your Year 10 EAL pupils are engaged during your lessons on the whole?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not at all well (1)

Q80 For the following questions we would like you to think about the **YEAR 10 NON-EAL PUPILS ONLY in the Science classes you teach.**

Q82 How confident do you feel your Year 10 non-EAL pupils are using subject-specific language?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q84 How well do you feel your Year 10 non-EAL pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q86 How well do you feel your Year 10 non-EAL pupils are engaged during your lessons on the whole?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

End of Block: Section D - Attitudes

Start of Block: Section E - EAL in the Mainstream Classroom Training

Q17 How many of the three EAL in the Mainstream Classroom training workshops did you attend?

- ○ 0 (1)
- ○ 1 (2)
- ○ 2 (3)
- ○ 3 (4)

Display This Question:

If How many of the three EAL in the Mainstream Classroom training workshops did you attend? = 0

Or How many of the three EAL in the Mainstream Classroom training workshops did you attend? = 1

Or How many of the three EAL in the Mainstream Classroom training workshops did you attend? = 2

Q17a If you missed any of the training workshops, please explain the main reasons for this:

_____

Q18 Were you able to complete the pre- and inter-workshop activities? Please indicate below.

	Yes (1)	No (2)	To some extent (3)	Don't know (4)
Pre-workshop 1 activities (1)	○	○	○	○
Post-workshop 1 activities (2)	○	○	○	○
Post-workshop 2 activities (3)	○	○	○	○
Post-workshop 3 activities (4)	○	○	○	○

Q19 If you were unable to complete any of the inter-workshop activities, please explain the main reasons for this:

_____

Q20 If you were unable to attend one or more of the training workshops were any elements of the learning from the workshops cascaded to you via other teachers?

- ○ Yes (1)
- ○ No (2)
- ○ I attended all 3 workshops (3)

Display This Question:

If If you were unable to attend one or more of the training workshops were any elements of the learn... = Yes

Q20a Did the cascading occur because it had been formally agreed between the school and the Delivery Centre or Provider?

- ○ Yes (1)
- ○ No (2)
- ○ Don't know (3)

Display This Question:

If If you were unable to attend one or more of the training workshops were any elements of the learn... = Yes

Q20b Please indicate how much of the learning was cascaded to you:

	All (1)	None (2)	Some (3)	Don't know (4)
Workshop 1 (6)	○	○	○	○
Workshop 2 (7)	○	○	○	○
Workshop 3 (8)	○	○	○	○

Display This Question:

If If you were unable to attend one or more of the training workshops were any elements of the learn... = Yes

Q20c How well do you feel the cascading process worked?

- ○ Very well - I felt able to implement the learning fully, as if I had undertaken the training first hand (1)
- ○ Quite well - I was able to implement the learning to an extent but felt at a slight disadvantage (2)
- ○ Not very well - I struggled to implement any cascaded learning (3)

Q21 Overall, how effective do you feel the training provided in the workshops was?

- ○ Very effective (1)
- ○ Somewhat effective (2)
- ○ Neutral (3)
- ○ Somewhat ineffective (4)
- ○ very ineffective (5)
- ○ I did not receive any training (6)

Q22 Please add as much detail as possible to explain your answer:

_____

Q23 Did you feel the need for any additional support at any time to help you with your training and programme implementation?

- ○ Yes (1)
- ○ No (2)

Display This Question:

If Did you feel the need for any additional support at any time to help you with your training and p... = Yes

Q23a Were your needs met?

- ○ Yes (1)
- ○ No (2)
- ○ To some extent (3)

Display This Question:

If Did you feel the need for any additional support at any time to help you with your training and p... = Yes

Q23b From which source, or combination of sources, did you receive support? Please tick all that apply:

- ☐ Challenge Partners (1)
- ☐ Delivery Centre (2)
- ☐ EAL co-ordinator in your school (3)
- ☐ Other EAL in the Mainstream Classroom teacher in your school (4)
- ☐ Other - please specify (5) _____
- ☐ Not Applicable - I did not receive any additional support (6)

Display This Question:

If Did you feel the need for any additional support at any time to help you with your training and p... = Yes

Q24 What further levels or kinds of support, if any, would you ideally have wanted?

_____

End of Block: Section E - EAL in the Mainstream Classroom Training

Start of Block: Section E (Final section) - implementation of the programme

Q25 How effectively did you feel you were able to deliver the EAL in the Mainstream Classroom programme as taught to your class(es)?

- Very effectively (1)
- Somewhat effectively (2)
- Neutral (3)
- Somewhat ineffectively (4)
- Very ineffectively (5)

Q26 Please add as much detail as you can to your explain answer:

_____

Q27 Did you make any adaptations to the EAL in the Mainstream Classroom programme as taught?

- Yes (1)
- No (2)

Display This Question:

If Did you make any adaptations to the EAL in the Mainstream Classroom programme as taught? = Yes

Q27a Please give brief details of the nature of the adaptations and why you made them:

_____

Q28 Have you applied any of the learning from the EAL in the Mainstream Classroom programme in other classes as well as your Year 10 Science class(es)?

- ○ Yes (1)
- ○ No (2)

Display This Question:

If Have you applied any of the learning from the EAL in the Mainstream Classroom programme in other... = Yes

Q28a Please give brief details of the other class(es) e.g. which year group, subject and what learning you applied:

_____

Q29 Please rate the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)
EAL in the Mainstream Classroom has improved my understanding of the linguistic demands of my subject (1)	○	○	○	○	○
I have confidence in the EAL in the Mainstream Classroom programme to impact positively on EAL student outcomes (2)	○	○	○	○	○
EAL in the Mainstream Classroom has changed my pedagogic practice in the classroom (3)	○	○	○	○	○
I feel confident in my ability to deliver the EAL in the Mainstream Classroom programme (4)	○	○	○	○	○

Q30 If you have any further comments regarding the previous statements please provide them here:

_____

Q31 Will you be implementing the programme next year?

- ○ Yes (8)
- ○ No (9)
- ○ Unsure (10)

Q31a Please explain your answer:

_____

Q32 Do you expect to be teaching your current Year 10 Science classes in the next academic year (2018-19)?

- ○ Yes (1)
- ○ No (2)
- ○ Unsure (3)

End of Block: Section E (Final section) - implementation of the programme

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Start of Block: Thank you

Q107 This is the end of the survey. Many thanks again for taking the time and trouble to complete it.
If you have any questions about the evaluation of EAL in the Mainstream Classroom, please contact the evaluation team at eal-mainstream-classroom-evaluation@york.ac.uk or telephone Sarah Ellison on 01904 323220 or Kate Thorley on 01904 328164.

