Independent evaluation of the Early Years Conversation Project (EYCP): A two-armed cluster randomised waitlist-controlled trial

Further Appendices (3/5)

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Durham University

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Cohort 2 baseline practitioner survey (control and intervention)

Default Question Block

EYCP Baseline Survey 2024 – Nominated EYCP Champion

Thank you for agreeing to take part in the Early Years Conversation Project (EYCP). We would like you to complete this short survey so that we can learn more about your nursery and what 'usual practice' looks like regarding staff Continuing Professional Development (CPD) and teaching language to children aged 2-3.

This survey should be completed by your setting's nominated champion for the EYCP programme and should take no longer than 15 minutes to complete.

Confidentiality and Data Processing

Further information about what will happen to the data we (the Evaluation Team based at Durham University) collect as part of this brief survey can be found in the Information Sheet and Privacy Notice. By completing this survey, you agree to your data being used as outlined in the Privacy Notice and Information Sheet. All information collected in this survey will be treated with strict confidentiality and in accordance with the UK General Data Protection Regulation (GDPR) and Data

Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals or schools or nurseries identified.

If you have any questions about this survey or the evaluation of the EYCP project, please contact the evaluation team at: eycp.evaluation@durham.ac.uk

Please enter your nursery name:

Please enter your nursery post code:

Please enter your name:

Please enter your email address:

Are you the nominated EYCP Champion for this project?

- ○ Yes
- ○ No

Block 1

Section 1 - Confidence

This section asks how confident you feel as an early years practitioner in supporting children's language development. There are no right or wrong answers and practitioners vary a great deal in their confidence. Please rate the level you feel most appropriately matches your confidence in your knowledge and teaching skills. We are keen to learn about staff confidence across a broad range of skills.

On a scale of 0-4 (0 being 'not at all' and 4 being 'very much') to what extent are you confident in your

knowledge and skills in each of the following:

	0 - Not at all	1 - Slightly	2 - Somewhat	3 - Fairly	4 - Very much
1. Helping **typically developing children** make good progress in their language skills	○	○	○	○	○
2. Helping **children with language delay** make good progress in their language skills	○	○	○	○	○
3. Helping children **learning English as an Additional Language (EAL)** make good progress in their language skills	○	○	○	○	○
4. Crafting good **questions** for your children's learning	○	○	○	○	○
5. Enabling children to **ask their own questions**	○	○	○	○	○
6. Supporting children to **be good listeners**	○	○	○	○	○

	0 - Not at all	1 - Slightly	2 - Somewhat	3 - Fairly	4 - Very much
7. **Suggesting activities that families can do** to support children's language development	○	○	○	○	○
8. Supporting children to **be confident** in communicating their wishes and ideas	○	○	○	○	○
9. **Motivating children** to want to communicate more with peers and adults	○	○	○	○	○
10. **Assessing children's** language to identify their need for support	○	○	○	○	○
11. **Engaging other early years staff in changes** to language practice	○	○	○	○	○
12. **Making referrals** for extra support for a child with language difficulties	○	○	○	○	○

Block 2

Section 2 - Practice

This section asks about your practice and approach in teaching and supporting the language and communication skills of young children in your class/room. Please rate the extent to which you use the following strategies in your daily practice. *There are no good or bad, right or wrong answers and practitioners vary a great deal in their practice.*

On a scale of 0-4 (0 being 'not at all' and 4 being 'very much') to what extent do you use the following strategies in your class/room:

	0 - Not at all	1 - Slightly	2 - Somewhat	3 - Fairly	4 - Very much
13. **Showing genuine interest** in what young children are focused on to establish a connection.	○	○	○	○	○

	0 - Not at all	1 - Slightly	2 - Somewhat	3 - Fairly	4 - Very much
14. **Getting down to children's level** and engaging in their choice of activity	○	○	○	○	○
15. **Acknowledging** children's verbal and nonverbal communicaiton warmly (e.g., using body language).	○	○	○	○	○
16. **Making comments** on what the children can see, hear or feel.	○	○	○	○	○
17. **Responding** to children by eye contact, looking expectantly, nodding, smiling.	○	○	○	○	○
18. **Expanding** the children's language use (e.g. from one word to a few more words).	○	○	○	○	○
19. **Repeating** what the children say by adding more words.	○	○	○	○	○

	0 - Not at all	1 - Slightly	2 - Somewhat	3 - Fairly	4 - Very much
20. **Constructing multi-turn interactions** with the children (by using 'WH' and open questions).	○	○	○	○	○
21. Giving the children **enough time to listen, process and reply.**	○	○	○	○	○

Block 3

Section 3 - CPD Practice

This section asks about you and your usual Continuing Professional Development (CPD) practice in your nursery.

