



Education
Endowment
Foundation

**Independent evaluation of the Oxford
Teaching Effective Early Mathematics
and Understanding in Primary schools
(TEEMUP) professional development
programme: A two-armed cluster
randomised controlled trial**

Further appendices

To accompany the Evaluation Report

December 2025

Lyn Robinson-Smith, Caroline Fairhurst, Katie
Whiteside, Imogen Fountain, Jess Hugill-Jones,
Tom Davill, Kerry Bell, Carole Torgerson and
David Torgerson.



UNIVERSITY
of York




The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, colleges, and early years settings to improve teaching and learning for 2–19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds. Putting evidence to use.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were reendowed with an additional £137m from government, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:

 The Education Endowment Foundation

5th Floor, Millbank Tower,

21–24 Millbank,

London,

SW1P 4QP



0207 802 1653



info@eefoundation.org.uk



www.educationendowmentfoundation.org.uk

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Appendix 1 – Comparison of the FEEL trial and TEEMUP trial design as in protocol

	Feature	FEEL	TEEMUP
Intervention	Content	<i>'Leadership for Learning PD' was designed to cover the foundational principles of child learning and development, including: self-regulation; language and communication; conceptual development in maths; and science and critical thinking. The PD featured a cascading model of delivery to prepare participants to take up a leadership role within their workplaces and share their new knowledge with colleagues and families'</i> (Siraj et al, 2018, p5)	Focus on developing children's mathematical understanding including problem solving, thinking and argumentation, as well as support for children's behaviour for learning. Additionally, aspects such as self-regulation, understanding disadvantage, support for cognitively challenging interactions and intentional and relational pedagogy also feature. Partnership working with families.
	Recipients	90 educators across 38 settings	Minimum of two teachers across 53 schools. Including at least 1x YR teacher and 1x Y1 teacher (no more than 3 in total), plus 1x SMT can attend initial 2-day training
	Delivery model	2x full days and 5x half days of face-to-face workshops Online support and learning Cascaded to others within workplace	2x full days, 8x half days of face-to-face workshops Specialists needs-based coaching/mentoring in schools (minimum 3 school visits). Website with PD resources and additional materials. Delivered to YR and Y1 teachers No cascade, collaborative working between YR and Y1 encouraged
	Duration	7-9 months	16 months
	Location	Australia	England
	Trial Design	Type	Cluster randomised controlled trial
Point of randomisation		Randomised once centre environmental quality ratings were completed but before pupil recruitment and completion of pupil baseline assessments	After child recruitment and baseline data collection are completed
Control condition		Business as usual with wait-list design (control centres received the intervention at the end of the trial)	Business as usual plus £750 with TEEMUP PD available to purchase at the end of the trial at a discounted rate, if found to be effective
Sample	Settings	Long-day care/or preschool Early childhood education and care centres	State funded primary schools <i>Total n=106 (n=53 intervention group; n=53 control group)</i>

		<p><i>Main analyses: Total n=90 (n=38 intervention group; n=40 control group main analyses</i></p> <p><i>Alternative analyses: Total n=95 (n=40 intervention; n=55 control)</i></p>	
	Pupil	<p>Children aged 3-5 years old n=1346</p> <p>Inclusion: Parent/carer opt-in consent</p>	<p>Children aged 4-6 years old Total n=3180</p> <p>Cohort 1 YR children aged 4-5 years old in academic year 2021-22 (pre-test) without significant SEND or EAL, followed until the end of Y1 2022-23 when they are 5-6 years old (post-test) n=1590</p> <p>Cohort 2 YR children aged 4-5 years old post-tested only at the end of the academic year 2022-23 without Significant SEND or EAL n=1590</p> <p>Inclusion: Completion of baseline assessment</p> <p>Exclusion: Parent/carer withdrawal, significant SEND or EAL</p>
Outcomes and source	Primary	<p>Environmental: Early Childhood Environment Rating Scale- Extended (ECERS-E)</p> <p>Sustained shared Thinking and Emotional Wellbeing (SSTEW) SCALE</p>	<p>Child math attainment: British Ability Scales 3 Early Number Concepts by GL Assessment at pre and post-test with cohort 1.</p>
	Secondary	<p>Child language attainment: Differential Ability Scales (DAS II): Verbal Comprehension</p> <p>Early Years Toolbox Expressive Vocabulary assessment.</p> <p>Child math attainment: DAS III Early Number Concepts</p> <p>DAS II Early Numeracy Assessment</p> <p>Preschool Early Numeracy Scale (PENS)</p> <p>Self-regulation and PSED: Children’s Self-regulation and Behaviour Questionnaire (CSBQ)</p> <p>Strengths & Difficulties Questionnaire</p>	<p>Child math attainment: British Ability Scales 3 Early Number Concepts by GL Assessment collected by trained, blinded research assistants at post test – Cohort 2 only.</p> <p>Number EYSFP ELG and Numerical Patterns EYFSP ELG. Combined. Cohort 1 and 2.</p> <p>Self-regulation and PSED: Children’s Self-regulation and Behaviour Questionnaire (CSBQ)</p> <p>Self-Regulation EYFSP Early Learning Goal (ELG)</p>

			<p>Child general attainment: All 17 EYFSP ELGs average total point score Good Level of Development met (if available). Cohort 1 or 2.</p> <p>Teacher confidence: maths: Adapted 'Early Math Beliefs and Confidence Survey' (Chen et al.2014)</p>
<p>Statistical Analysis</p>		<p>Environmental quality (as measured by ECERS-E and SSTEW) for settings in the intervention group and settings in the control group compared using regression, controlling for geography, service type, NQS rating, area-level SES, baseline environment quality ratings.</p>	<p>Maths attainment (as measured by BAS3 ENC) for children in the intervention group and those in the control group will be compared using a mixed effects linear regression model at the child-level. Group allocation, baseline BAS3 ENC score, and the minimisation factors (geographical location of school, FSM and EAL) will be included as fixed effects in the model, and school as a random effect. Analysis will be on an intention to treat (ITT) basis.</p>

Appendix 2 – Recruitment Documents

Included in this Appendix:

- TEEMUP_EOI_v1.1_20201118
- TEEMUP MoU_v2.2_20210324
- TEEMUP_SchInfoSheet 20201111
- TEEMUP_PIS_Reception 2021-22_v3.1_20210824
- TEEMUP_PIS_Reception 2022-23_v1.0 20220915
- Delivery Team Interview eConsent form v1.0 20221202
- TEEMUP_Privacy Notice_Delivery Team Interviews_v1.0 20221202
- TEEMUP_Teaching staff interviews_Longitudinal_PIS v1.1 20220505
- Teaching Staff Interview eConsent Form_v1.1 20220505 (Longitudinal interviews)
- TEEMUP_Teacher interview PiS_Cross-sectional v1.0_20220901
- Teaching Staff Interview eConsent Form_v1.0 20220901 (Cross-sectional interviews)



Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) study - Expression of Interest

Thank you for your interest in the TEEMUP study, details of which can be found in the School Information Sheet (attached).

