

## Evaluation Summary

Age range	Year 5 and 6 pupils
Number of pupils	c. 6,400
Number of schools	80
Design	RCT with randomisation at the school level
Primary Outcome	Writing

### Background and significance

In 2013 approximately 85,000 pupils left primary school without having attained Level 4 or above in writing (Department for Education, 2013a). A substantial minority of pupils who do not reach Level 4 in English at the end of Key Stage 2 (incorporating reading and writing) do not achieve the expected level of progress in secondary school (Department for Education, 2014).

Self-regulated strategy development (SRSD) is a writing process model in which students are encouraged to plan, draft, edit and revise their writing. SRSD is a strategy (originating in the United States in the 1990s), which provides a clear structure to assist writers and can be used for most genres of writing, including narrative writing. There are six basic stages of instruction and four strategies for self-regulation, which include self-monitoring and goal setting, thus providing pupils with ownership for improving their own writing. SRSD uses 'heuristics' which provide scaffolding of structures and devices that aid the composition of argumentative writing – in particular planning – which can include examining a question, brainstorming, organising and sequencing ideas and evaluating. The approach was designed, and is suitable, for children who are aged between 8 and 14 (Andrews et al., 2006). A systematic review by one of the authors (CT) with colleagues (Andrews et al, 2006) found that a combination of contextual factors and specific interventions based on the SRSD programme were necessary for successful practice in teaching and learning writing for 7-14 year olds. The effect sizes of individual studies, largely undertaken in the US, were very large with estimates in some instances exceeding 1 standard deviation between the intervention and control groups. For example, in a study by De La Paz and Graham (2002) of secondary school children of mixed attainment (aged between 12-14) the overall quality of their writing was 1.7 standard deviations better than the quality of writing of children in the control group 6 weeks after the intervention. Nevertheless, despite these promising results in a US context it was important to establish whether or not such an intervention would be effective in a British setting.

In 2013/14 an efficacy trial undertaken by some of the authors (CT, DT, HA, CH and NM) among Year 6/7 pupils (who had not achieved a Level 4 at the beginning of Year 6) in 23 British schools of a SRSD instruction intervention combined with 'memorable' experiences showed a large improvement

compared with control children, not exposed to the intervention (effect size 0.75) (Torgerson et al 2014). This large difference was in line with previous, mainly United States', studies of SRSD alone.

A scaled up effectiveness trial has now been funded by the EEF to evaluate the impact of the intervention in a trial of 'roll out' before widespread implementation.

In addition to evaluating the scaled up intervention, using a 'train the trainers' approach to delivery (described in more detail below), this trial will also enable a number of other important issues to be addressed.

Firstly, the issue of generalisability is partially addressed. The schools in the pilot trial were from a small area of West Yorkshire and they had worked together for a number of years, it is possible that these results may not fully generalise. This issue is partially addressed in the plan to recruit schools from the Leeds and Lincolnshire areas. However, it should be noted that generalisability may depend on representativeness, which could only be fully achieved through a probability sampling of the targeted school population, which is not possible in this trial. However, characteristics of participating schools will be compared with national norms to check how representative they are of the national picture.

Secondly, in the delivery for the previous efficacy study, the intervention was adapted or 'anglicised' and this modified version needs further testing. The modified 'anglicised' version will be the version of the intervention that will be used in this trial.

Thirdly, the main outcome measure used in the previous trial, Progress in English 6 (PiE6) is publically available to teachers and therefore, in theory it would be possible for teachers to have sight of the test and be influenced by the test before it is delivered to the pupils as post-test. The test also provides children with scaffolding instructions. In this trial the high stakes KS2 outcomes will be used.

## **Aim**

To estimate the impact of SRSD with memorable experiences on writing outcomes delivered to pupils in Years 5 and 6, when rolled out at scale.

## **Primary Research Questions**

**Trial 1:** What is the effectiveness of SRSD with memorable experiences when delivered for one year to pupils in Year 6 compared with 'teaching as usual' on the writing skills of participating children?

**Trial 2:** What is the effectiveness of SRSD with memorable experiences when delivered for two years to pupils beginning in Year 5 and moving into Year 6 compared with pupils receiving 'usual teaching' on the writing skills of participating children?

## **Secondary Research Questions**

What is the impact of SRSD with memorable experiences on children ever eligible for Free School Meals?

What is the impact of SRSD with memorable experiences on academically high achievers and academically low achievers?

## **Design**

### **Study design**

Two pragmatic cluster randomised controlled trials will be combined within the same study.

**Trial 1** will enable the study to assess, after 12 months, the impact of pupils receiving SRSD with memorable experiences for one year when in Year 6 compared with usual teaching on the high stakes and policy relevant KS2 results. It will also allow long term follow up of these pupils through the National Pupil Database (NPD).