How many 2-3 year olds do you have in your class/room that you work directly with?

Do you work full time or part time? If part-time, how many hours do you work in a week?

- ○ Full-time
- ○ _____ Part-time (please enter the number of hours)

How many practitioners are working with you in your 2-3 years old class on an average day in the nursery?

_____

What is your highest early years qualification?

- ○ Level 3 (Related A level, Related level 3 NVQ, Early Years Educator)
- ○ Level 4 (Related Level 4 NVQ e.g. Early Years Advanced Practitioner)
- ○ Level 5 (Related Level 5 NVQ e.g., Diploma in Leadership for Health and Social Care and Children and Young People's Services, or related foundation degree)
- ○ Level 6 (Related Honours degree, Early Years Teacher, Qualified Teacher Status)
- ○ Level 7 (Related Master's degree, Postgraduate Certificate of Education, National Award for Special Educational Needs Co-ordination)
- ○ Level 8 (Related Doctorate)
- ○ _____ Any other please mention in the space below

How long have you worked in early years settings? (Years)

Have you been allocated a certain amount of time for attending CPD per year?

- ○ If yes - how many days per year?
- ○ No

Have you had any CPD in language and communication since September 2022?

- ○ Yes; please indicate below
- ○ No

What CPD other than training in language and communication have you had since September 2022?

Do you have any further comments with regard to any of the issues raised in this form?

If you would like to share anything else with the team regarding your experience of CPD or any other issues raised in this questionnaire, please email: eycp.evaluation@durham.ac.uk

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Cohort 2 baseline manager survey (control and intervention)

Default Question Block

EYCP Baseline Survey 2024 - Nursery Manager/Headteacher

Thank you for agreeing to take part in the Early Years Conversation Project (EYCP). We would like you to complete this short survey so that we can learn more about your nursery's Continuing Professional Development (CPD) practice and your nursery practitioners' usual practice in teaching language to children aged 2-3. This survey should be completed by the nursery manager/headteacher and should take around 10-15 minutes to complete.

Confidentiality and Data Processing

Further information about what will happen to the data we (the Evaluation Team based at Durham University) collect as part of this brief survey can be found in the Information Sheet and Privacy Notice. By completing this survey, you agree to your data being used as outlined in the Privacy Notice and Information Sheet. All information

collected in this survey will be treated with strict confidentiality and in accordance with the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals or schools or nurseries identified.

If you have any questions about this survey or the evaluation of the EYCP project, please contact the evaluation team at: eycp.evaluation@durham.ac.uk

Block 1

Section 1

This section asks about yourself and your nursery.

Please enter your nursery name:

Please enter your nursery postcode:

Please enter your name:

Please enter your email address:

What is your role? Please select all that apply, if you answered 'Other', please clarify

- ○ Nursery Manager
- ○ Nursery Owner
- ○ Head Teacher
- ○ Deputy Head Teacher
- ○ School EYFS Lead
- ○ Other

How long have you been in this role (Years)?

How long have you been working in education settings more generally? (Years)

How many rooms/classes of 2-3 year olds does your nursery have?

Due to the free child care policy change, does your setting recruit more or fewer 2 years old children compared to the last school year (2023-24)?

- ○ Less 2 year olds recruited
- ○ No change to number of 2 year olds recruited

Block 2

Section 2

This section asks about your nursery's Continuing Professional Development (CPD) activity.

Since September 2022, has your nursery/setting undertaken any other language and communication area related CPD programmes?

- ○ Yes; Please provide a brief description of the programme(s) including names, length, and delivery mode (ie online, in-person, hybrid)

- ○ No

Since September 2022, **other** than language and communication related-CPD, has your nursery setting undertaken any other CPD programmes?