We are currently accepting expressions of interest from schools which meet the following criteria:

- Primary or Infant Schools who are state funded
- Schools located in the East of England and bordering local authorities
- Schools who have a reception cohort size ideally greater than 20 (excluding children with EAL who are new to English and/or SEN).
- Schools willing to nominate one Reception teacher AND at least one Year 1 teacher (who are fulltime or majority time), who will participate in the Oxford TEEMUP PD, if allocated to the intervention group.
- Schools who anticipate participating staff will remain teaching the same year groups, i.e. will stay teaching YR or stay teaching Y1, over the duration of the study.
- Schools who can commit to keeping participating children in classes taught by participating YR and Y1 teachers.
- Schools who are NOT already taking part in a Reception or Year 1 substantial PD related research study, such as EEF trial of White Rose Maths or Maths Champions II.

If your school meets all these criteria and you would like to be considered for the study, please complete the attached form *electronically* (as a word or other editable document) and email to OxfordTEEMUP@education.ox.ac.uk.

From late April/early May 2021, we will invite selected schools to complete the formal Memorandum of Understanding to sign up to the study. If the study is oversubscribed, the selection procedure will consider geographical spread of schools and school characteristics.

If you have any questions or comments please feel free to contact us on the above email or give us a quick ring on 01865 274180 (Denise Kingston, project manager) or 01865 274374 (Judy Barrett, research administrator) and we will be delighted to discuss the study with you.

Thank you for your interest and support in improving children's early mathematical understanding – we look forward to receiving your expression of interest.

The Oxford TEEMUP Team

Please complete electronically (as a word document) and email to OxfordTEEMUP@education.ox.ac.uk

TEEMUP EOI_v1.1_20201118



TEEMUP – Expression of Interest Eligibility Form

Please confirm the following:

- We are a state funded primary or infant School.
- We are a School located in the East of England or bordering local authority.
- We have a reception cohort usually greater than 20 (excluding children with EAL who are new to English and/or SEN).
- We are willing to nominate one Reception teacher AND at least one Year 1 teacher (who are fulltime or majority time), who will participate in the Oxford TEEMUP PD, if allocated to the intervention group.
- We anticipate participating staff will remain teaching the same year groups, i.e. will stay teaching YR or stay teaching Y1, over the duration of the study.
- We can commit to keeping participating children in classes taught by participating YR and Y1 teachers.
- We usually have more than 7% children ever eligible for FSM across our school cohort.
- We are NOT already taking part in a Reception or Year 1 substantial PD related research study.
- We are NOT already taking part in an EEF funded evaluation in the early years of KS1 e.g. EEF trial of White Rose Maths or Maths Champions II.

Please supply the following information: *

School name	
School postcode	
School URN	
Headteacher name	
School full address	
School telephone number	
Name of SMT/SLT contact for TEEMUP study	
SMT/SLT contact role	
SMT/SLT contact telephone number	
SMT/SLT contact email address	
Expected total no. of YR children Autumn 2021	
How many pupils might you expect to be EAL and/or SEN in YR?	
How many might you expect to be eligible for FSM in YR?	
Expected number of YR classes in 2021	
Do you expect most YR children to be fulltime by Oct '21?	
Will your nominated YR & Y1 teachers both be fulltime? If not, please give details	

Please complete electronically (as a word document) and email to OxfordTEEMUP@education.ox.ac.uk

TEEMUP EOI_v1.1_20201118



Will all children in YR remain in the same class together when they move to Y1?	
Will it be possible for children taught by the nominated YR teacher in 2021-22 to be taught by the nominated Y1 teacher in 2022-23?	
Do you have mixed year group teaching in Nursery/YR/Y1/Y2? If so, please give details	
If applicable, name of multi-academy trust that you belong to / are planning to join	
Current total of pupils on school roll	

Current % of children eligible for and claiming FSM across the school *

Range	0-10%	10%-15%	15%-20%	20%-30%	30%+
Put 'X' in relevant box					

Current % of children with EAL across the school *

Range	0-10%	10%-15%	15%-20%	20%-30%	30%+
Put 'X' in relevant box					

**Please add any comments/supporting information here should you wish, especially if you feel anything you have reported is not wholly accurate / representative of your future situation (it is fine to go over one page!)*

Please complete electronically (as a word document) and email to OxfordTEEMUP@education.ox.ac.uk

TEEMUP EOI_v1.1_20201118



Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) Study

Detailed Information for Schools

What is the TEEMUP Study about and why is it important?

Did you know young children's early maths achievement and self-regulation are powerful predictors of later life success? Poor early years maths knowledge is linked to a greater likelihood of poor life outcomes. In response to this, Professor Iram Siraj, Dr Denise Kingston, Professor Edward Melhuish and Mrs Judy Barrett from Oxford University have developed the Oxford TEEMUP Professional Development (PD). This is a 2-year specialist programme designed to augment teachers' understanding and practice in Reception and Year 1 and support children's early mathematics and self-regulation.

The Oxford TEEMUP PD allows teachers to explore best practice in mathematics teaching, work together to support transitions into and across classrooms, effectively engage adults in the child's home in their children's education, and build their mathematical confidence, knowledge and understanding. Teachers will be supported to enhance the mathematical *intent, implementation and impact* of mathematical teaching in their classrooms (*Ofsted 2019*). Teachers will learn how to self-evaluate, plan for improvement and monitor their own and the children's progress.

The timeline for the Oxford TEEMUP PD programme is outlined in the table below. There will also be a website with supporting resources and additional materials available for participating teachers.

We are looking for approx. 100 schools (state-funded) to take part in a research study evaluating the TEEMUP professional development programme!