**Trial 2** will evaluate the impact of pupils receiving SRSD with memorable experiences for two years when in Year 5 and Year 6 compared with usual teaching on the high stakes and policy relevant KS2 results. It will also allow long term follow up of these pupils through the National Pupil Database (NPD).

Approximately eighty schools, from Lincolnshire and the Leeds areas will be recruited and randomised. All children in Year 5 and Year 6 in the 2015/2016 academic year will be eligible for the study (approximately 7200 children). Schools will be randomised on a 1:1 ratio. Schools in the intervention group will receive training in SRSD from the implementation team during June 2015. Schools will be supported to deliver SRSD with memorable experiences to Year 5 and 6 pupils during the academic year 2015/2016 beginning in September 2015 and to Year 6 pupils in the 2016/2017 academic year. Schools in the control group will be asked to continue with usual teaching with Year 5 and 6 pupils in the 2015/2016 academic year. From June 2016 control schools will receive training in SRSD, and will be supported to deliver SRSD with memorable experiences to pupils in Year 5 (and Year 4 if they wish) in the 2016/2017 academic year. Schools will be explicitly asked not to deliver SRSD to pupils currently in Year 6 in the 2016/2017 academic year.

It must be noted that there is potential for contamination or spill over effects in the Trial 2 comparison, if schools in the control group, whose teaching staff will have received training, do deliver SRSD or elements of SRSD to current Year 6 children in the 2016/2017 academic year. The process evaluation will seek to determine to what extent this may have been the case.

## **Randomisation**

The unit of allocation for randomisation will be at the level of the school. In allocating schools to intervention and control groups we will undertake minimisation (a form of random allocation (Torgerson and Torgerson 2008) to ensure the schools are balanced on size; proportion of children currently eligible for free school meals (FSM); geographical area and mixed year group teaching (of Year 5 and 6 pupils). This will be undertaken by an independent study statistician ensuring that the allocation is concealed after school recruitment and after school baseline data has been collected.

## **Interventions**

### **SRSD**

SRSD intervention is a continuing professional development (CPD) training programme for Year 5 and Year 6 teachers at participating primary schools. In schools allocated to the intervention group children in Years 5 and 6 will be taught by teachers trained in SRSD. Self-regulated strategy development (SRSD) is a writing process model in which students are encouraged to plan, draft, edit and revise their writing. SRSD is a strategy which provides a clear structure to assist writers and can be used for most genres of writing, including narrative writing. There are six basic stages of instruction and four strategies for self-regulation, which include self-monitoring and goal setting, thus providing pupils with ownership for improving their own writing. SRSD uses 'heuristics' which provide scaffolding of structures and devices that aid the composition of argumentative writing – in particular planning – which can include examining a question, brainstorming, organising and sequencing ideas and evaluating.

### **Memorable experiences**

Schools will receive funding and ensure participating pupils engage in 'memorable' experiences; this could include a school trip, or unusual activity in school. The purpose of these 'memorable' experiences is to provide stimulus for children's writing practice during the year.

### **Delivery Model**

Members from the Calderdale Excellence Partnership will train trainers from Leeds Local Authority and Lincolnshire/Centre for British Teachers (CfBT). These trainers will then deliver the SRSD CPD training programme to teachers in their area, with the trainers from Leeds Local Authority taking responsibility for training the teachers from their schools in Leeds and the trainers from CfBT training the teachers from Lincolnshire schools. The implementation team will quality assure the training programme.

### **Recruitment**

Outline ethical approval has been granted by the Durham University School of Education Ethics Committee. This means that schools may be approached and school expression of interest and agreement to participate can go ahead from the date outline ethical approval was granted (16.09.14). School recruitment will aim to be completed by March 2015. CEP and the evaluation team will work collaboratively. The evaluation team will provide information documentation on the trial for the schools and pupils/parents. This will include details of the trial design. We will replicate our successful strategy of recruitment by working with CEP to establish a list of schools expressing an interest in being involved and then set up a series of high profile 'recruitment events' to provide information to the schools and enable them to ask questions before signing up to take part in the trial. We propose to pay all participating schools £750 to compensate them for the extra time needed to provide the data to the evaluators for analysis. This payment should also ensure that the control schools are less likely to drop-out after randomisation.

### **Inclusion criteria**

#### **Schools**

Primary schools (excluding those in an Ofsted category) will be recruited from the Leeds and Lincolnshire areas. Schools will be asked to sign an Agreement to Participate Form to demonstrate their commitment to the project and understanding of the evaluation requirements. Any schools who are unable to ensure that, should they be allocated to the control group, pupils in Year 6 in the 2016/2017 academic year would not receive SRSD (for example schools who have mixed year 5 and year 6 classes) will be excluded from the Trial 2 analysis, but will remain in the study so results can be used in Trial 1.