○ Yes; Please provide a brief description of the programme(s) including names, subjects/areas, length and delivery mode (ie online, in-person, hybrid)

○ No

Since September 2022, have teaching staff/practitioners **in your 2-3 years old class/room** undertaken any language and communication area related CPD programmes?

○ Yes; Please provide a brief description of the programme(s) including names, length, and delivery mode (ie online, in-person, or hybrid)

○ No

○ Additional comments?

What, if any, are the main barriers to staff attending/completing CPD within your nursery setting? Please state:

Do nursery staff have any allocated time within their workload each year for attending CPD?

○ Yes; please indicate allocated time (days) per year

○ No

- [ ] Additional comments (if any)

Other than implementing the EYCP programme (if chosen at random) does your nursery have any other CPD programmes planned for 2024/25 school year?

- [ ] Yes; if so please indicate name of programme and mode (ie online, in-person, hybrid)
- [ ] No
- [ ] Any further comments?

Did you find the child recruitment process for the EYCP research project challenging?

- ○ Yes; please indicate why

- ○ No; please indicate why

Does your nursery/setting have an allocated annual budget for staff CPD training?

- ○ Yes; Approximately how much?

- ○ No

○ Don't know / prefer not to disclose

Do you have any other comments with regard to any of the issues raised in this form?

If you would like to share anything else with the team regarding your experience of CPD or any other issues raised in this questionnaire, please email: eycp.evaluation@durham.ac.uk

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Cohort 1 endline practitioner survey (control settings)

Default Question Block

EYCP Evaluation Final Survey 2024 – Nominated EYCP Champion

Thank you for agreeing to take part in the Early Years Conversation Project (EYCP). We would like you to complete this final survey so that we can learn more about your nursery experience and what 'usual practice' looks like regarding your Continuing Professional Development (CPD) and language teaching to children aged 2-3.

This survey should be completed by your setting's **nominated champion** for the EYCP programme. **It has two parts, part one takes around 10-15 minutes, part two take 5-10 minutes to complete. You can save and complete the survey at different time points. As a thank you for your time, we will offer a £15 voucher for your participation.**

Confidentiality and Data Processing:

Further information about what will happen to the data we (the evaluation team based at Durham University) collect as part of this brief survey can be found in the Information Sheet and Privacy Notice. By completing this survey, you agree to your data being used as outlined in the Privacy Notice and Information Sheet. All information collected in this survey will be treated with strict confidentiality and in accordance with the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals or schools identified.

If you have any questions about this survey or the evaluation of the EYCP project, please contact the evaluation team on: eycp.evaluation@durham.ac.uk

Please enter your nursery name:

Please enter your name:

Are you the nominated EYCP Champion for this project?

- ○ Yes
- ○ No

Part 1 OLP - Observing Language Pedagogy

In this section, you are invited to watch two short clips of a practitioner interacting with children and reflect on the strategies being used to support children's language development. Please complete the activity on your own rather than together as a team. You can watch the videos more than once and refer to the transcript if you need to (click here: Transcripts) – although we recommend that you watch without the transcript the first time.

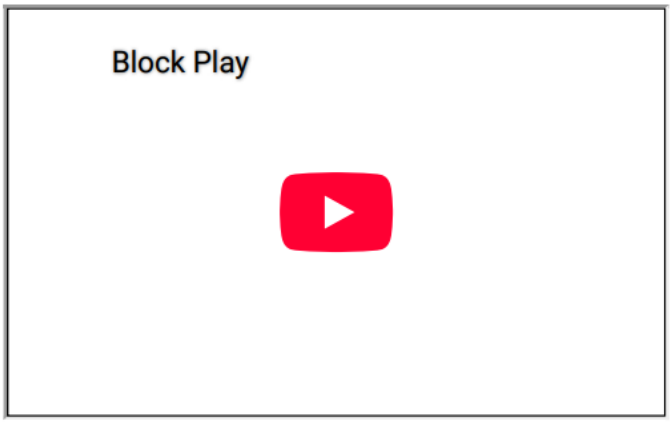
VIDEO 1: BLOCK PLAY

This clip shows a practitioner supporting child-initiated block play. Consider what the adult is doing to support

the children's oral language development. In the box below, record the aspects of the interaction which you think are ***most important*** *for supporting oral language in this context (i.e. will be most powerful in developing the children's oral language, such as communication, vocabulary, grammar and/or narrative skills).*

Give as much detail as you can: please try to record ***at least five distinct strategies*** *or reflections in your response and* ***be specific*** *(e.g. give examples from the video to illustrate what you mean).*

Please press play and write your answer in the box below.