The PD	Sessions	Timings
Introductory workshops	2 consecutive full days – 9.30 to 16.00	January 2022
Practice, intent and implementation workshops	7 fortnightly half days – 14.00 to 17.45	February to May 2022
Individual coaching and mentoring visits, supporting PD implementation.	Half a day school visit – coaching and mentoring	At least once each term (Summer 2022, Autumn 2022 & Spring 2023)
Practice, implementation and impact workshop	Half day, timings tbc	Spring 2023

The TEEMUP PD is based on previous research that has shown positive improvements in practice and child outcomes (see <https://ro.uow.edu.au/sspapers/4286/>). Based on these findings, the Education Endowment Foundation (EEF), who are the government-designated 'What Works Centre for Education', have funded this study to look further at the impact the Oxford TEEMUP PD may have on children's outcomes.



What does your school get for taking part?

- Participation in important research that aims to improve the evidence base surrounding early maths teaching.
- £750 cash: to support your school taking part in the research and as a small thank you for your participation. Your school will receive the first payment of £250 following the completion of the first child assessments taking place in October/November 2021 and the final payment of £500 after the final assessments (due to take place June/July 2023).
- A 50% random chance of receiving the Oxford TEEMUP PD, meaning FREE professional development training for up to 3 teachers in your school for two academic years, 2021-2022 and 2022-2023 (further details provided below).
- If your school is not allocated to receive the PD during the trial period, you will be offered the TEEMUP PD at the end of the project, if found to be effective.

Who can take part in the study?

- Primary or Infant schools who are state funded.
- Schools located in the East of England and bordering local authorities.
- Schools who have a reception cohort size ideally greater than 20 (excluding children with EAL who are new to English and/or SEN).
- Schools willing to nominate one Reception teacher AND at least one Year 1 teacher (who are fulltime or majority time), who will participate in the Oxford TEEMUP PD, if allocated to the intervention group.
- Schools who anticipate participating staff will remain teaching the same year groups, i.e. will stay teaching YR or stay teaching Y1, over the duration of the study.
- Schools who can commit to keeping participating children in classes taught by participating YR and Y1 teachers.
- Schools who are NOT taking part in other Reception or Year 1 substantial PD related research, such as EEF trial of White Rose Maths or Maths Champions II.



Which teachers in my school can take part in the study?

Schools are to nominate one Reception class teacher (not nursery teachers) and at least one Year 1 teacher (up to 3 members of staff are welcome), with the intention that the children in the participating Reception teachers' class then become the class of the participating Year 1 teacher in the second year of the study.

There should be no upcoming or anticipated year group changes for nominated teachers for the duration of the study (academic years 2021-2022 to 2022-2023). In other words, nominated teachers need to agree to teaching the same year group (either year 1 or reception) for 2 academic years.



What will taking part in the study involve?

We would like your school to complete the activities below. This is regardless of whether or not your school is randomly chosen to participate in the Oxford TEEMUP PD (see box below).

1. **Ensure parents/carers of reception children in 2021-22 and 2022-23 are fully informed about the research.** This will include providing information about the research via the school's usual means of communication e.g. newsletters, emails and/or texts to parents/carers. In addition, the Evaluation Team will produce an information sheet for parents/carers which the school should distribute to parents/carers in paper and/or electronic form via email.

2. **Collect withdrawal information from parents/carers.** The information sheet for parents/carers will explain the study and give parent/carers the option to withdraw their child from taking part in the study, e.g. the sharing of their child's information with the research team (see point 3) and participating in assessments (see point 4). *All children will receive learning from the Oxford TEEMUP PD via their teachers own participation in the PD, if your school is randomly chosen to receive it, but parents/carers can withdraw their child from taking part in assessments linked to the evaluation.*

As part of the research project, half the schools will be allocated at random to receive the Oxford TEEMUP PD for FREE (referred to as the 'intervention group').

The other half of the schools will continue as normal and form the important 'control group'.

Randomly allocating which schools receive the programme is essential, as it is the best way to find out the impact the Oxford TEEMUP PD has on children's attainment.

This type of research is called a randomised controlled trial.

You will find out which group your school has been allocated to in November/December 2021, after the first assessments are complete.

Schools allocated to receive the Oxford TEEMUP PD will begin their professional development training in January 2022.

Parents/carers can withdraw their children from the evaluation by (1) returning a withdrawal form to the school which will be included with the information sheet or, (2) informing the school in person, by phone or email. If the school is informed about a withdrawn child, they must keep a written record of this. The Evaluation Team only require the number of pupils who have been withdrawn from the research during the recruitment process. Schools should **NOT** share personal details of withdrawn pupils with the Evaluation Team. Parent/carers can choose to withdraw their child at any point throughout the research; in such situations, please inform the Evaluation Team. The Evaluation Team will provide your school with further information on the withdrawal process.

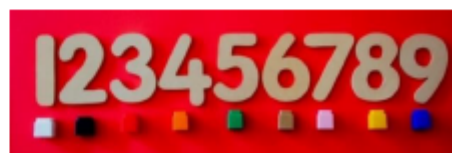
3. For both Reception cohorts (2021-22 and 2022-23) we will ask the school to securely share the personal details (including forename, surname, UPD, date of birth, gender, FSM status, EAL and SEN status) for all participating children (**NOT** for those who have withdrawn). This information will be used to access participating pupils' Early Years Foundation Stage Profile assessments which are



recorded in the National Pupil Database. A Data Sharing Agreement will be put in place with you detailing this. Please see the parent/carer information sheet for details on how we will collect, store, use and report children's data. We will provide your school with further information on the secure data sharing process.

4. In October/November 2021 York Trials Unit, University of York, will send a Research Assistant(s) to your school to complete an assessment called the British Ability Scales (BAS-3) Early Number Concepts assessment with at least 15 children in Reception to gauge their early maths skills. We will send another Research Assistant(s) to the school in June/July 2023 to complete the same assessment with the same children (now in Year 1) and relevant children now in Reception class. Assessments will only be completed with children whose parents/carers have not withdrawn their child from the study. Children with SEND and/or EAL, which may prevent them from accessing the assessment, do not have to participate in this aspect of the study. More information about the BAS-3 is provided below:

- Children complete BAS-3 Early Number Concepts with an adult. It usually takes around 10 minutes. We aim to assess at least 15 children per class. Before visiting your school we will send you the names of pupils who we will aim to assess. A research assistant will be in your school for at least 1 day to do this.
- Research assistants have DBS clearance, have completed data protection and safeguarding training, and are used to working with young children. They will follow any government and school guidance regarding COVID-19 safety measures.
- An adult, who is familiar with the child (such as a TA) will need to be available to chaperone during the assessment to ensure children feel comfortable.
- We will discuss with you the most suitable date/time for a research assistant to visit the school to conduct the assessments.
- Further information on the BAS-3 Early Number Concepts can be found here: <https://www.gi-assessment.ie/products/british-ability-scales-bas3/>