#### **Pupils**

All Year 5 and Year 6 pupils in the 2015/2016 academic year at participating primary schools will be eligible for inclusion in the study. Pupils will be identified from the school roll in the 2014/2015 academic year (current Year 4 and 5). Schools will inform parents of all pupils currently in Year 4 and Year 5 about the study (material and help provided by the evaluation team and Calderdale Excellence Partnership). Parents will have the opportunity to withdraw their child's data from being used in the evaluation (opt out). Pupils whose parents request opt-out for the purposes of the research would still receive the intervention as this will be delivered to the whole year.

Primary schools will make details of all eligible pupils (with the exception of any children whose parents have opted out) available to the implementation team who will share the data with the evaluation team and EEF.

## Outcome Measures

### Baseline data

Schools will be asked to provide the name, unique pupil number, date of birth, gender, FSM current eligibility, pupil premium eligibility (FSM ever 6) and end of KS1 data for all eligible pupils at baseline.

### Primary Outcomes

**Trial 1:** KS2 writing (Teacher assessed) results at one year follow up (collected from schools initially and subsequently from the NPD).

**Trial 2:** KS2 writing (Teacher assessed) results at two year follow up (collected from schools initially and subsequently from the NPD).

### Secondary Outcomes

Secondary Outcomes will include:

**Trial 1:** KS2 Reading (National Test)

KS 2 [Spelling, Punctuation and Grammar](#) (National Test)

KS2 Maths results at one year follow up (collected from schools initially and subsequently from the NPD).

Long term follow up using data from the NPD.

**Trial 2:** KS2 Reading (National Test)

KS 2 [Spelling, Punctuation and Grammar](#) (National Test)

KS2 Maths results at two year follow up (collected from schools initially and subsequently from the NPD).

Long term follow up using the NPD.

### Implementation Fidelity

A tool to record implementation fidelity will be developed in collaboration with the implementation team. The implementation team will score each intervention school using this measure. A random sample of schools will be scored using this measure by the process evaluator.

## Sample size calculation

**Trial 1:** Assuming 80 schools are recruited and randomised with 3,600 children in total (i.e., 45 per school), and assuming an intra-cluster correlation of 0.08 (taken from a previous evaluation of Year 6 pupils (Torgerson et al 2014)) and a correlation with KS1 scores of 0.7 (Torgerson et al 2014), we estimate that the sample size would detect a minimum difference of 0.14 standard deviations (80% power,  $2p = 0.05$  between the intervention and the control groups).

**Trial 2:** Assuming 70 schools are recruited and randomised (excluding schools who cannot ensure separate Year 6 teaching) with 3,150 children in total (i.e., 45 per school), and assuming an intra-cluster correlation of 0.08 (taken from a previous evaluation of Year 6 pupils (Torgerson et al 2014)) and a correlation with KS1 scores of 0.7 (Torgerson et al 2014) we estimate that the sample size would detect a minimum difference of 0.15 standard deviations (80% power,  $2p = 0.05$  between the intervention and the control groups).

The effect of the intervention will also be analysed in the sub-group of pupils who are eligible for FSM. In a previous trial of SRSD (Torgerson et al 2014) approximately 28% of children were eligible for FSM. Estimating there will be approximately 750 FSM ever children in total in Trial 1 would allow us to show a minimum difference of an effect size of around 0.31 in this subgroup.

## Analysis

An interim analysis will be conducted using data provided by schools. When final data becomes available from the NPD a final analysis will be conducted.

Analysis will be conducted using the principles of intention to treat, meaning that all schools and pupils will be analysed in the group they were randomised to irrespective of whether or not they actually attended the intervention.

Statistical significance will be assessed at the 5% level unless otherwise stated. Regression based methods of analysis will be used with appropriate adjustment for clustered data. 95% confidence intervals will be provided as appropriate. Methods for handling missing data and further detail on analyses will be provided within a statistical analysis plan.

## Primary Analysis

The primary analysis will be to compare two primary outcomes: KS2 writing scores between the two groups of schools for year 6 pupils in Trial 1 who have received one year of SRSD teaching and for year 6 pupils in Trial 2 who have received two years of SRSD teaching.

## Secondary Analyses

Regression models, adjusting for clustering, will also be used to compare differences between the intervention and control groups with respect to the secondary outcomes of KS2 Reading, KS2 Spelling, Punctuation and Grammar and KS2 maths results to assess whether there is any evidence of a 'spill-over' effect of SRSD teaching.

The effect of the intervention will also be analysed in the sub-group of pupils who are ever eligible for FSM.

The effect of the intervention on academically high achievers and academically low achievers will also be investigated. Detail on categories will be provided in the Statistical Analysis Plan.

Our primary fidelity analysis will be to assess the impact of any non-compliance using Complier Average Causal Effect (CACE) analysis to estimate effect of the intervention on writing skills.