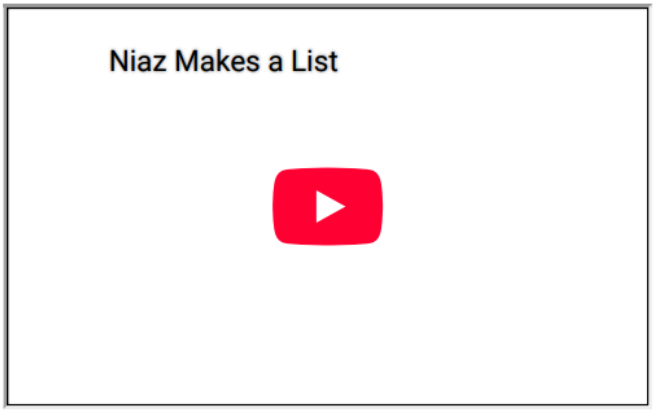
Source: Bradford Nursery Schools (Bradford/A + Education DVD)

VIDEO 2: NIAZ MAKES A LIST

This clip shows a practitioner supporting Niaz to create a shopping list. Consider what the adult is doing to support the children's oral language development. In the box below, record the aspects of the interaction which you think are ***most important*** *for supporting oral language in this context (i.e. will be most powerful in developing the children's oral language, such as communication, vocabulary, grammar and/or narrative skills).*

Give as much detail as you can: please try to record ***at least five distinct strategies*** *or reflections in your response and* ***be specific*** *(e.g. give examples from the video to illustrate what you mean).*

Please press play and write your answer in the box below.



Source: Siren Films

Part 2 EYCP training and implementation

Section 1

This section asks how confident you feel as an early year's practitioner aiming to support children's language development. **There are no right or wrong answers and practitioners vary a great deal in their confidence.** Please read the statements below and rate

your confidence level in your knowledge and teaching skills.

On a scale of 0-4 (0 being 'not at all' and 4 being 'very much') to what extent are you confident in your knowledge and skills in each of the following:

	0-Not at all	1-Slightly	2-Somewhat	4-Fairly	5-Very much
1. Helping **typically developing children** make good progress in their language skills	○	○	○	○	○
2. Helping **children with language delay** make good progress in their language skills	○	○	○	○	○
3. Helping children **learning English as an Additional Language (EAL)** make good progress in their language skills	○	○	○	○	○
4. Crafting good **questions** for your children	○	○	○	○	○

	0-Not at all	1-Slightly	2-Somewhat	4-Fairly	5-Very much
5. Enabling children to **ask their own questions**	○	○	○	○	○
6. Supporting children to **be good listeners**	○	○	○	○	○
7. **Suggesting activities that families can do** to support children's language development	○	○	○	○	○
8. Supporting children to **be confident** in communicating their wishes and ideas	○	○	○	○	○
9. **Motivating children** to want to communicate more with peers and adults	○	○	○	○	○
10. **Assessing children's** language to identify their need for support	○	○	○	○	○

	0-Not at all	1-Slightly	2-Somewhat	4-Fairly	5-Very much
11. **Engaging other early years staff in changes** to language practice	○	○	○	○	○
12. **Making referrals** for extra support for a child with language difficulties	○	○	○	○	○

Section 2

This section asks you about your teaching and usual Continuing Professional Development (CPD) practice in your nursery.

13. How many 2 year olds do you have in your class/room?

14. Do you work full time or part time? If part-time, how many hours do you work in a week?

○ Full time

○ [ ] Part time

15. How many practitioners are working with you in your 2-3 years old class?

[ ]

16. What is your highest early years qualification?

- ○ Level 3 (Related A level, Related level 3 NVQ, Early Years Educator)
- ○ Level 4 (Related Level 4 NVQ e.g. Early Years Advanced Practitioner)
- ○ Level 5 (Related Level 5 NVQ e.g., Diploma in Leadership for Health and Social Care and Children and Young People's Services, or related foundation degree)
- ○ Level 6 (Related Honours degree, Early Years Teacher, Qualified Teacher Status)
- ○ Level 7 (Related Master's degree, Postgraduate Certificate of Education, National Award for Special Educational Needs Co-ordination)
- ○ Level 8 (Related Doctorate)
- ○ Any other please mention in the space below