End of Block: Thank you

L.4 EAL in the MC Follow up 2 survey_Intervention Group_May 2019

Start of Block: Default Question Block

Dear Colleague,

You and your school are kindly taking part in the EAL in the Mainstream Classroom evaluation which involves completing a total of 3 surveys. This is the 3rd and final survey to complete, and it should take no more than 15 minutes to complete. Your responses are important to us **whether or not you have been able to continue implementing any of the learning from the programme** because they will inform our understanding of whether, and how well, the programme works.

The survey should ideally by completed in one session. It can be completed on a computer or mobile device but may be easier to view on a computer screen. In return for completing the survey we will send you a £20 Amazon voucher by email as a thank you for your time.

Any information you provide will be completely anonymised and remain confidential. Your responses will not be reported to your school in any way.

If you need any help, or are uncertain about any of the questions, please contact us at eal-mainstream-classroom-evaluation@york.ac.uk or telephone Sarah Ellison on 01904 323220

We would like to thank you very much for your time and cooperation during the course of this evaluation. With best wishes, The Evaluation Team

End of Block: Default Question Block

Start of Block: Section A - Basic Details

Q1 Name:

_____

Q2 School Name:

_____

Q3 Job title/role in school (please tick all that apply):

- ☐ Science Teacher (2)
- ☐ Leadership role (please state): (1) _____
- ☐ Other (please state): (3) _____

End of Block: Section A - Basic Details

Start of Block: Section B - Implementation Details for 2018-19

Q4 Some, or all, of your Year 10 Science classes from the previous school year (2017/18) were participating in the EAL in the Mainstream Classroom evaluation. Have you been teaching the same pupils in your current Year 11 Science classes that were in your participating Year 10 Science classes last year?

- ○ Yes (1)
- ○ No (Please give reason) (2) _____
- ○ I'm not sure (Please explain) (3) _____
- ○ Other (Please explain) (4) _____

Skip To: Q7 If Some, or all, of your Year 10 Science classes from the previous school year (2017/18) were partic... = No (Please give reason)

Q5 To what extent have you continued to implement the learning from the EAL in the Mainstream Classroom programme with your participating Science pupils from last year who are now in Year 11?

- ○ I am implementing the learning fully (1)
- ○ I am implementing the learning to a great extent (2)
- ○ I am implementing the learning to some extent (3)
- ○ I am only implementing the learning to a small extent (5)
- ○ I am not managing to implement any of the learning (4)
- ○ Not Applicable (6)

Q6 Please add as much detail as possible to explain your answer.

_____

Q7 Have you been implementing any of the learning from the EAL in the Mainstream Classroom programme with any classes and/or Year groups **aside from the** classes that were participating last year?

- ○ Yes (Please indicate which classes/Year groups) (1)

_____

- ○ No (3)
- ○ Other (Please explain) (5) _____

Q8 If yes, please indicate the extent to which you have been implementing the learning with these additional classes.

- ○ To a great extent (1)
- ○ To some extent (2)
- ○ To a small extent (3)

Q9 Please enter any additional detail here to explain your answer.

_____

End of Block: Section B - Implementation Details for 2018-19

Start of Block: Section C - This section is about EAL and language in your school

Q10 Currently, in your school, how well do you think EAL learners are supported?

- ○ Very well (1)
- ○ Quite well (2)
- ○ Neutral (3)
- ○ Not very well (4)
- ○ Not well at all (5)
- ○ Don't know (6)

Q11 Currently, in your school, which of these provisions are in place for EAL pupils? (Please tick all that apply)

- ☐ EAL in the Mainstream Classroom programme (1)
- ☐ One to one specialist support for new EAL students (2)
- ☐ Use of actions, signing or miming (3)
- ☐ Specialised visual aids and tools for EAL learners (4)
- ☐ Use of buddy or peer support system for EAL children (5)
- ☐ Language specialist TAs in the classroom (6)
- ☐ Interactive translation tools and technology (7)
- ☐ Talk frames and oral rehearsal (8)
- ☐ Specific differentiation for EAL pupils in the classroom (9)
- ☐ Wall displays and classroom resources to support specifically EAL children (10)
- ☐ Modelling by peers and/or teachers (11)
- ☐ Specific resources (please state): (12) _____
- ☐ None (13)
- ☐ Don't know (14)

Q12 Currently, in your school, are there any other measures in place, not mentioned above, for EAL pupils? If so, please explain.

- ○ Yes (1) _____
- ○ No (2)

Q13 Overall, how **well** do you feel you are able to support the EAL pupils in your class(es) in their learning?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not well at all (1)

Q14 How **confident** are you in supporting the EAL children in your classroom in their learning?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

End of Block: Section C - This section is about EAL and language in your school

Start of Block: Section D - This section is about your perceptions of subject-specific language

Q15 To what extent do you feel subject-specific language is important to the Science pupils in your school?

- Very important (4)
- Quite important (3)
- Neutral (6)
- Not very important (2)
- Not at all important (1)

Q16 Which do you feel best describes your current approach to subject-specific language teaching in your Science classes?

- ○ Frequently referred to in everyday lesson vocabulary (1)
- ○ Taught as a separate element in a lesson and then referred back to (3)
- ○ Present in teacher assessments and formative tests only (4)
- ○ Not included in your teaching at all (5)
- ○ Other (please explain): (6) _____

Q17 Overall, how confident do you feel you are in teaching and using subject-specific language in your Science classes?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

For the following questions we would like you to think about the **EAL PUPILS ONLY in the Science classes you teach.**

Q18 How confident do you feel your EAL Science pupils are using subject-specific language?

- Very confident (4)
- Quite confident (3)
- Neutral (6)
- Not very confident (2)
- Not at all confident (1)

Q19 How well do you feel your EAL Science pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q20 How well do you feel your EAL Science pupils are engaged during your lessons on the whole?

- ○ Very well (4)
- ○ Quite well (3)
- ○ Neutral (6)
- ○ Not very well (2)
- ○ Not at all well (1)

For the following questions we would like you to think about the **NON-EAL PUPILS ONLY in the Science classes you teach.**

Q21 How confident do you feel your non-EAL Science pupils are using subject-specific language?

- ○ Very confident (4)
- ○ Quite confident (3)
- ○ Neutral (6)
- ○ Not very confident (2)
- ○ Not at all confident (1)

Q22 How well do you feel your non-EAL Science pupils understand the importance of subject-specific language?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

Q23 How well do you feel your non-EAL Science pupils are engaged during your lessons on the whole?