## Process Evaluation

The process evaluation will be undertaken within the trial. A separate detailed protocol will be developed for the process evaluation and all instruments will be submitted to Durham University School of Education Ethics Committee. In brief we will evaluate the fidelity of implementation of the intervention as described by the developers and also investigate, through a cross-sectional design, issues of implementation and organisation. We will be guided by the EEF's template for process evaluation in developing a detailed protocol for this aspect of the research.

Implementation and organisational issues will be explored through in-depth process work. In this respect perceptions and experiences of key stakeholders will be significant. An observation schedule will be developed for school visits to look at how the programme is being implemented. Each of the site visits will also include interviews with the teaching staff as well as focus groups of up to four pupils.

A semi-structured interview schedule will be developed to address the following:

- Clarification of the aims and learning objectives
- Assessment of the necessary conditions for successful delivery
- Assessment of the actual and potential barriers to successful delivery
- Assessment of fidelity of delivery

- Perceived outcomes of the intervention, including interest and enjoyment by the pupils
- Identification of any potential negative effects on the pupils

A full protocol will be developed for the process evaluation before any process work is initiated.

## Data Protection Statement

Durham University's data protection policy is publically available at: <http://www.dur.ac.uk/resources/data.protection/dataprotectionpolicy.pdf>

“Durham University is committed to protecting the rights and freedoms of individuals in accordance with the provisions of the Data Protection Act 1998. The requirements to which University staff and student who process personal data must adhere are set out in the University's Data Protection Policy”

The University of York's data protection policy is publically available at:

<http://www.york.ac.uk/media/recordsmanagement/documents/dataprotectiondocs/Data%20Protection%20Policy.pdf>

## Risks

Low risks associated with this project include operational and project specific risks. For the operational risks such as staffing and IT / assessment system we are confident that we have systems and procedures in place to minimise any risks.

**School and pupil recruitment** – The main risk is likely to be school recruitment. Whilst this will be the primary responsibility of the implementation team, the evaluation team have a good track of recruiting schools and we will adopt a collaborative approach with the implementation team. We will contact the relevant educational authorities and the local primary schools to encourage them to take part. The initial study showed a positive result which will encourage the schools to take part as the intervention now has good evidence of promise from a UK-based study. Schools will, in addition, be provided with a financial contribution to acknowledge the time and resources required to implement the intervention or control condition and undertake the testing regime and take part in the process evaluation. All schools will eventually have access to the SRSD training which again should encourage participation and retention.

**Attrition and loss to follow up** – in a study such as this it is essential that this is kept to a minimum. Whilst this will be the primary responsibility of the implementation team, our involvement, as with the recruitment, will help to minimise attrition. Again the financial incentive to schools and wait list design should encourage retention.

**Maintaining fidelity (intervention and control)** - it is essential that as many as possible schools maintain a high level of implementation fidelity. Again whilst the primary responsibility will lie with the implementation team we will provide some support, for example, by emphasising the importance of contributing to the process of building good evidence. Implementation fidelity will be assessed in the Process evaluation.

## References

Altman DG, Moher D & Schulz KF (2012). Improving the reporting of randomised trials: the CONSORT Statement and beyond. *Statist. Med.*, 31: 2985–2997.

Andrews R, Torgerson C, Low G, McGuinn N, Robinson A (2006). Teaching argumentative non-fiction writing to 7–14 year olds: a systematic review of the evidence of successful practice. Technical report.

In: Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London

Cook TD & Campbell D. (1979). Quasi-experimentation: Design and Analysis Issues for Field Settings. Boston: Houghton Mifflin.

Shadish WR, Cook TD & Campbell DT. (2002). Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Boston, MA, US: Houghton, Mifflin and Company.

Torgerson D, Torgerson C, Ainsworth H, Buckley H, Heaps C, Hewitt C, Mitchell M, (2014). Improving Writing Quality: Evaluation Report and Executive Summary, Education Endowment Foundation. Available online at:  
[http://educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_Evaluation\\_Report\\_-\\_Improving\\_Writing\\_Quality\\_-\\_May\\_2014\\_v2.pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_Evaluation_Report_-_Improving_Writing_Quality_-_May_2014_v2.pdf)