[ ]

- ○ Prefer not to disclose/not applicable

17. How long have you been working in early years settings? (years)

- ○ This is my first year
- ○ 1-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ More than 20 years

18. Are you allocated to a certain amount of time per year for doing CPD?

- ○ _____ Yes, how many days?
- ○ No

19. Have you undertaken any CPD for developing children's language and communication since September 2023? If yes, please indicate below:

20. What CPD other than training for developing children's language and communication have you had since September 2023?

21. Do you feel the level of contact by the EYCP teams (delivery team from Sheringham Nursery and evalution team from Durham University) during the 2023/2024 school year was...?

- ○ Too much
- ○ Too little
- ○ About right

22. Do you have any further comments about the EYCP PD programme and/or the evaluation study? If so, please leave your comments below:

Thank you for completing the endline survey and supporting the EYCP research. Your answers are valuable to help us learn about the EYCP Programme. If you have any questions or comments about the survey, please email: eycp.evaluation@durham.ac.uk

Please leave your email address for us to send a £15 voucher as a thank you for your time and participation:

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Cohort 1 endline practitioner survey (intervention settings)

Default Question Block









EYCP Evaluation Final Survey 2025 – EYCP Champion: Intervention Setting

Thank you for agreeing to take part in the Early Years Conversation Project (EYCP). As part of the evaluation, we would like you to complete this final survey so that we can learn more about your experience with EYCP training and implementation in your nursery and what 'usual practice' looks like regarding your Continuing Professional Development (CPD) and teaching language to children aged 2-3.

This survey should be completed by your **setting's champion** for the EYCP programme. **The survey has two parts, part one may take around 15 minutes, part two may take 10-15 minutes to complete. You can save and complete the survey at different time points. As a thank you for your time, we will offer a £15 voucher for your participation.**

Confidentiality and Data Processing:

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If you have any questions about this survey or the evaluation of the EYCP project, please contact the evaluation team on: eycp.evaluation@durham.ac.uk

Nursery name, please state:

Your name, please state:

Are you the current EYCP Champion working with 2–3-year-olds in your nursery?

- Yes
- No

Part 1 OLP - Observing Language Pedagogy

In this section, you are invited to watch two short clips of a practitioner interacting with children and reflect on the strategies being used to support children's language development. Please complete the activity on your own rather than together as a team. You can watch the videos more than once and refer to the transcript if you need to (click here: Transcripts) – although we recommend that you watch without the transcript the first time.

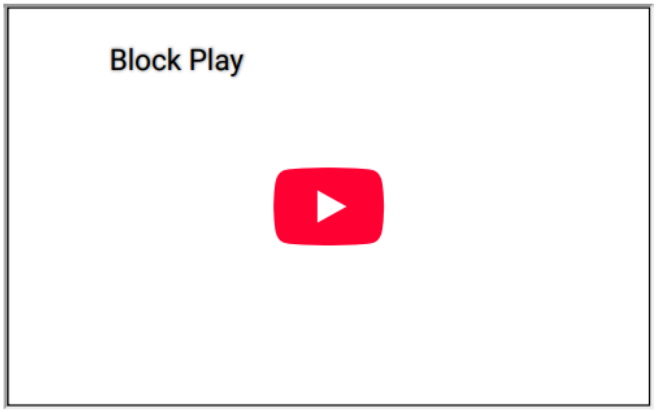
VIDEO 1: BLOCK PLAY

This clip shows a practitioner supporting child-initiated

block play. Consider what the adult is doing to support the children's oral language development. In the box below, record the aspects of the interaction which you think are ***most important*** *for supporting oral language in this context (i.e. will be most powerful in developing the children's oral language, such as communication, vocabulary, grammar and/or narrative skills).*

Give as much detail as you can: please try to record ***at least five distinct strategies*** *or reflections in your response and* ***be specific*** *(e.g. give examples from the video to illustrate what you mean).*

Please press play and write your answer in the box below.