5. We will also ask participating teachers to complete the Children's Social and Behaviour Questionnaire (CSBQ) to capture the social development and self-regulation skills of all relevant children within their class. The CSBQ takes <5 minutes per child to complete. We ask that this is completed by the participating teachers for a minimum of 15 participating children per cohort (or where possible all participating children) at the start of 2021 academic year (October/November 2021) and at the end (June/July 2022) and with the same children at the end of Year 1 (June/July 2023). We will also ask the participating Reception teacher to complete the CSBQ at the beginning and at the end of the academic year for relevant children in their 2022-2023 cohort. The Evaluation Team will securely provide you with a list of the children for whom you should complete the CSBQ.
6. Relevant teachers within your school will also be asked to complete some short questionnaires and may be asked to participate in one or two interviews or observations during the study (separate consent will be sought for interviews/observations).



Frequently asked questions

Who is running the TEEMUP study? The EEF appointed two teams of researchers to run the TEEMUP study: An 'Evaluation Team' from York Trials Unit (YTU) at the University of York to evaluate the impact of the Oxford TEEMUP PD, led by Principal Investigators Hannah Ainsworth (YTU) and Dr Lyn Robinson-Smith (YTU). The YTU team will be responsible for managing the assessment process and associated data collection. A 'Delivery Team' led by Principal Investigators Professor Iram Siraj, Dr Denise Kingston and Professor Edward Melhuish, supported by Mrs Judy Barrett, from Oxford University. The Delivery Team are responsible for the implementation of the Oxford TEEMUP PD and will not have access to the evaluation data during the study.

Has the study received ethical approval? The study has received ethical approval from the University of York Health Sciences Research Governance Committee and the Departmental Research Ethics Committee (DREC) at the Department of Education, Oxford University.

What will happen to data collected as part of the study? All information collected as part of this study will be processed and stored in accordance with the General Data Protection Regulation (2018) and the Data Protection Act (2018). A detailed data sharing agreement will be put in place between your school and the Evaluation Team.

Who will children's data be shared with and why? For the purposes of this study, will we use children's names when communicating with you in order to arrange BAS-3 assessments.

For the purposes of this study, for children whose parent/carers have not withdrawn them from the evaluation, identifiable information about children provided by the school will be shared with the Department for Education (DfE)/Office for National Statistics (ONS) Secure Research Service (SRS) in order to make use of routinely collected information in the National Pupil Database (NPD). In the future further matching to the NPD and other datasets or administrative data may take place during subsequent research and/or after archiving. There will be no international data transfers outside of the EU.

At the end of the study, data will be submitted to the Office for National Statistics Secure Research Service (ONS SRS) for archiving in the EEF data archive (managed by FFT Education) and will include data only individually identifiable to the Department for Education. Anonymous data may be kept indefinitely by the Evaluation Team, will be shared with relevant researchers at Oxford University and potentially shared with other research teams.

For further detailed information on how children's personal data will be collected, used, stored and reported, please read the parent/carer information sheet. All results will be anonymised so that no schools or individual children will be identifiable in the report or dissemination of any results.

Where can I find out the results of the TEEMUP study? At the end of the study a final report, which does not identify any individuals or schools, will be made publicly available on the EEF website (educationendowmentfoundation.org.uk), for anyone who is interested in the findings of the research.



Who do I contact if I have further questions?

<p>Questions about the Oxford TEEMUP PD? Please contact University of Oxford:</p> <p>Mrs Judy Barrett TEEMUP Research Administrator Department of Education, Oxford University 15 Norham Gardens Oxford OX2 6PY</p> <p>Email: OxfordTEEMUP@education.ox.ac.uk Tel: 01865 274374/274180</p>	<p>Questions about the evaluation of TEEMUP? Please contact the Evaluation Team:</p> <p>TEEMUP Evaluation Team York Trials Unit 1st Floor, ARRC Building University of York York YO10 5DD</p> <p>Email: ytu-teemup@york.ac.uk Tel: 01904326823</p>
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Join the Study - Next Steps:

If your school would like to participate in the study, please read, complete, and sign the 'Memorandum of Understanding: School Agreement' (TEEMUP MoU v2.2 20210324) and return this as soon as possible by email or post to the TEEMUP PD Delivery Team at Oxford University (see above for contact details).



TEEMUP STUDY: MEMORANDUM OF UNDERSTANDING SCHOOL AGREEMENT

Below we summarise the requirements of schools taking part in the research study. This form is to be completed by the head teacher. Please read these carefully and, if you are happy to take part, please initial beside each statement and complete the relevant sections overleaf.

1. I confirm we have read the Detailed Information for Schools/Memorandum of Understanding (TEEMUP MoU v2.2 20210324) for the TEEMUP study. initials
2. I confirm we will nominate a member of Senior Management/Leadership Team (SMT/SLT) who will act as a point of contact for the Evaluation Team and the Delivery Team. initials
3. I confirm that the nominated teachers will remain teaching the same year group for the duration of the study (from September 2021- July 2023). initials
4. I can confirm that the school will commit to keeping participating children in classes taught by participating YR and Y1 teachers. initials
5. I confirm our school is committed to completing the TEEMUP PD if we are randomly allocated to follow the programme. I confirm we would keep all information/ideas related to the TEEMUP PD confidential until the end of the study. initials
6. I agree to distribute information sheets to parent/carers, keep a record of children who have been withdrawn from the research project, and inform the Evaluation Team of the number of children who have been withdrawn. I understand that the school should not send the personal data of children who have been withdrawn to the Evaluation or Delivery Team. initials
7. I agree to share with the Evaluation Team requested details about children, whose parents/carers have not returned a withdrawal form to the school (a data sharing agreement will be put in place by the Evaluation Team detailing the specifics of this). initials
8. I agree to facilitate a visit(s) by research assistant(s) to complete, the BAS-3 assessment during October/November 2021 with relevant Reception children and in June/July 2023 with the same children (now Year 1) and the new children in Reception. initials
9. I agree participating teachers will complete the CSBQ for participating children - in October/November 2021, June/July 2022, and in June/July 2023 for the first cohort of Reception children and in October/November 2022 and June/July 2023 for the second cohort of Reception children. initials
10. I agree participating teachers and I will complete and return questionnaires about our school's 'usual' practice and experience of TEEMUP PD (if we are allocated to the PD group) and will consider participating in interview(s)/observation(s). initials
11. I agree to notify the TEEMUP Delivery Team and the Evaluation Team, at the earliest opportunity, if the school has any issues which could affect the continuation of the TEEMUP PD within our school, if we are allocated to the PD group. initials
12. I agree to still allow assessment data to be collected for the evaluation (where possible) if our school chooses to withdraw from the TEEMUP PD (if allocated). initials
13. I agree for this school to take part in the TEEMUP study and accept the terms and conditions outlined in this Memorandum of Understanding (TEEMUP MoU v2.2 20210324). initials