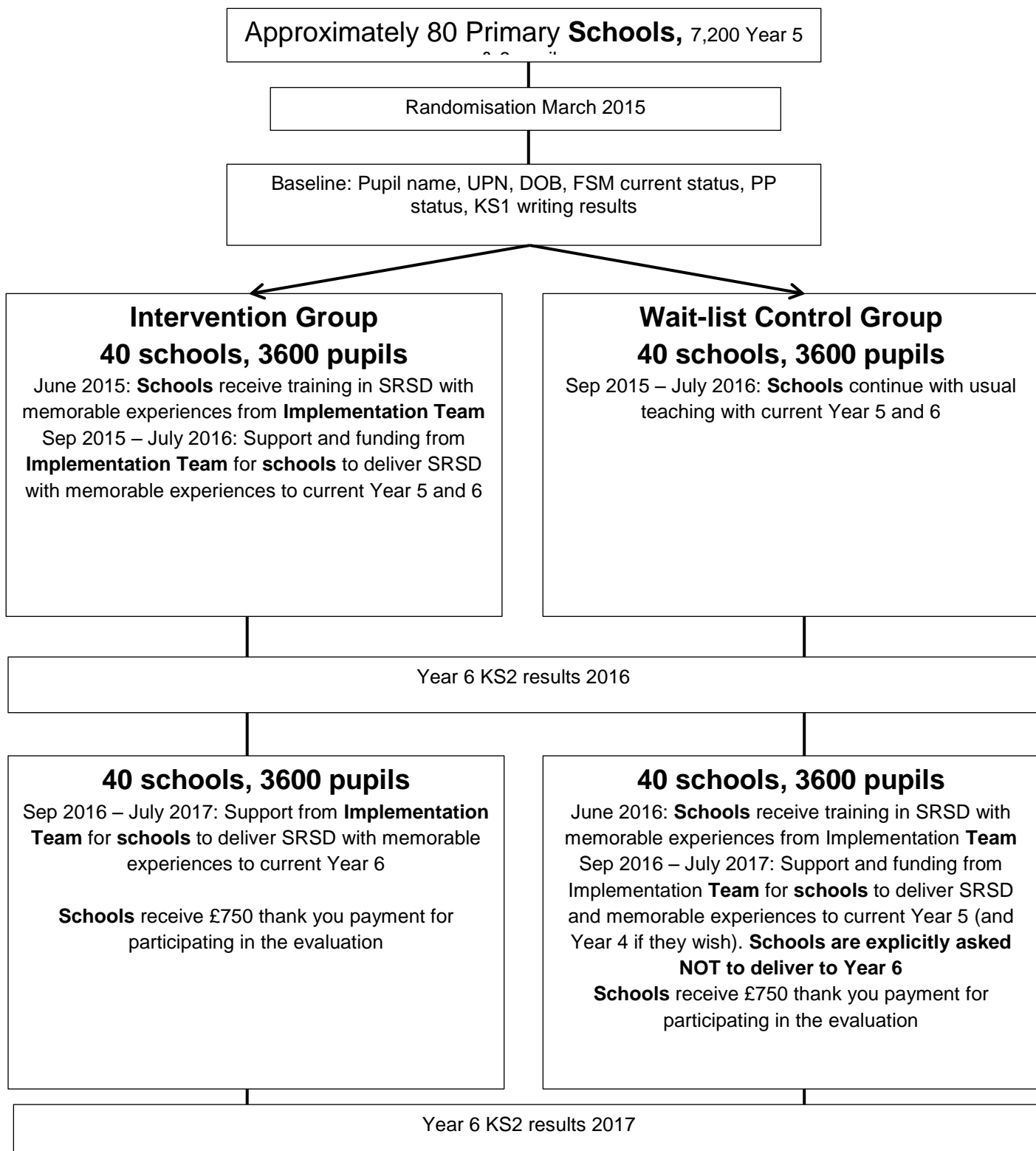
Torgerson DJ & Torgerson CJ. (2008). Designing Randomised Trials in Health, Education and the Social Sciences: An Introduction. Palgrave Macmillan.

Torgerson CJ, Wiggins A, Torgerson DT, Ainsworth H, Barmby P, Hewitt C, Jones K, Hendry V, Askew M, Bland M, Coe, R, Higgins S, Hodgen J, Hulme C & Tymms P. (2011). The Every Child Counts Independent Evaluation Report. Department of Education.

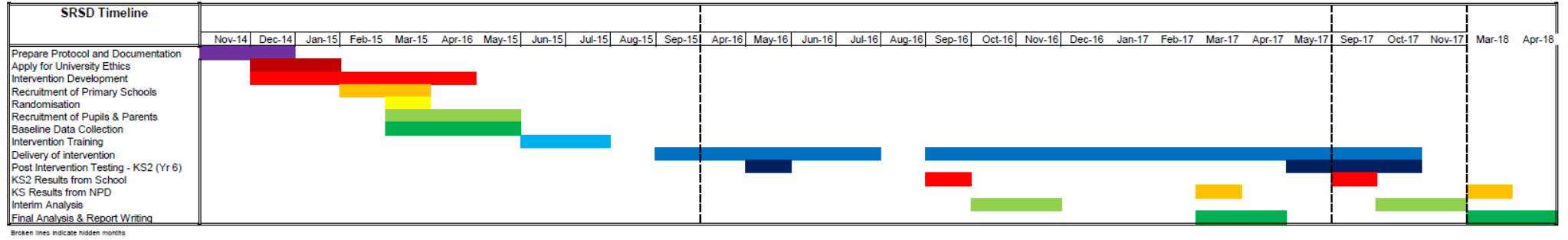


## Appendices

### Appendix A: CONSORT Trial Diagram



## Appendix B: Trial Timelines



## Appendix C: Primary School Agreement to participate form



### Agreement to participate in the Evaluation of SRSD: The Writing Strategy

Please sign both copies, retaining one and returning the second copy to Amanda Rawson at Calderdale Excellence Partnership, Room 121, E Mill, Dean Clough, Halifax, HX3 5AX