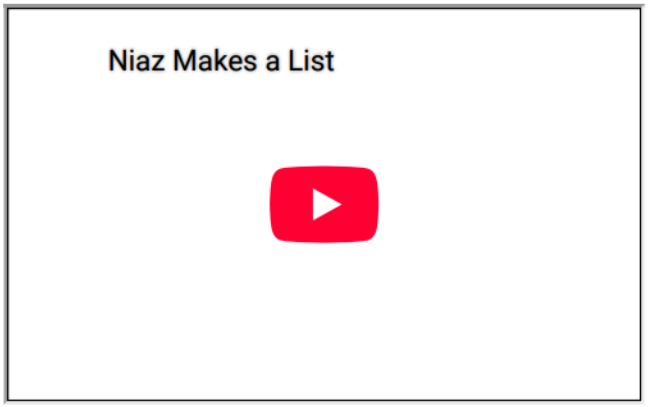
Source: Bradford Nursery Schools (Bradford/A + Education DVD)

VIDEO 2: NIAZ MAKES A LIST

This clip shows a practitioner supporting Niaz to create a shopping list. Consider what the adult is doing to support the children's oral language development. In the box below, record the aspects of the interaction which you think are ***most important*** *for supporting oral language in this context (i.e. will be most powerful in developing the children's oral language, such as communication, vocabulary, grammar and/or narrative skills).*

Give as much detail as you can: please try to record at least ***five distinct strategies*** *or reflections in your response and* ***be specific*** *(e.g. give examples from the video to illustrate what you mean).*

Please press play and write your answer in the box below.



Source: Siren Films

Part 2 EYCP training and implementation

Section 1

This section asks how confident you feel as an early year's practitioner aiming to support children's language development. **There are no right or wrong answers and practitioners vary a great deal in their confidence.** Please read the statements below and rate

your confidence level in your knowledge and teaching skills.

On a scale of 0-4 (0 being 'not at all' and 4 being 'very much') to what extent are you confident in your knowledge and skills in each of the following:

	0-Not at all	1-Slightly	2-Somewhat	3-Fairly	4-Very much
1. Helping **typically developing children** make good progress in their language skills	○	○	○	○	○
2. Helping **children with language delay** make good progress in their language skills	○	○	○	○	○
3. Helping children **learning English as an Additional Language (EAL)** make good progress in their language skills	○	○	○	○	○
4. Crafting good **questions** for your children	○	○	○	○	○

	0-Not at all	1-Slightly	2-Somewhat	3-Fairly	4-Very much
5. Enabling children to **ask their own questions**	○	○	○	○	○
6. Supporting children to **be good listeners**	○	○	○	○	○
7. **Suggesting activities that families can do** to support children's language development	○	○	○	○	○
8. Supporting children to **be confident** in communicating their wishes and ideas	○	○	○	○	○
9. **Motivating children** to want to communicate more with peers and adults	○	○	○	○	○
10. **Assessing children's** language to identify their need for support	○	○	○	○	○

	0-Not at all	1-Slightly	2-Somewhat	3-Fairly	4-Very much
11. **Engaging other early years staff in changes** to language practice	○	○	○	○	○
12. **Making referrals** for extra support for a child with language difficulties	○	○	○	○	○

Section 2

This section asks about your experience with EYCP programme training and implementation.

13. To what extent do you agree or disagree with the following statement (0 being 'completely disagree' and 4 being 'completely agree')?

The EYCP PD training (6 online modules & 1.5 days face to face session) ...

	0-Completely disagree	1-Disagree	2-Neither agree nor disagree	3-Agree	4-Completely agree
...was delivered at the right level for me	○	○	○	○	○

	0- Completely disagree	1-Disagree	2-Neither agree nor disagree	3-Agree	4- Completely agree
...was accessible for me (e.g., digital platform and resources - Padlet)	○	○	○	○	○
...was beneficial to my professional development	○	○	○	○	○
...used materials which were accessible to me	○	○	○	○	○
...provided enough information and support to get started with EYCP	○	○	○	○	○
...was appropriate in frequency and length	○	○	○	○	○

14. Rate the level of importance of the different aspects of the EYCP PD training in supporting you with developing language skills in the classroom (0 being 'not important' and 4 being 'very important')?