- Very well (4)
- Quite well (3)
- Neutral (6)
- Not very well (2)
- Not at all well (1)

End of Block: Section D - This section is about your perceptions of subject-specific language

Start of Block: Section E (Final section) - Final Questions

Q24 How **effectively** did you feel you were able to continue delivering the EAL in the Mainstream Classroom programme to your class(es) **in the current school year (2018 - 19)**?

- ○ Very effectively (1)
- ○ Somewhat effectively (2)
- ○ Somewhat ineffectively (4)
- ○ Very ineffectively (5)
- ○ Not Applicable - I didn't deliver the programme to any of my classes in the current school year 2018 - 19 (6)

Q25 Please add as much detail as you can to your explain answer:

_____

Q26 Have you attended any other EAL related training, apart from EAL in the Mainstream Classroom, since September 2017?

- ○ No (1)
- ○ Yes. Please give the title or a brief description of the training (2)

_____

- ○ Other (3)

Q27 Please rate the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neutral (3)	Somewhat disagree (4)	Strongly disagree (5)
EAL in the Mainstream Classroom has improved my understanding of the linguistic demands of my subject (1)	○	○	○	○	○
I have confidence in the EAL in the Mainstream Classroom programme to impact positively on EAL student outcomes (2)	○	○	○	○	○
EAL in the Mainstream Classroom has changed my pedagogic practice in the classroom (3)	○	○	○	○	○
I feel confident in my ability to deliver the EAL in the Mainstream Classroom programme (4)	○	○	○	○	○

Q28 If you have any further comments regarding the previous statements please provide them here:

_____

Q29 Overall, how would you rate the usefulness of the EAL in the Mainstream Classroom Programme to your teaching practice?

- ☐ Extremely Useful (12)
- ☐ Quite Useful (13)
- ☐ Useful to a small extent (14)
- ☐ Not very Useful (15)
- ☐ Not at all Useful (16)
- ☐ Didn't really implement the programme enough to make a fair judgement (17)

Q30 Please add any additional detail to explain your answer:

_____

Q31 Do you think the EAL in the Mainstream Classroom programme would be more useful if it was introduced at a different age?

- ○ Yes (please indicate the year group you would ideally choose) (1) _____
- ○ No (please indicate your reasoning) (2) _____
- ○ Other (please give details) (3) _____

Q32 If you found the programme useful, how likely is that you will continue implementing the learning as part of your future teaching practice?

- ○ I will definitely continue to apply the learning (1)
- ○ I'm not sure whether I will be able to continue applying the learning (Please give details) (2)
  _____
- ○ I am unlikely to continue applying the learning (please give details) (3)
  _____

End of Block: Section E (Final section) - Final Questions

Start of Block: Thank you

This is the end of the survey. Many thanks again for taking the time and trouble to complete it.
If you have any questions about the evaluation of EAL in the Mainstream Classroom, please contact the evaluation team at eal-mainstream-classroom-evaluation@york.ac.uk or telephone Sarah Ellison on 01904 323220.

End of Block: Thank you

Appendix M: Observation schedule

EAL in the Mainstream Classroom – Classroom visit **Date:**_____

Teacher:_____ **School:**_____
Researcher: _____ **Lesson Time:**_____
Subject: **Lesson Topic:**_____
Science/Biology/Physics/Chemistry

Other Details:

Classroom behaviours	**Sometimes=1/Often=2**
Teacher provides extension activities / differentiates	
Teacher engages with class as a whole	
Teacher works with small groups / individuals	
Pupils work in groups	
Pupils contribute to the lesson	
Pupils are engaged with the lesson topic and on-task	
Pupils are confident in discussing the topic	
Pupils are familiar with tasks	
Visual aids used eg. diagrams, charts, video, photos	

Comments:

Observation Coding:
Knowledge checking – checking the information student knows / has learnt
Extending vocabulary – increasing number of words known
Grammar skills – noun phrases, use of different tenses, punctuation etc.
Sentence structure – complex, simple, compound etc.
Academic language – rephrasing knowledge to more formal language
Checking understanding – checking that student understands information conveyed / learned
Exam preparation – Information relating to number of marks for a question, what a question is really asking eg. describe etc.

Activity	Purpose								Timing
	Knowledge checking	Extending vocabulary	Grammar skills	Sentence structure	Academic language	Checking understandin	Exam Preparation	Other	

Appendix N: Imbalance at baseline analyses and distributions of outcomes

This appendix summarises the results for imbalance at baseline analyses and presents the distributions of all outcomes across the trial arms for the "English as an Additional Language in the Mainstream Classroom" trial.

Evaluation of imbalance at baseline

The minimisation and the analysis plan considered only two variables: the delivery centre at school level and the KS2 reading score. As the former included low numbers per delivery centre, we only state here that from each delivery centre a 1:1 split of schools across conditions was attempted and that the algorithm allocated at least one school from each delivery centre to each arm of the trial.

Table 1 presents descriptive details of the distribution of pre-specified key variables across the two arms of the trial. Key Stage 2 reading attainment (KS2_READMRK) reading scores are presented as means and standard deviations; and the control and intervention group distribution are displayed via density plots (see Figure 1). Imbalance evaluated in standardised mean differences shows that the samples used for the secondary analyses for the History and English GCSEs may be based on samples not fully balanced across conditions, with pupils in the control group showing on average higher baseline scores (small to medium effect size). This baseline variable was included as a pupil-level control variable in all analyses as planned (see Statistical Analysis Plan).

Category frequencies are displayed in Table 2 for gender, FSM and proficiency in English and imbalance was evaluated via Cramer's V (Faul et al., 2007). Based on the effect size evaluation, all samples apart from the sample recruited for the primary analysis may have been imbalanced in their proficiency in English with pupils in the control condition being more frequently in higher proficiency bands (small effect sizes); and the sample for the secondary analysis of the GCSE history showed a lower percentage of pupils receiving FSM in the control condition.

Table 1. Baseline imbalance data for pre-specified baseline variables for the four different analysis sets used in the analyses of primary and secondary outcomes (NPD, York signifying the source of data used).