School Name: \_\_\_\_\_

#### ***Aims of the Evaluation***

The aim of this project is to evaluate the impact on children's writing skills and ultimately their results at KS2 of Self-Regulated Strategy Development (SRSD) with memorable experiences. The results of the research will contribute to our understanding of what works in raising pupils attainment and will be widely disseminated to schools in England. Ultimately we hope that the evaluation will equip school staff with the knowledge to better support children with developing their writing skills.

#### ***The Project***

Teachers in Years 5 and 6 in schools in the intervention group will be expected to use SRSD strategies in teaching writing, with support from the Literacy Co-ordinator and the Project Team, from September 2015. Prior to that, in June 2015, there will be a training day for the above staff on SRSD strategies delivered by local authority advisers, with support from members of the Project Team. Training materials will be provided on the day to take back into school. The minimum expectation is that writing will be taught using SRSD strategies in Years 5 and 6 in 2015/16 and in Year 6 in 2016/17.

#### ***Structure of the Evaluation***

The evaluation is being conducted by Durham University and the University of York (Evaluation Team). Schools who agree to take part are randomly allocated to either the intervention group or a control group.

- Schools in the intervention group will receive training in SRSD from the Project Team during June 2015. Schools will be supported to deliver SRSD to Year 5 and 6 in 2015/2016 and Year 6 in 2016/2017 and will receive funding for memorable experiences. Schools will also receive £750 as a thank you payment.
- Schools in the control group will be asked to continue with usual teaching with Year 5 and 6 in 2015/2016. From June 2016 schools will receive training in SRSD from the Project Team. Schools will be supported to deliver SRSD to Year 5 in 2016/2017 (and Year 4 if schools wish to) and will receive funding for memorable experiences. **Schools in the control group are explicitly asked not to deliver SRSD to Year 6 in 2016/2017.** Schools will also receive £750 as a thank you payment.

Random allocation is essential to the evaluation as it is the best way of investigating what effect SRSD with memorable experiences has on children's attainment. It is important that schools understand and consent to this process.

In order to find out how the intervention is working in schools we will visit a sample of schools which agree to a visit and observe some lessons and talk with the teachers and pupils in interviews and focus groups. Informed consent will be sought before we make any observations or conduct any interviews/focus groups.

The evaluation team will use school and pupil information provided by schools including KS2 results, and information from the National Pupil Database to assess any impact of SRSD: The Writing Strategy on attainment.

### ***Use of Data***

All pupil data will be treated with the strictest confidence. Named data will be matched with the National Pupil Database and shared with the Project Team - Calderdale Excellence Partnership, the Evaluation Team – Durham University and the University of York, the Department for Education, EEF, EEF's data contractor FFT Education and in an anonymised form to the UK Data Archive. No individual school or pupil will be identified in any report arising from the research.

### ***Responsibilities***

The PROJECT TEAM will:

- Deliver four training sessions (two per LA) in 2015 and in 2016, complete with training material – supply cover funding will be provided.
- Provide funding to intervention schools in 2015 to support memorable experiences in Year 5 and 6
- Provide funding to control schools in 2016 to support memorable experiences in Year 4 and 5
- Be the first point of contact for any questions about the evaluation
- Provide on-going support to the school, in partnership with the LA

The EVALUATION TEAM will:

- Conduct the random allocation.
- Collect and analyse all the data from the project
- Disseminate research findings

The SCHOOL will:

- Ensure the shared understanding and support of all school staff for the project and personnel involved.
- At the beginning of the evaluation provide school level information.
- Inform all parents of pupils who will be in Year 5 and Year 6 in the 2015/2016 academic year about the evaluation and collect in any Opt Out Forms returned by parents.
- Be a point of contact for parents / carers seeking more information on the project.
- Provide information on all participating pupils (excluding any pupils for whom Opt Out Forms have been returned) including name, UPN, DOB, FSM status, PP status, KS1 and KS2 results.
- Consent to random allocation and commit to the outcome, implementing interventions as requested.
- When requested release Year 5 teachers, Year 6 teachers and the Literacy Co-ordinator so they can attend the training day (Control schools, Year 4 teachers, Year 5 teachers and the Literacy Co-ordinator ).
- Consider talking to the evaluation team further about the project and facilitating a visit to the school from the evaluation team.