School name: _____

School Address: _____

School URN: _____

School postcode: _____

School telephone number: _____

Head teacher name: _____

Head teacher signature: _____ Date: ____/____/____

Head teacher email: _____

Name of nominated SMT/SLT member : _____

SMT/SLT member email: _____

SMT/SLT member telephone number: _____

Name of nominated Reception teacher: _____

Email: _____

Name of nominated Year 1 teacher: _____

Email: _____

Name of nominated additional staff member (optional): _____

Staff role: _____

Email: _____

Thank you for agreeing to take part in this study.
Please return this form to: OxfordTEEMUP@education.ox.ac.uk
or by post to the below address as soon as possible:
TEEMUP Delivery Team
Mrs Judy Barrett, TEEMUP Research Administrator
Department of Education, Oxford University
15 Norham Gardens, Oxford
OX2 6PY



Teaching Effective Early Mathematics and Understanding in Primary (TEEMUP) Schools Study

Did you know young children's early maths achievement and self-regulation are powerful predictors of later life success? Poor early years maths knowledge is linked to a greater likelihood of poor life outcomes.



Schools' Information Sheet

TEEMUP is a 2-year study, centred on evidence-based professional development (PD) designed to support the mathematical outcomes of children in YR and Y1. The Oxford TEEMUP PD delivery team is led by Prof. Iram Siraj, Dr Denise Kingston and Prof. Edward Melhuish, with ethical approval from Oxford University. It provides PD for a minimum of 1 teacher from YR and Y1 (with an optional 3rd member of staff) and involves 3 components: face-to-face workshops; an online 'knowledgebase' (with additional resources, materials and discussion forums); and coaching and mentoring offered in schools.

The Oxford TEEMUP PD is being independently evaluated by York Trials Unit (YTU) at the University of York. The study is funded by the Education Endowment Foundation (EEF). We are looking for 100 state-funded primary schools in the East of England and bordering local authorities to participate in the study, which is evaluating whether the Oxford TEEMUP PD improves children's mathematical and self-regulation outcomes in YR and Y1.



TEEMUP with us!

What are the benefits for my school?

- 50 schools will have access to the Oxford TEEMUP PD for FREE during the project; 50 schools will be offered the PD at a much-reduced price at the end of the project, if it is successful.
- Teachers will be supported to enhance the mathematical *intent*, *implementation* and *impact* of mathematical teaching in their classrooms (Ofsted 2019).
- All schools who take part receive £750.

About the Professional Development

The Oxford TEEMUP PD is evidence-based and has already shown positive improvements in practice and child outcomes in other trials. It allows teachers to:

- explore best practice in mathematics teaching,
- work together to support transitions into and across classrooms,
- effectively engage the home in their children's education,
- build their mathematical confidence, knowledge and understanding,
- explore novel techniques to strengthen children's self-regulation,
- and effectively self-evaluate, plan for improvement and monitor their own and children's progress.

What does the Professional Development involve for participating teachers?

Teachers will receive specialist training from the Oxford TEEMUP PD team in how to support children's mathematics and self-regulation. Teachers will be offered:

- 2 full days (9.30-16.00) and 8 half day (14.00-17.45) face-to-face workshops. Two consecutive days followed by 7 half day sessions once a fortnight in Spring 2022, allowing time between sessions to use the new ideas and activities and involve other staff within their team. The final follow-up workshop will be offered in 2023.
- Specialist coaching/mentoring in schools. Following the workshops, this will provide needs-based support for implementing changes, adapting the approaches to suit the school's context and children/families, and getting other staff (e.g. Teaching Assistants) involved.

Interested in taking Part? Need more information? Email OxfordTEEMUP@education.ox.ac.uk

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- **Dedicated knowledgebase.** The Oxford TEEMUP PD online platform will extend PD learning by offering practical teaching resources, background materials, and information and ideas to support families at home.

What will we ask the 100 schools to do?

Half of the schools will be chosen at random to receive the Oxford TEEMUP PD for FREE from January 2022. The other 50 schools will continue as normal, forming the important ‘control group’ and will be offered the PD at a much-reduced price at the end of the study, if the PD is successful. Randomly selecting schools to initially receive the Oxford TEEMUP PD is the best way to find out the impact it has on children’s attainment.

ALL schools will be expected to:

- Agree and sign the Memorandum of Understanding (MoU).
- Share information about the project with YR parents (2021 cohort and 2022 cohort) and offer them the chance to withdraw their child from data collection during the study.
- Share school and child information with the evaluation team.
- Collaborate with the YTU Evaluation Team to complete short mathematical assessments in October/November 2021 with YR, and in June 2023 with the same children (now Y1) and also the next cohort of children nearing the end of YR. YTU researchers will carry out this short assessment with at least 15 children in each year group. Class teachers will be asked to complete a short survey on social development and self-regulation for these same children at 4 time points during the 2 years (in line with table below).
- Staff will also be asked to complete a short questionnaire and some staff will be invited to take part in a discussion with the Evaluation Team.

Researchers will *not* be evaluating your school, teaching staff, or the individual children in the class. No individual children, teachers or schools will be named in the report arising from the study. The researchers are evaluating the TEEMUP PD and their role is to assess how successful it is in helping teachers to improve their practice and in improving children’s outcomes.

What is the timetable?