	All pupils (N=4,317)		**Primary outcome (only EAL and taught by any of the science teachers) N=1,071**		**Secondary outcome (only EAL and taught by any of the history teachers) N=952**		**Secondary outcome English (only EAL and taught by any of the project teachers) N=1786**	
	Intervention	**Control**	**Intervention**	**Control**	**Intervention**	**Control**	**Intervention**	**Control**
Gender (NPD: *KS4_GENDER*)[1]								
Female	1091 (51.4%)	1134 (51.7%)	271 (49.3%)	247 (47.4%)	270 (58.4%)	260 (53.1%)	482 (53.0%)	441 (50.3%)
Male	1033 (48.6%)	1059 (48.3%)	279 (50.7%)	274 (52.6%)	192 (41.6%)	230 (46.9%)	427 (47.0%)	436 (49.7%)
Missing	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)	(0) (0.0%)
Effect size	Chi2 (df=1) = 0.04; V = .003^{NM}		Chi2 (df=1) = 0.30; V = .02^{NM}		Chi2 (df=1) = 2.58; V = .05^{NM}		Chi2 (df=1) = 1.23; V = .03^{NM}	
EAL Code (York: *EAL*)								
Yes	909 (42.8%)	877 (40.0%)	--	--	--	--	--	--
No	1215 (57.2%)	1316 (60.0%)	--	--	--	--	--	--
Missing	(0) (0.0%)	(0) (0.0%)	--	--	--	--	--	--
Effect size	Chi2 (df=1) = 3.39; V = .03^{NM}		--	--	--	--	--	--
Proficiency in English (York: *EAL_Code*)								
New to English (A) & Early Acquisition (B)	47 (5.2%)	10 (1.1%)	-SDC-	-SDC-	-SDC-	-SDC-	47 (5.2%)	10 (1.1%)
Developing Competence (C)	150 (16.5%)	133 (15.2%)	108 (19.6%)[2]	106 (20.3%)[2]	109 (23.6%)[2]	60 (12.2%)[2]	150 (16.5%)	133 (15.2%)
Competent (D)	324 (35.6%)	303 (35.1%)	198 (36.0%)	165 (31.7%)	163 (35.3%)	195 (39.8%)	324 (35.6%)	308 (35.1%)
Fluent (E)	377 (41.5%)	403 (46.0%)	234 (42.5%)	239 (45.9%)	181 (39.2%)	215 (43.9%)	377 (41.5%)	403 (46.0%)

Not yet assessed (N) / Missing	11 (1.2%)	23 (2.6%)	10 (1.8%)	11 (2.1%)	9 (1.9%)	20 (4.1%)	11 (1.2%)	23 (2.6%)
	Chi2 (df=4) = 29.98; V = .13		Chi2 (df=3) = 2.34; V = .05		Chi2 (df=3) = 23.36; V = .16		Chi2 (df=4) = 29.98; V = .13	
FSM (NPD: *EVERFSM_6_P_SPR19*)								
Yes	893 (42.0%)	772 (35.2%)	234 (42.6%)	201 (38.6%)	219 (47.4%)	188 (38.4%)	407 (44.8%)	334 (38.1%)
No	1215 (57.2%)	1400 (63.8%)	316 (57.5%)	320 (61.4%)	243 (52.6%)	302 (61.6%)	502 (55.2%)	543 (61.9%)
Missing	16 (0.8%)	21 (1.0%)	-SDC-[3]	-SDC-[3]	-SDC-[3]	-SDC-[3]	-SDC-[3]	-SDC-[3]
	Chi2 (df=2) = 21.46; V = .07		Chi2 (df=2) = SDC; V < .10[†]		Chi2 (df=2) = SDC; V > .10[†]		Chi2 (df=2) = SDC; V < .10[†]	
Key Stage 2 reading attainment (NPD: KS2_READMRK)								
Mean (SD)	29.88 (8.62)	30.25 (8.59)	28.19 (8.63)	28.58 (8.87)	27.73 (8.62)	29.86 (8.08)	27.93 (8.59)	29.09 (8.52)
Missing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Effect Size	d = -.04		d = -.04		d = -.25		d = -.14	

Note. *NM* Chi-square test usually include reporting of missingness as a category as reported in the table; tests with this designation were calculated without considering missing data as a category, since none were observed. *SDC* This field was edited for statistical disclosure control to compensate for low frequency of responses; due to the combination with the report on overall sample characteristics (Table 1), this would have made smaller numbers identifiable when using both tables together.

[1]The York team also collected data on Gender, but the NPD data were used; among the *N* = 4,317 presented in column 2, *n* = 27 (0.6%) disagreements were detected between the two data sources. [2]Combined frequency for New to English (A), Early Acquisition (B), and Developing Competence (C). [3]Not disclosed due to low numbers; count of missing observations added 50/50 split to the observed categories; if uneven number, one observation more added to the larger category. [†]Since the number of missing values could be reconstructed from the Chi2 statistic or the effect size, these are suppressed for statistical disclosure control; as phi=.10 is often given as a threshold for relevance, the effect size is only classified with view to this threshold.

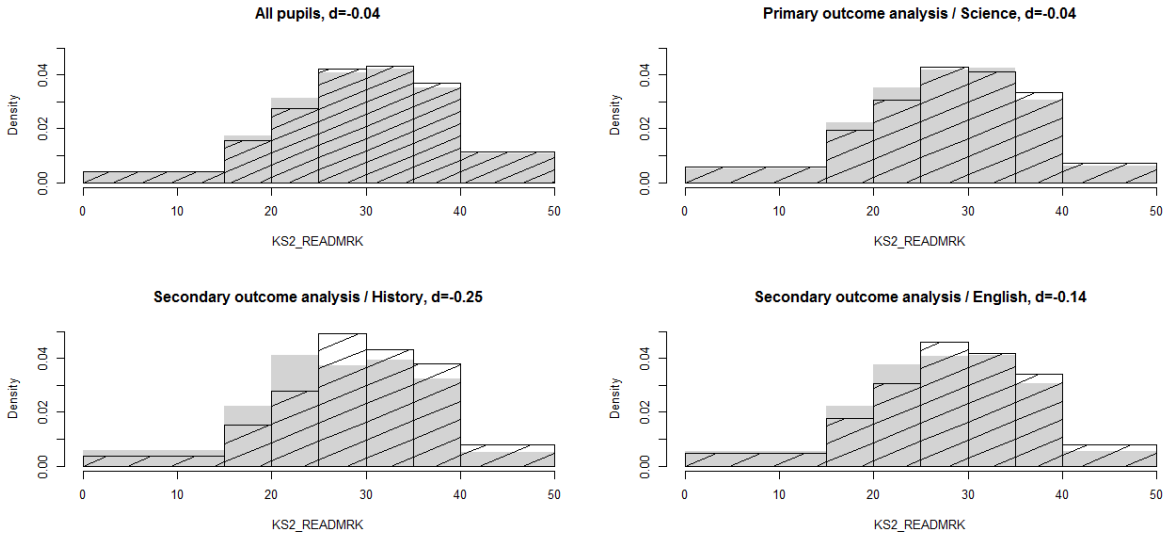

Figure 1: Distribution of Key Stage 2 reading attainment scores (*KS2_READMRK*) at baseline in the four analysis samples. Scores below 10 and above 40 displayed as a joint category for statistical disclosure control; grey Treatment=2; black Treatment=9; representation of tails adjusted for statistical disclosure control.