**We commit to the Evaluation of SRSD: The Writing Strategy as detailed above**

School name: \_\_\_\_\_

Head teacher name: \_\_\_\_\_

Head teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head teacher Email address: \_\_\_\_\_

School Contact (if different from head teacher): \_\_\_\_\_

School Contact email address: \_\_\_\_\_

School Tel no: \_\_\_\_\_

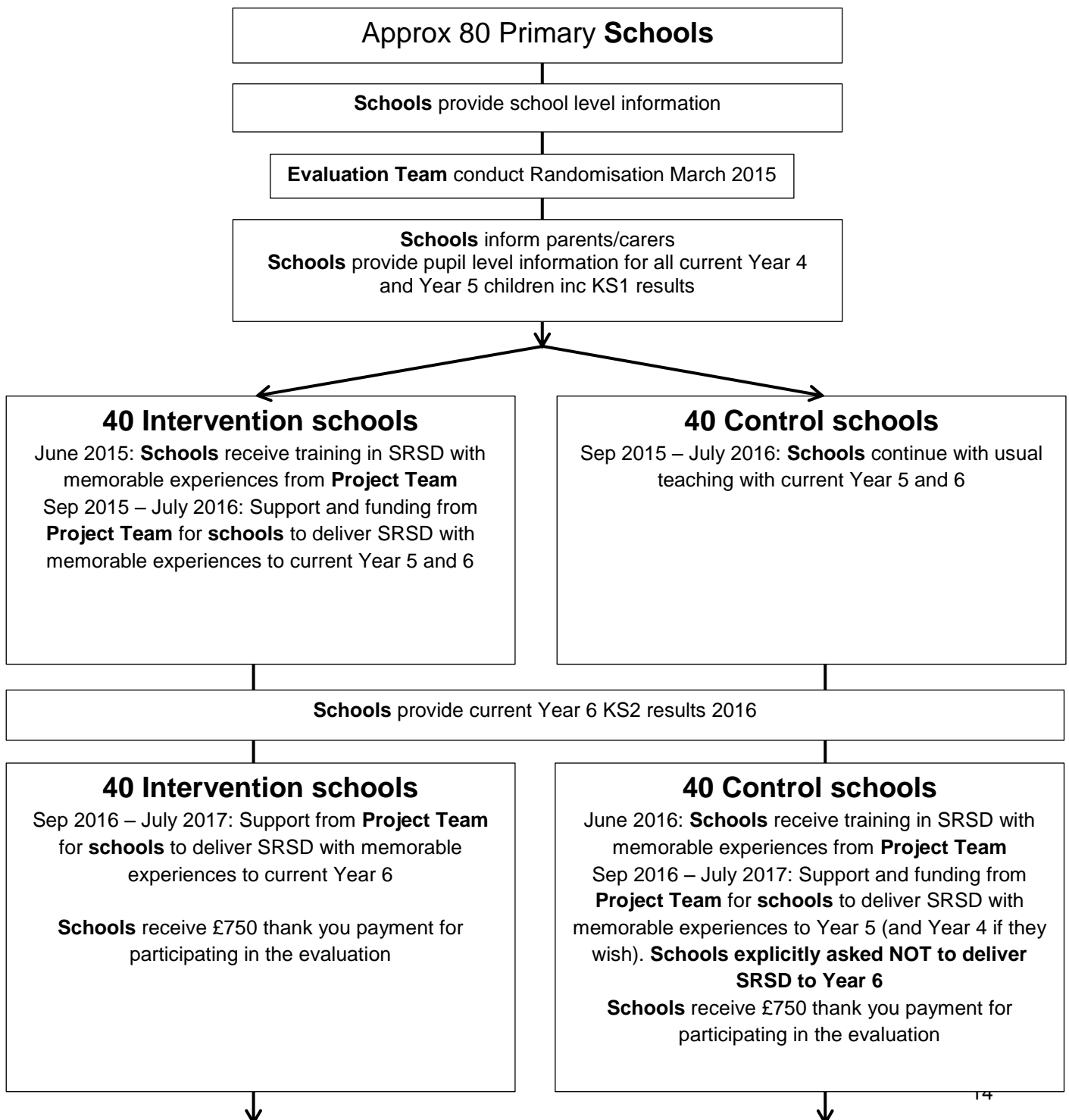
Thank you for agreeing to take part in this research. Please return this form at the information meeting or afterwards by post to:

5AX Calderdale Excellence Partnership, Room 121, E Mill, Dean Clough, Halifax, HX3

**Appendix D: The Evaluation of SRSD: The Writing Strategy Diagram for Schools**



**The Evaluation of SRSD: The Writing Strategy Diagram for Schools**



**Schools** provide current Year 6 KS2 results 2017

## Appendix E: Parent and Pupil Information Letter



[INSERT DATE]

[INSERT SCHOOL NAME]

Dear Parent / Carer

Your child's school is taking part in the *Improving Writing Quality* programme evaluation. Durham University and the University of York have been asked by the Education Endowment Foundation (an organisation funding research into education) to independently evaluate the *Improving Writing Quality* programme.