School Term	Recruitment	All Schools: Preparation and grouping	TEEMUP PD group Or Control group	All schools: Assessments by YTU Evaluation Team &/or class teachers
Present-June 2021	100 schools sign up			
Autumn 2021		YR parents informed & can withdraw child from evaluation elements		YR (YTU& class teachers)
	All schools receive £250	Schools informed of random allocation		
Spring 2022			PD Workshops for 50 schools. Control group ‘business as usual’ (50 schools).	
Summer 2022			PD Coaching and mentoring plus one workshop for 50 schools.	
Autumn 2022		YR parents informed / can withdraw child from evaluation elements	Control group ‘business as usual’ (50 schools).	YR (class teachers only)
				YR (class teachers only)
Spring 2023				

Interested in taking Part? Need more information? Email OxfordTEEMUP@education.ox.ac.uk

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Summer 2023				
	All schools receive £500			YR & Y1 (YTU & class teachers)
Post study			Control schools offered PD at reduced price	



Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) Study

INFORMATION FOR PARENT/CARERS

What is the TEEMUP study?

Your child's school is taking part in the 'Teaching Effective Early Mathematics and Understanding in Primary School' study, also known as the 'TEEMUP' study. This information sheet provides you with details about what the study will involve for you and your child.

Previous research tells us that maths is one of the areas where children perform least well and that children who don't have a good start in developing mathematical skills continue to be behind throughout life. TEEMUP is a teacher training programme that has been developed by a team at the University of Oxford with the aim of providing Reception and Year 1 teachers with further training on the best way to teach and support children to develop their maths skills.



How will we find out if the TEEMUP programme works?

The Education Endowment Foundation (EEF) have appointed an evaluation team from the University of York to run this study which will help to understand how TEEMUP teacher training may support children's mathematics progress.

To find out how well the Oxford TEEMUP programme works, Reception and Year 1 teachers at some participating schools will receive the training for the next two years and some schools will not. Which schools receive the programme is decided randomly by a computer. Your child's education will continue as normal in schools who are not selected to attend the training.

The evaluation team will compare assessments from children in schools that have used the teacher training programme with assessments from schools in schools that have not.

This type of research is called a randomised controlled trial.



What does the TEEMUP programme involve?

If your child's school is chosen at random to take part in the TEEMUP programme, it will be used in Reception and Year 1. Teachers will receive training from the Oxford TEEMUP programme providers.



From January 2022, the nominated teachers will attend training, receive support from a mentor, have access to online resources, and will work with other staff in the school to improve maths practice for all children, with lots of support from the training team at the University of Oxford.

You can ask your child's teacher any questions you may have about the TEEMUP programme. If you would like more information, please contact the Oxford TEEMUP team using the details at the end of this information sheet.

What does the study involve for my child?

We will ask your child's school to provide some details about your child, including their first name, surname, date of birth, gender, unique pupil number, English as an Additional Language status, Special Educational Need or Disability status and eligibility for Free School Meals/Pupil Premium status. None of the information collected about your child as part of this study will affect your child's place at school. The 'Frequently Asked Questions' section below tells you more about how we will use, store and share the information collected in the study.

We will send a research assistant(s) to your child's school to complete a short assessment with at least 15 children in October/November 2021 and again in June/July 2023 when they are in Year 1. Your child *may* be selected to complete the assessment with the research assistant. The assessment is part of the British Ability Scales-3 and is called Early Number Concepts. The assessment is very child-friendly; the research assistant asks the child questions, using props like counters, to assess their current understanding of maths. The assessment takes no longer than 10 minutes to complete. The research assistant will make the assessment fun for your child. An adult, who is familiar with your child (such as a TA) will be available to chaperone during the assessment to ensure your child feels comfortable. If, at any point, your child indicates that they do not want to continue then the research assistant can pause the assessment and come back to it later, or can stop the assessment altogether.

All research assistants who sit with your child to complete the assessment have:

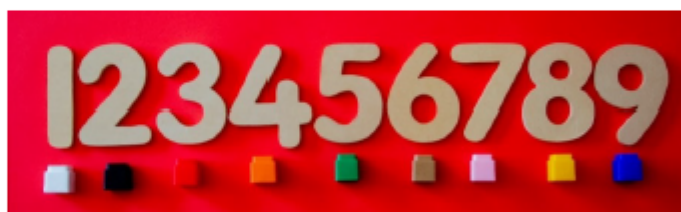
- experience working with young children,
- completed safeguarding and data protection training, and
- undergone all the necessary checks including a recent Disclosure and Barring Service (DBS) certificate check.



We will also ask your child's teacher to complete a short questionnaire about your child's social skills at the start and end of Reception and again at the end of Year 1. This does not require your child to do anything, a teacher completes this based on their observations.

So that we can see if the TEEMUP programme results in any longer-term changes to education, we will also access your child's Early Years Foundation Stage Profile assessment (or equivalent). This assessment is collected by your child's reception teacher at the end of the first year of school.

We will do this by applying to a government database which stores this information. We explain more about this in the FAQ section.



What do I need to do now?

If you are happy for your child to take part in the TEEMUP study, you do not need to do anything. The school will pass the relevant information to the evaluation team and we will arrange a time for a research assistant to visit the school and complete the assessments with the relevant children.

Your child does not have to take part in the study if you do not want them to. If you do not want your child's school to provide the evaluation team with information about your child and/or you do not want your child to take part in the assessments, you can withdraw your child from the study. To do this, simply return the attached withdrawal form to your child's school or communicate your wishes to the school via email, telephone, or in person by the date specified by your child's school. The school will make a note of your child's withdrawal and will ensure their data is not passed to the evaluation team and they are not assessed as part of this study. If at any time during the study you decide you no longer want your child to take part, please inform your child's school who will inform the evaluation team or you can contact the evaluation team directly, details below.

All children at schools which are randomly chosen to receive the TEEMUP programme will be involved in TEEMUP, as teachers will be using the programme within the school, even if you choose for your child not to take part in the assessment and data sharing elements of the study.

THANK YOU FOR READING THIS INFORMATION



Frequently Asked Questions

Is my child's participation in the study confidential? All participant data will be treated with the strictest confidence and will be stored in compliance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018. We will not use your child's name or the name of participating schools in any report arising from the study.

Can we withdraw from the study? If you would prefer your child NOT to take part in any assessments as part of the study, or their data NOT to be processed as above, please return a completed withdrawal form to your child's school. Alternatively, you can inform your child's school (in person, by phone or by email). Your child's school will keep a record of your withdrawal for their reference.

If you are happy for your child to take part in the study, but then change your mind, you are free to withdraw your child from the study at any time during the course of the study (information already collected about your child will be retained). In this event, please tell your child's school who will communicate this with the Evaluation Team, or you can contact us directly using the contact details provided.