Outcome distributions

Figure 2 shows the distribution of the outcome variables split by treatment group in the four analytic samples that correspond to the four primary and secondary analysis sets. Although single-peaked and with a clear central tendency, for all four distributions some skew can be observed. This is especially marked for KS4ENG where few low scores are observed. As long as these distributional features are not reflecting potential non-linear, and especially non-monotonic, relationships with other variables, the use of the bootstrap for all analyses is seen as a robust approach to accommodate this distributional feature.

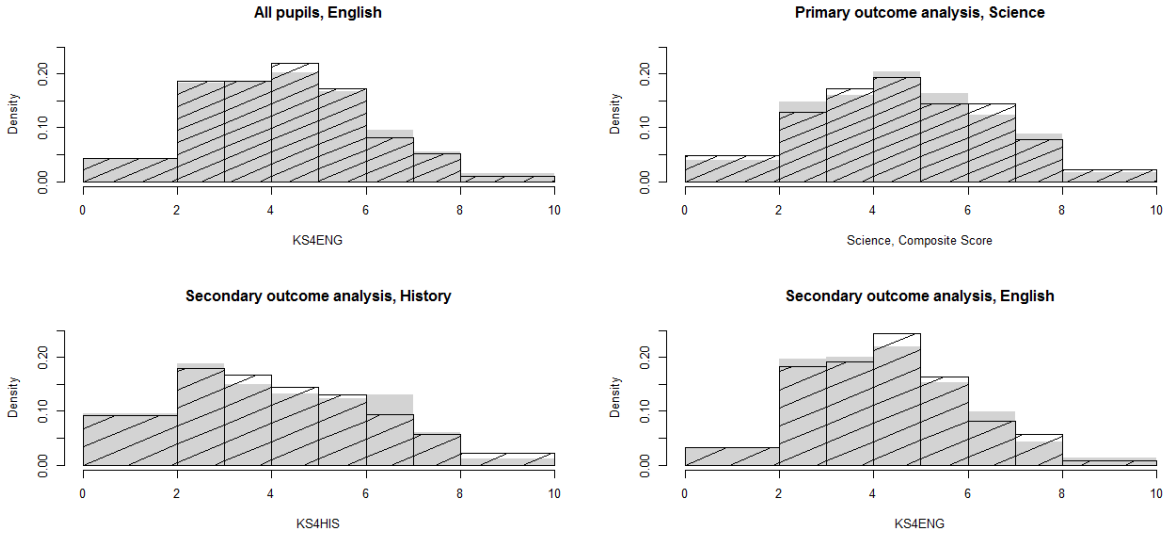

Figure 2: Distribution of the four outcome variables (as per label on x-axis of the individual plots) at baseline in the four analysis samples: grey Treatment=2; black Treatment=9; representation of tails adjusted for statistical disclosure control.

Appendix O: Results of Model Estimations

This appendix summarises the results for all model estimations for the "English as an Additional Language in the Mainstream Classroom" trial, investigating the primary, secondary and pre-specified additional analyses.

Primary outcome analysis

How effective is the 'EAL in the Mainstream Classroom' programme in improving subject specific academic attainment when delivered to Key Stage 4 EAL pupils taking GCSE Science?

The results for the primary outcome analysis are presented in Table 1. The Science scores (KS4SCI), after Control for school averages and Key Stage 2 reading attainment (KS2_READMRK), were in the Control group on average 0.10 points lower than in the Intervention group. This difference corresponded to an effect size of -0.06 (95% bootstrap confidence interval: -0.18, 0.06). The confidence interval included "0" and we therefore conclude for the primary outcome, that the Intervention was not potentially effective.

Table 1. Primary outcome analysis: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.44 (0.19)	1.09, 1.81
KS2_READMRK	0.09 (0.006)	0.08, 0.10
Treatment	-0.10 (0.09)	-0.28, 0.09

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = .33 and for KS4SCI ICC = .38 (bootstrapped: ICC = 0.37 (SD = .02) and for KS4SCI ICC = .41 (SD = .02)); the average level-1 variance/ residual was resid = 1.71 and the average level-2 variance was varl2 = 0.75; N = 1036.04 (SD = 5.43), Intervention N = 531.98 (SD = 3.91), Control N = 504.06 (SD = 3.86). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Primary outcome analysis, subgroup analysis for FSM

The research also assessed the impact of the programme on pupils eligible for Free School Meals. Table 2 presents the results for the model estimated in the subsample of EAL students taking science classes and eligible for free school meals. The Science scores, after control for school averages and KS2 reading achievement, were in the control group on average 0.12 points lower than in the intervention group. This difference corresponded to an effect size of -0.07 (bootstrapped 95% confidence interval -0.22, 0.09). The confidence interval included "0" and we therefore conclude for the primary outcome, that the intervention was not potentially effective among pupils with FSM.

Table 3 below presents the results of a more formal test of this question allowing for different average levels in the outcome for EAL students taking science classes eligible/ not eligible for free school meals and allowing for different treatment effect between these two student groups. The results show that while students eligible for free school meals perform on average -0.25 points worse than non-eligible students (after controlling for reading attainment), the confidence interval for the interaction effect between the treatment and FSM-eligibility is very small with a wide confidence interval that includes "0". Therefore, we conclude that no potential subgroup effect for students eligible for FSM was identified.

Table 2. Subgroup effect in the FSM-only sample of EAL pupils: Model coefficients and descriptive data for the resampling procedure (b = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.67 (0.23)	1.22, 2.13
KS2_READMRK	0.09 (0.008)	0.07, 0.10
Treatment	-0.12 (0.13)	-0.36, 0.14

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2 ICC = .34 and for SCI ICC = .44 (bootstrapped: ICC = 0.43 (SD = .04) and for SCI ICC = .51 (SD = .03)); the average level-1 variance/ residual was resid = 1.44 and the average level-2 variance was varl2 = 1.11; N = 411.89 (SD = 3.93), CP2 N = 222.08 (SD = 2.97), CP9 N = 189.81 (SD = 2.52). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Table 3. Primary outcome analysis, subgroup effect "FSM": Model coefficients and descriptive data for the resampling procedure (b = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.62 (0.21)	1.24, 2.04
KS2_READMRK	0.09 (0.006)	0.08, 0.10
FSM[1]	-0.25 (0.13)	-0.20, -0.001
Treatment	-0.12 (0.12)	-0.35, 0.11
Treatment X FSM	0.02 (0.18)	-0.36, 0.37