	0-Not important at all	1-Least important	2-Neither important nor not important	3-Somewhat important	4-Very important
1.5 days face to face session	○	○	○	○	○
Session 1: Approaches to supporting colleagues	○	○	○	○	○
Session 2: Inclusive practice	○	○	○	○	○
Session 3: Prioritising back and forth interactions	○	○	○	○	○
Session 4: Multilingualism	○	○	○	○	○
Session 5: Working with families	○	○	○	○	○
Session 6: Embedding and sustaining the ShREC Approach	○	○	○	○	○

15. To what extent do you agree with the following statements about the hub meetings and mentoring support (0 being 'completely disagree' and 4 being 'completely agree')?

	0- Completely disagree	1- Somewhat disagree	2-Neither agree nor disagree	3- Somewhat agree	4- Completely agree
The time allocated for hub meetings was about right for me.	○	○	○	○	○
The frequency of the hub meetings was about right for me.	○	○	○	○	○
The level of mentor support was beneficial for me.	○	○	○	○	○
The accessibility of the hub meetings was easy (both to the physical venue and online meetings).	○	○	○	○	○
The delivery mode (face to face and online) of the hub meeting was well-balanced.	○	○	○	○	○
The mentors' in-school support visits were beneficial for me.	○	○	○	○	○

	0- Completely disagree	1- Somewhat disagree	2-Neither agree nor disagree	3- Somewhat agree	4- Completely agree
The video reflection of my teaching using ShREC approach was beneficial for me.	○	○	○	○	○

16. How much time do you spend on preparing for using EYCP strategies in your nursery per week? (hours)

17. Have you bought or needed any additional resources in order to implement the EYCP strategies?

○ Yes, what have you bought or needed?

○ No

18. How often do you have meetings with your manager regarding EYCP programme?

○ Rarely

- ○ [ ] Weekly, please indicate the hours
- ○ [ ] Monthly, please indicate the hours
- ○ [ ] Termly, please indicate the hours
- ○ [ ] Others

19. Have you been cascading the EYCP programme to other practitioners in your nursery?

- ○ Yes; please provide more information about to whom, in what way and how often?

  [ ]
- ○ No

20. How often do you use the ShREC (share attention, respond, expand, conversation) approach in your teaching practice?

- ○ Rarely
- ○ 1 day a week
- ○ 2-3 days a week
- ○ More than 3 days a week
- ○ Everyday

- ○ Hard to tell

21. How often do you use the interactive book reading in your class/room?

- ○ Rarely
- ○ 1 day a week
- ○ 2-3 days a week
- ○ More than 3 days a week
- ○ Everyday
- ○ Hard to tell

Section 3

This section asks you about your teaching and usual Continuing Professional Development (CPD) practice in your nursery.

22. How many 2 year olds do you have in your class/room?

23. Do you work full time or part time? If part-time, how many hours do you work in a week?

- ○ Full time
- ○ _____ Part time

24. How many practitioners are working with you in your 2-3 years old class?

_____

25. What is your highest early years qualification?

- ○ Level 3 (Related A level, Related level 3 NVQ, Early Years Educator)
- ○ Level 4 (Related Level 4 NVQ e.g. Early Years Advanced Practitioner)
- ○ Level 5 (Related Level 5 NVQ e.g., Diploma in Leadership for Health and Social Care and Children and Young People's Services, or related foundation degree)
- ○ Level 6 (Related Honours degree, Early Years Teacher, Qualified Teacher Status)
- ○ Level 7 (Related Master's degree, Postgraduate Certificate of Education National Award for Special Educational Needs Co-ordination)
- ○ Level 8 (Related Doctorate)

- ○ Any other please mention in the space below:

26. How many days CPD have you done other than EYCP training since September 2024? (days)

27. Other than EYCP training, what (if any) language and communication related CPD have you undertaken since September 2024?

28. Do you feel the level of contact by the EYCP team (delivery team from Sheringham Nursery and evalution team from Durham University) during the programme was...?

- ○ Too much
- ○ Too little

○ About right

29. Do you have any further comments about the EYCP programme? If so, please leave your comments below:

Thank you for completing the endline survey and supporting the EYCP research. Your answers are valuable to help us learn about the EYCP Programme. If you have any questions or comments about the survey, please email: eycp.evaluation@durham.ac.uk

Please leave your email address for us to send a £15 voucher as a thank you for your time and participation:

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