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

What is the Education Endowment Foundation (EEF)? The EEF is an independent charity founded in 2011 with funding from the Department for Education (DfE). Its aim is to build the evidence for what works in raising attainment. This means demonstrating the impact of its projects on children's attainment throughout school with some projects now also evaluating post 16 and early years attainment. For more information, visit: educationendowmentfoundation.org.uk/

Who will your child's data be shared with and why? For the purposes of this study, your child's school will share information about your child with the Evaluation Team. The Evaluation Team will use your child's name when communicating with their school and class teachers in order to arrange assessments.

For the purposes of this study, the Evaluation Team will share identifiable information about your child (e.g. full name, date of birth, unique pupil number, gender) with the DfE and ONS SRS who store all mandatory assessments children complete during their time in education within the National Pupil Database (NPD). With the information we provide, the DfE/ONS SRS will 'match' your child's details to their Early Years Foundation Stage Profile assessment (or equivalent), which is completed by their teacher at the end of the first year at school and provide us with this information. This will help us understand if the TEEMUP programme has effects on children's education. Further matching to the NPD and other datasets or administrative data may take place during subsequent research and/or after archiving.

At the end of the study data will be submitted to the Office for National Statistics Secure Research Service (ONS SRS) for archiving in the EEF data archive (managed by FFT Education) and will include data only individually identifiable to the Department for Education. Anonymous data may be kept indefinitely by the Evaluation Team, and will be shared with relevant researchers at the University of Oxford and potentially shared with other research teams.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the GDPR. Once the data has been submitted to the Office for National Statistics Secure Research



Service (ONS SRS) for archiving in the EEF data archive and passed quality checks, the EEF holds data controller responsibility for the data.

How do we keep your child's data secure? We will provide detailed instructions to schools, so they can securely transfer information about your child to us. We will use Qualtrics Survey Software to collect assessment results and information from teachers on children's social skills. The University of York 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. Further information about how we will use the information provided about your child can be found at: york.ac.uk/healthsciences/research/trials/trials-gdpr/

Under what legal basis do we process your child's personal data? Personal data will be processed under Article 6 (1) (e) (*Processing necessary for the performance of a task carried out in the public interest*) and Special Category data under Article 9 (2) (j) (*Processing necessary for ... scientific ... research purposes*) of the General Data Protection Regulation (2018).

How long will we keep your child's data? All individually identifiable data held by the evaluation team will be destroyed 5 years after the end of the study (2029). Data in the EEF's archive in the ONS SRS will include data only individually identifiable to the Department for Education (DfE); who are a government department responsible for children's services and education and is kept indefinitely for the purposes of future research.

What rights do you have in relation to your data and your child's data? Under the GDPR, you have a right of access to your data and your child's data, a right to rectification, erasure (in certain circumstances), restriction, objection or portability (in certain circumstances). Further information can be found at: york.ac.uk/healthsciences/research/trials/trials-gdpr/research-participants/

How do we select which children will take part in the assessments? We need to assess at least 15 children at the start of Reception class, and again at the end of Year 1. If the parents/carers of more than 15 children are happy for them to take part in the assessments, we will select children to be assessed.

Can I have my child's assessment results? If your child is selected and completes the assessments you can contact the evaluation team to obtain the results of your child's assessments if you wish. The evaluation team will be able to give you the 'raw' assessment scores and will not be able to provide any interpretation of them.

Right to complain: If you are unhappy with the way the University has handled your data or your child's 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 ico.org.uk/concerns. If you would like to make a general complaint about this study, you can contact Professor Patrick Doherty (patrick.doherty@york.ac.uk) (who is not directly involved in this study).

Has the evaluation received ethical approval? The University of York, Health Sciences Research Governance Committee is reviewing the ethical standards of this study. The study has received ethical approval from the committee for the aspects of the research detailed in this information sheet. The Department of Education Departmental Research Ethics Committee at the University of Oxford has also reviewed this study.

Where can I find out the results of the evaluation? The evaluation team have to produce a final evaluation report. This is due in Spring 2024 and will be published by the EEF on their website (educationendowmentfoundation.org.uk); this final report will not name any schools or individual children.



Who do I contact if I have further questions?

Questions about the Oxford TEEMUP programme? Please contact University of Oxford:

Mrs Judy Barrett
TEEMUP Research Administrator
Department of Education, Oxford University
15 Norham Gardens
Oxford
OX2 6PY

Email: OxfordTEEMUP@education.ox.ac.uk
Tel: 01865 274374/274180

Questions about the study? Please contact the Evaluation Team:

TEEM UP Evaluation Team
York Trials Unit
1st Floor, ARRC Building
University Of York
YORK
YO10 5DD

Email: ytu-teemup@york.ac.uk
Tel: 01904 326823

THANK YOU FOR READING THIS INFORMATION



TEEMUP Study
PARENT/CARER CHILD WITHDRAWAL FORM

Your school is taking part in the TEEMUP study, which aims to improve the maths skills of children by providing teachers with further training.

If you **DO NOT** want your child to take part in any assessments as part of the study, and/or if you **DO NOT** want their data to be processed as outlined in the Information for Parents/Carers, please complete, sign and return this form to your child's school OR contact your school in person, or via email or telephone.

Your child's name: _____

Your child's date of birth: _____

Name of parent/carer: _____

Signature of parent/carer: _____

Date: _____

If you have any questions or would like further information please contact:

<p>Questions about the Oxford TEEMUP programme? Please contact University of Oxford:</p> <p>Mrs Judy Barrett TEEMUP Research Administrator Department of Education, Oxford University 15 Norham Gardens Oxford OX2 6PY</p> <p>Email: OxfordTEEMUP@education.ox.ac.uk Tel: 01865 274374/274180</p>	<p>Questions about the study? Please contact the Evaluation Team:</p> <p>TEEMUP Evaluation Team York Trials Unit 1st Floor, ARRC Building University Of York YORK YO10 5DD</p> <p>Email: ytu-teemup@york.ac.uk Tel: 01904326823</p>
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Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) Study

INFORMATION FOR PARENT/CARERS

What is the TEEMUP study?

Your child's school is taking part in the 'Teaching Effective Early Mathematics and Understanding in Primary School' study, also known as the 'TEEMUP' study.