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = 0.32 and for KS4SCI ICC = .39 (bootstrapped: KS2_READMRK ICC = 0.37 (SD = .02) and for KS4SCI ICC = .41 (SD = .02)); the average level-1 variance/ residual was resid = 1.70 and the average level-2 variance was varl2 = 0.76; N = 1034.11 (SD = 5.51), Intervention N = 531.01 (SD = 4.00), Control N = 503.10 (SD = 3.97). [1]A random slope model was evaluated as suggested in the SAP, but likely due to the small within-school numbers, estimates in some bootstrap samples did not converge. Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Primary outcome analysis, subgroup analysis by proficiency in English

The research is also assessing the impact of the programme on pupils with differing baseline proficiency in English. Table 4 presents a formal evaluation of whether the pupil's individual proficiency in English interacted with the intervention. The original plan was to test this hypothesis by dummy coding the individual proficiency in English and interacting them with the school-level Intervention effect (using band "B-early acquisition" as reference category since the programme is targeted at the mid-proficiency bands). The distribution of this variable and sparse data within the individual schools within the five categories made this impossible and therefore only a test of lower (A-C) vs. higher (D-E) bands of proficiency was evaluated. The following results need to be interpreted with additional caution as some schools did not even with this dichotomisation have any pupils in lower proficiency bands.

The results show confidence intervals for proficiency as well as its interaction effect with treatment that include zero. Therefore, we conclude that no potential subgroup effect based on proficiency in English was identified.

One exploratory finding of these analyses was that when EAL pupils of similar proficiency are compared (dichotomised as indicated above) and the combination of pupils' proficiency band and their treatment allocation is controlled for (treatment interaction effect; the two additional variables when comparing this analysis to the primary outcome analysis), then those EAL pupils in the control group show on average lower science scores than EAL pupils in the intervention group (by 0.42 points, effect size 0.27). While this could in principle mean that stratifying by proficiency bands in English could potentially improve outcomes, the interpretation of such 'suppressor effects' is notoriously difficult and can in this case point to either selection effects in the assessment of proficiency (i.e. teachers consider additional characteristics that also point to Science attainment) or also for example to effects from controlling for proficiency twice (KS2 SATs reading outcome, i.e. KS2_READMRK, and proficiency band are in the equation). Therefore, this is only noted as an incidental finding.

Table 4. Primary outcome analysis, subgroup effect for proficiency in English: Model coefficients and descriptive data for the resampling procedure (b = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.39 (0.21)	0.99, 1.77
KS2_READMRK	0.09 (0.006)	0.08, 0.10
EAL proficiency (A-C vs. D-E)[1]	0.23 (0.18)	-0.12, 0.58
Treatment	-0.42 (0.20)	-0.81, -0.04
Treatment X EAL proficiency (A-C vs. D-E)	0.43 (0.23)	-0.01, 0.92

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = 0.32 and for KS4SCI ICC = 0.38 (bootstrapped: KS2_READMRK ICC = 0.37 (SD = .02) and for KS4SCI ICC = .41 (SD = .02)); the average level-1 variance/ residual was resid = 1.69 and the average level-2 variance was varl2 = 0.69; N = 1018.23 (SD = 6.50), Intervention N = 523.14 (SD = 4.72), Control N = 495.09 (SD = 4.57); [1]A random slope model was evaluated as suggested in the SAP, but likely due to the small within-school numbers, estimates in some bootstrap samples did not converge. Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Secondary outcome analysis

How effective is the 'EAL in the Mainstream Classroom' programme in improving subject specific academic attainment in a second GCSE subject (History)?

The results for the secondary outcome analysis are presented in Table 5. The History scores, after control for school averages and Key Stage 2 reading attainment (KS2_READMRK), were in the Control group on average 0.07 points lower than in the Intervention group. This difference corresponded to an effect size of -0.04 (95% bootstrap confidence interval: -0.17, 0.10). The confidence interval included "0" and we therefore see limited evidence for an effect of the Intervention on this secondary outcome.

Table 5. Secondary outcome analysis, History: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	0.92 (0.24)	0.46, 1.38
KS2_READMRK	0.12 (0.007)	0.11, 0.14
Treatment	-0.07 (0.12)	-0.30, 0.17

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = 0.17 and for HIS ICC = 0.25 (bootstrapped: KS2_READMRK ICC = 0.22 (SD = .02) and for HIS ICC = .30 (SD = .03)); the average level-1 variance/ residual was resid = 2.42 and the average level-2 variance was varl2 = 0.71; N = 880.35 (SD = 7.53), Intervention N = 429.31 (SD = 5.56), Control N = 451.04 (SD = 5.28). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

The imbalance analysis indicated that in this group there were imbalances observed for proficiency in English, FSM status and KS2_READMRK. The latter is included as a control variable in any case (see previous table), but in line with the specifications in the statistical analysis plan, the model was re-estimated including those variables that showed an imbalance. The distribution of proficiency in English and sparse data within the individual schools within the five categories required a dichotomisation of this variable (see also above, primary outcome analysis) and therefore only a test of lower (A-C) vs. higher (D-E) bands of proficiency was evaluated. The following results need to be interpreted with additional caution as some schools did not even with this dichotomisation have any pupils with lower proficiency bands.

The results for the sensitivity analysis of the secondary outcome analysis are presented in Table 6. The History scores, after control for school averages and KS2_READMRK reading achievement, were in the Control group on average 0.13 points lower than in the Intervention group and the confidence interval for this coefficient included "0" (d=-0.07). Additionally, as the respective confidence intervals included "0", neither the proficiency in English nor the FSM status variables correlated with the GCSE History score. The results and interpretations from the main analysis remained unchanged.

Table 6. Sensitivity analysis adjusting for baseline imbalance for the secondary outcome analysis, History: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	0.90 (0.26)	0.38, 1.41
KS2_READMRK	0.12 (0.007)	0.10, 0.13
Treatment	-0.13 (0.12)	-0.36, 0.11
FSM	-0.15 (0.12)	-0.38, 0.08
EAL proficiency (A-C vs. D-E)	0.32 (0.17)	-0.02, 0.65

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations same as for the primary outcome analysis; the average level-1 variance/ residual was resid = 2.40 and the average level-2 variance was varl2 = 0.76; N = 855.18 (SD = 8.61), Intervention N = 421.17 (SD = 5.85), Control N = 434.01 (SD = 6.45). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

How effective is the 'EAL in the Mainstream Classroom' programme in improving Academic attainment in English (as measured by GCSE English Language) when delivered to Key Stage 4 EAL pupils?