The *Improving Writing Quality* programme is being led by the Calderdale Excellence Partnership. It is designed to improve children's writing skills before their Year 6 KS 2 assessments. Good writing skills are important for all children.

To find out how well the *Improving Writing Quality* programme works some schools will use the *Improving Writing Quality* programme this year and some schools will not. This is decided randomly by a computer. (However all schools will continue to teach children writing skills.) Researchers will then compare results from schools that have used the programme with schools that have not. In order to do this we would like to collect information about your child from your child's primary school.

For the purpose of research, information provided by your child's school (including your child's name, date of birth, gender, free school meal entitlement, unique pupil number, pupil premium status and Key Stage 1 and Key Stage 2 results) will be linked with information about your child from the National Pupil Database (held by the Department for Education) and shared with the Calderdale Excellence Partnership, Durham University and the University of York, the Department for Education, EEF, EEF's data contractor FFT Education and in an anonymised form to the UK Data Archive. Your child's data will be treated with the strictest confidence. We will not use your child's name or the name of the school in any report arising from the research.

**If you are happy for information about your child to be used in the evaluation you do not need to do anything. Thank you for your help with this evaluation.**

If you would rather your child's school did not share information about your child for use in this evaluation please complete the enclosed form and return it to your child's school by **[INSERT DATE]**.

If you would like further information about the evaluation please contact Hannah Ainsworth the Evaluation Coordinator: [hannah.ainworth@york.ac.uk](mailto:hannah.ainworth@york.ac.uk); 01904 328158

Yours faithfully

Professor David Torgerson (University of York)  
Professor Carole Torgerson (Durham University)  
Education Endowment Foundation  
Calderdale Excellence Partnership



### Improving Writing Quality Evaluation: Opt Out Form

If you **DO NOT** want information about your child to be shared for use in the Improving Writing Quality evaluation, please return this form to your child's school by **[INSERT DATE]**.

I **DO NOT** want information about my child to be shared for use in the Improving Writing Quality evaluation

Parent/Carer Signature.....  
Date.....

Child's  
Name.....  
.....

Child's  
School.....  
.....

## Appendix F: Variable Collection Table

IT = Implementation Team (CEP)

ET = Evaluation Team

EEF = Education Endowment Fund

School Information	Variable	Collect From	Required For/By	Comments
<i>Collect at baseline</i>	School Name	School		
	School URN or LAESTAB	School		
	School Address + Postcode	School		
	LA		Randomisation	
	School Telephone Number	School		
	Head teacher name	School		
	Head teacher email	School		
	Name of Literacy Co-ordinator	School		
	Names of Year 5 and Year 6 teachers	School		
	Anticipated number of Year 4 classes in 2015/2016	School		
	Anticipated number of Year 5 classes in 2015/2016	School		
	Anticipated number of Year 6 classes in 2015/2016	School		
	Anticipated number of mixed Year 5 and Year 6 classes in 2015/2016	School	Randomisation	
	Total number of Pupils on Roll	School	Randomisation	
	Number of Pupils in Year 4 (2014/2015)	School		
	Number of Pupils in Year 5 (2014/2015)	School		
	Total % pupils currently eligible for FSM	School	Randomisation	
	Total % pupils eligible for Pupil Premium (Ever 6)			
	Total % pupils from minority ethnic groups	School		
	Total % pupils first language not/believed not to be English	School		
	Total % stability	School		
	School Deprivation Indicator	School		
	Ofsted Category	School		
<i>Collect at follow up year 1</i>	School Fidelity Measure	IT		
<i>Collect at follow up year 2</i>	School Fidelity Measure	IT		

Pupil Information	Variable	Collect From	Required For/By	Comments
<i>Collect at baseline</i>	Pupil Name	School		

	PMR/UPN	School		
	DoB	School+ NPD		
	Gender (M/F)	School + NPD		
	FSM current eligibility	School + NPD		
	PP (FSM ever 6)	School + NPD		
	KS1 Writing Results	School + NPD		
<i>Collect at follow up year 1</i>	KS2 Writing Results	School + NPD		
	Other KS2 Results	School + NPD		
	Name/s of Year 5 teacher/s	School		
	Name/s of Year 6 teacher/s	School		
<i>Collect at follow up year 2</i>	KS2 Writing Results	School + NPD		
	Other KS2 Results	School + NPD		
	Name/s of Year 6 teacher/s	School		