The results for the second secondary outcome analysis are presented in Table 7. The English scores, after control for school averages and Key Stage 2 reading attainment (KS2_READMRK), were in the control group on average 0.09 points lower than in the intervention group. This difference corresponded to an effect size of -0.07. The confidence interval included "0" and we therefore see limited evidence for an effect of the intervention on this secondary outcome.

Table 7. Secondary outcome analysis, English: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.45 (0.13)	1.21, 1.69
KS2_READMRK	0.11 (0.004)	0.10, 0.12
Treatment	-0.09 (0.07)	-0.23, 0.04

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = 0.14 and for ENG ICC = 0.17 (bootstrapped: KS2_READMRK ICC = 0.17 (SD = .02) and for ENG ICC = 0.20 (SD = .02)); the average level-1 variance/ residual was resid = 1.61 and the average level-2 variance was varl2 = 0.31; N = 1756.26 (SD = 5.24), Intervention N = 892.10 (SD = 4.04), Control N = 864.16 (SD = 3.43). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

The imbalance analysis indicated that in this group there were imbalances observed for proficiency in English. The model was re-estimated including this variable. The distribution of proficiency in English and sparse data within the individual schools within the five categories required a dichotomisation of this variable (see also above, primary outcome analysis) and therefore only a test of lower (A-C) vs. higher (D-E) bands of proficiency was evaluated. The following results need to be interpreted with additional caution as some schools did not even with this dichotomisation have any pupils with lower proficiency bands.

The results for the sensitivity analysis of the secondary outcome analysis are presented in Table 8. The English scores, after control for school averages and KS2_READMRK reading achievement, were in the control group on average 0.12 points lower than in the intervention group. This difference corresponded to an effect size of -0.09. The confidence interval included "0" and the results and interpretations from the main analysis remained unchanged. The confidence interval for the coefficient of proficiency in English did not include "0", and pupils in higher proficiency bands (D-E) showed on average 0.53 higher results in GCSE English scores than those in lower proficiency bands (A-C).

Table 8. Sensitivity analysis adjusting for baseline imbalance for the secondary outcome analysis, English: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.22 (0.13)	0.98, 1.48
KS2_READMRK	0.11 (0.004)	0.10, 0.11
Treatment	-0.12 (0.07)	-0.26, 0.01
EAL proficiency (A-C vs. D-E)	0.53 (0.09)	0.35, 0.71

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations are the same as for the main analysis; the average level-1 variance/ residual was resid = 1.57 and the average level-2 variance was varl2 = 0.28; N = 1723.10 (SD = 7.74), Intervention N = 881.09 (SD = 5.17), Control N = 842.01 (SD = 5.76). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Analysis in the presence of non-compliance

Overall, N=221 teachers were documented in our teacher data base. Of these N=111 were in some form involved in the intervention (Science or History) and eligible to participate in a workshop. Of these, 58 (52.3%) participated in all three workshop sessions; 26 (23.4%) in two, 15 (13.5%) in one, and 12 (10.8%) in none of the sessions).

The compliance analysis focuses only on the primary outcome (Science), for which only the Science teachers contribute (N=56 in the intervention condition; 55 in the control). Of these, 31 (55.4%) attended all three workshops; 13 (23.2%) attended two, and 12 (21.4%) attended either one or none of the workshops (exact category N suppressed for statistical disclosure control).

Given that there are three training sessions, compliance was represented on a scale of "0" (no training attended, 0/3 sessions) to "3" (all three sessions attended, 3/3 sessions). We aggregated workshop attendance of teachers across teachers for pupils, who received training from more than one teacher. This situation occurred rarely and only in places where one teacher had already the maximum training, i.e. these contexts remained coded as "3=maximum dosage".

The Causal Average Complier Effect (CACE) analysis compares compliers in intervention group with would-be compliers in the control group. To analyse the effect of compliance on the primary outcome of EAL pupils, we used the approach outlined by Steele et al. (2007). In this approach, two multilevel models are estimated; one is the same as the primary outcome analysis (i,e. controlling for KS2 Reading Score, KS2; and delivery centres), except that the intervention variable is replaced by the compliance measure (Compliance in the table below).

In the second equation, the compliance measure is predicted by the intervention group (Treatment) and the same control variables as the main equation (i,e. controlling for KS2 Reading Score, KS2; and delivery centres). Additionally the schools' averages of pre-treatment KS2 (KS2agg), share of pupils in receipt of free school meals (aggregated from NPD data; FSMagg); and the share of English as a second language pupils in our sample (EALagg). The analysis was conducted in MLwiN, Version 3.04, Centre for Multilevel Modelling, University of Bristol, UK (2019).

Table 9 below presents in the first two columns the results for the bivariate model. Evaluating the size of the coefficients compared to their respective standard errors, the compliance indicator was not related to the primary outcome, the aggregated science score (PRIMSCI; effect size across the full range of the indicator approaches 0.02). The result of the second equation, predicting compliance, shows that the Treatment allocation was strongly predictive as were pupils' KS2 reading results.

Evaluating the plausibility of the approach, the equations show that the planned instrumental variables were not predictive of compliance; and the third column of the table additionally shows that some of the instrumental variables (KS2 exam scores and KS2 aggregate scores per school) were predictive of the target outcome. The covariance between the two random effects (i.e. the element that should control for selection effects if present) was also very weak. These factors overall indicate that the instruments used in the CACE analysis were rather weak (Steele et al., 2007), but overall compliance with training did not seem to be a major factor correlating with individual progress.

Table 9. Results of the bivariate CACE model (first two columns; IGLS estimator); the third column presents the result for the analysis to which degree the instrumental variables were predictive of the target outcome variable.

	Equation system 1	Equation system 2	Predicting PRIMSCI[1]
Variable	PRIMSCI	Compliance indicator	
Intercept	1.36 (0.29)	4.57 (1.32)	-5.02 (1.65)
KS2	0.10 (0.01)	0.01 (0.002)	0.09 (0.006)
Compliance	0.01 (0.06)	--	0.08 (0.06)
Treatment	--	-2.31 (0.15)	--
KS2 Read, aggregated	--	-0.05 (0.03)	0.20 (0.04)
FSM status, aggregated	--	-0.64 (0.64)	0.88 (0.80)
EAL share, aggregated	--	-0.40 (0.35)	0.39 (0.45)

Note. N = 1071 (N=2,107 rows of data contributing to bivariate estimation) in N_S = 67 schools. The coefficients for the Delivery Centres were omitted. IGLS deviance = 5070.43
Level-1, student: variance PRIMSCI, resid = 1.82 (SE=0.08); Compliance, resid = 0.18 (SE=0.01); Covariance cov=0.01 (SE=0.02)
Level-2, school: variance PRIMSCI, resid = 0.47 (SE=0.11); Compliance, resid = 0.33 (SE=0.06); Covariance cov=0.06 (SE=0.06)
[1]Estimated in R, using lme4 like all other models in the report.

Additional analyses

What is the impact of 'EAL in the Mainstream Classroom' when pupils receive the approach from more than one teacher in more than one subject area (ie. when pupils are taught by trained 'EAL in the Mainstream Classroom' teachers in both Science and History GCSE subjects)?

We investigated the impact of 'EAL in the Mainstream Classroom' when pupils receive the approach from more than one teacher in more than one subject area (i.e. when pupils are taught by trained 'EAL in the Mainstream Classroom' teachers in both Science and History GCSE subjects).

In the EAL-KS4ENGL analysis sample (N=1,786), 60% (n=1,071) pupils were taught by at least one science teacher who was part of the project; and 53.3% (n=952) by at least one history teacher. Across all schools, n=237 (13.3%) pupils were taught by at least one project teacher in each discipline. We coded this at pupil-level and re-ran the same model as for the secondary outcome analysis with GCSE KS4 English Language as the dependent variable and added this exposure score as a pupil-level covariate. Adding this coefficient allowed us to test whether being taught by teachers in two disciplines trained in the programme has an additional effect over and above programme provision in itself.

The results for this analysis are presented in Table 9. The English scores, after Control for school averages and KS2_READMRK reading achievement, were on average 0.10 points lower in the control group than the intervention group as in the main analysis and the confidence interval for this estimate included "0". The coefficient for whether the pupil was taught in more than one discipline by a project teacher indicated on average 0.17 points higher GCSE English scores, but its confidence interval included "0".

Table 10. Additional analysis, English, potential effect of multiple teachers: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.44 (0.13)	1.20, 1.69
KS2_READMRK	0.11 (0.004)	0.10, 0.12
Treatment	-0.10 (0.07)	-0.24, 0.04
No. teachers	0.17 (0.09)	-0.01, 0.35

Note. The coefficients for the Delivery Centres were omitted. ICC estimates equivalent to SECONDARY EAL ENGLISH; the average level-1 variance/ residual was resid = 1.61 and the average level-2 variance was varl2 = 0.31; N = 1756.26 (SD = 5.24), Intervention N = 892.10 (SD = 4.04), Control N = 864.16 (SD = 3.43). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Is there potential impact due to the pupil's choice of combined science versus three separate sciences?

Second, we tested whether an EAL student's choice regarding combined/three sciences introduces heterogeneity in the programme's effect due to possibly different profiles of pupils taking these options. For this we coded on pupil-level, which classes they chose. We re-ran the same model as for the primary outcome analysis and the added coefficient for combined/three sciences allowing us to test whether the choice of combined/three sciences has an additional effect over and above the programme impact by itself. As it is very plausible that there is a difference between the two groups in terms of performance in science GCSEs (and be it only due to the two different exams), we included over and above the pre-specification in the Statistical Analysis Plan also an interaction effect to be able to separate a difference in exams from a difference in effectiveness of the intervention. In the primary outcome data set N=402 (37.5%) pupils had selected three separate sciences according to their NPD result scores and N=669 (62.5%) combined science.

The results for this analysis are presented in Table 10. The scores, after control for school averages and KS2_READMRK reading achievement, were on average 0.09 points lower in the control group than in intervention group and the confidence interval for this estimate included "0" (effect size -0.06). Pupils who selected three sciences had on average a 1.13 higher GCSE Science scores than those who did not (confidence interval did not include "0"), but there was not cross-level interaction effect with treatment, i.e. pupils in either class were unlikely to differentially benefit from the intervention.

Table 11. Additional analysis, Science, potential effect of selecting three sciences vs. combined science: Model coefficients and descriptive data for the resampling procedure (*b* = 1,000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	1.56 (0.18)	1.22, 1.91
KS2_READMRK	0.08 (0.005)	0.07, 0.09
Three vs. double science	1.13 (0.15)	0.85, 1.42
Treatment	-0.09 (0.12)	-0.31, 0.14

Treatment X Science choice	0.19 (0.22)	-0.24, 0.63

Note. The coefficients for the Delivery Centres were omitted. ICC estimates equivalent to PRIMARY; the average level-1 variance/ residual was resid = 1.58 and the average level-2 variance was varl2 = 0.58; N = 1036.04 (SD = 5.43), Intervention N = 531.98 (SD = 3.91), Control N = 504.06 (SD = 3.86). Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

Impact of the 'EAL in the Mainstream Classroom' programme on non-EAL pupils within the same classrooms

Third, we tested the potential impact of the 'EAL in the Mainstream Classroom' programme on non-EAL pupils within the same classrooms. We used all available student data and added a cross-level interaction effect between EAL/non-EAL and the programme. This interaction effect assesses both whether there is an overall effect of the Intervention and whether this effect is differential between the two pupil groups (e.g., higher averages in EAL population).

Table 11 presents the results of this analysis. The results show that while EAL pupils perform on average 0.46 points better than non-EAL pupils. It needs to be kept in mind that this is after controlling for other variables in the equation, e.g., such as reading attainment: if comparing pupils with the same achievement in KS2_READMRK etc., then EAL pupils show a higher performance in GCSE English scores. The confidence interval for the interaction effect between the treatment and EAL includes "0": neither group of pupils benefitted differentially.

Table 12. Additional analysis, potential differential effect for non-EAL pupils in the same classrooms: Model coefficients and descriptive data for the resampling procedure (b = 1000 bootstrap samples).

Variable	Coefficient (SD)	95% Confidence Interval
Intercept	0.84 (0.09)	0.67, 1.03
KS2_READMRK	0.12 (0.003)	0.11, 0.12
Treatment	-0.04 (0.06)	-0.16, 0.07
EAL[1]	0.46 (0.06)	0.33, 0.58
Treatment X EAL[1]	-0.07 (0.09)	-0.24, 0.11

Note. The coefficients for the Delivery Centres were omitted. The estimated intraclass correlations were for KS2_READMRK ICC = 0.13 and for ENG ICC = .16 (bootstrapped: KS2_READMRK ICC = 0.14 (SD = .01) and for ENG ICC = .18 (SD = .01)); the average level-1 variance/ residual was resid = 1.77 and the average level-2 variance was varl2 = 0.25; N = 4,222.89 (SD = 9.70), Intervention N = 2,073.76 (SD = 6.72), Control N = 2,149.14 (SD = 6.64). [1]Based on general EAL status, yes vs. no. Due to masked label analysis, Treatment coded as 0=Treatment, 1=Control.

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