TEEMUP is a teacher training programme that has been developed by a team at the University of Oxford with the aim of providing Reception and Year 1 teachers with further training on the best way to teach and support children to develop their maths skills. The Education Endowment Foundation (EEF) appointed an evaluation team from the University of York to run this study which will help to understand how TEEMUP teacher training may support children's mathematics progress. To find out how well the Oxford TEEMUP programme works, Reception and Year 1 teachers at some schools are having the TEEMUP training, while some schools are continuing their teaching as normal. Which schools were offered the training was decided randomly by a computer. The evaluation team will compare assessments from children in schools that have used TEEMUP with assessments from children in schools that have not. **This type of research is called a randomised controlled trial.**



As part of the study, some children in Year 1 at your child's school have already completed assessments. The evaluation team would also like to complete assessments with children in Reception, which is why you are receiving this information. This information sheet provides you with details about what the study will involve for you and your child. You can ask your child's teacher any questions you may have about the TEEMUP study or if you would like more information, please contact us using the details below.

What does the study involve for my child?

We will ask your child's school to provide some details about your child (e.g. their name, date of birth, gender, unique pupil number, English as an Additional Language status, Special Educational Need or Disability status and eligibility for Free School Meals/Pupil Premium status). None of the information collected about your child as part of this study will affect your child's place at school. The 'Frequently Asked Questions' section below tells you more about how we will use, store and share the information collected in the study.

We will send a research assistant(s) to your child's school to complete a short assessment (it takes about 10 minutes) with at least 15 children in June/July 2023. Your child *may* be selected to complete the assessment. The assessment is part of the British Ability Scales-3 and is called Early Number Concepts. The assessment is fun and very child-friendly; the research assistant asks the child



questions, using props like counters, to get an idea of their maths skills. An adult, who your child knows (such as a TA) will be on hand to chaperone during the assessment so your child feels comfortable. If, at any point, your child does not want to continue then the research assistant can pause and restart later, or can stop the assessment altogether.

All research assistants who sit with your child to complete the assessment have: experience working with young children, completed safeguarding and data protection training, and all the necessary checks including a recent enhanced Disclosure and Barring Service certificate check.

We will also ask your child's teacher to complete a short questionnaire about your child's social skills at the start and end of Reception. This does not require your child to do anything. So that we can see if the TEEMUP programme results in any longer-term changes to education, we will also access your child's Early Years Foundation Stage Profile assessment (or equivalent). This assessment is completed as routine by your child's reception teacher at the end of the first year of school. We will do this by applying to a government database which stores this information. We explain more about this in the FAQ section.

What do I need to do now?

If you are happy for your child to take part in the TEEMUP study, you do not need to do anything. The school will pass the relevant information to the evaluation team and we will arrange a time for a research assistant to visit the school and complete the assessments with the relevant children.

Your child does not have to take part in the study if you do not want them to. If you do not want your child's school to provide the evaluation team with information about your child and/or you do not want your child to take part in the assessments, you can withdraw your child from the study. To do this, simply complete and return the attached withdrawal form to your child's school or communicate your wishes to the school via email, telephone, or in person by the date specified by your child's school. The school will make a note of your child's withdrawal and will ensure their data is not passed to the evaluation team and they are not assessed as part of this study. If at any time during the study you decide you no longer want your child to take part, please inform your child's school who will inform the evaluation team or you can contact the evaluation team directly, details below.

Who do I contact if I have further questions?

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Frequently Asked Questions

Is my child's participation in the study confidential? All participant data will be treated with the strictest confidence and will be stored in compliance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018. We will not use your child's name or the name of participating schools in any report arising from the study.

Can we withdraw from the study? If you would prefer your child NOT to take part in any assessments as part of the study, or their data NOT to be processed as above, please return a completed withdrawal form to your child's school. Alternatively, you can inform your child's school (in person, by phone or by email). Your child's school will keep a record of your withdrawal for their reference.

If you are happy for your child to take part in the study, but then change your mind, you are free to withdraw your child from the study at any time during the course of the study (information already collected about your child will be retained). In this event, please tell your child's school who will communicate this with the Evaluation Team, or you can contact us directly using the contact details provided.

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

What is the Education Endowment Foundation (EEF)? The EEF is an independent charity founded in 2011 with funding from the Department for Education (DfE). Its aim is to build the evidence for what works in raising attainment. This means demonstrating the impact of its projects on children's attainment throughout school with some projects now also evaluating post 16 and early years attainment. For more information, visit: educationendowmentfoundation.org.uk/

Who will your child's data be shared with and why? For the purposes of this study, your child's school will share information about your child with the Evaluation Team. The Evaluation Team will use your child's name when communicating with their school and class teachers in order to arrange assessments.

For the purposes of this study, the Evaluation Team will share identifiable information about your child (e.g. full name, date of birth, unique pupil number, gender) with the DfE and ONS SRS who store all mandatory assessments children complete during their time in education within the National Pupil Database (NPD). With the information we provide, the DfE/ONS SRS will 'match' your child's details to their Early Years Foundation Stage Profile assessment (or equivalent), which is completed by their teacher at the end of the first year at school to provide us with this information. This will help us understand if the TEEMUP programme has effects on children's education. Further matching to the NPD and other datasets or administrative data may take place during subsequent research and/or after archiving.

At the end of the study data will be submitted to the Office for National Statistics Secure Research Service (ONS SRS) for archiving in the EEF data archive (managed by FFT Education) and will include data only individually identifiable to the Department for Education. Anonymous data may be kept indefinitely by the Evaluation Team, and will be shared with relevant researchers at the University of Oxford and potentially shared with other research teams.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the GDPR. Once the data has been submitted to the Office for National Statistics Secure Research Service (ONS SRS) for archiving in the EEF data archive and passed quality checks, the EEF holds data controller responsibility for the data.



How do we keep your child's data secure? We will provide detailed instructions to schools, so they can securely transfer information about your child to us. We will use Qualtrics Survey Software to collect assessment results and information from teachers on children's social skills. The University of York 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. Further information about how we will use the information provided about your child can be found at:

<https://www.york.ac.uk/healthsciences/research/trials/trials-qdpr/>

Under what legal basis do we process your child's personal data? Personal data will be processed under Article 6 (1) (e) (*Processing necessary for the performance of a task carried out in the public interest*) and Special Category data under Article 9 (2) (j) (*Processing necessary for ... scientific ... research purposes*) of the General Data Protection Regulation (2018).

How long will we keep your child's data? All individually identifiable data held by the evaluation team will be destroyed 5 years after the end of the study (2029). Data in the EEF's archive in the ONS SRS will include data only individually identifiable to the Department for Education (DfE); who are a government department responsible for children's services and education and is kept indefinitely for the purposes of future research.

What rights do you have in relation to your data and your child's data? Under the GDPR, you have a right of access to your data and your child's data, a right to rectification, erasure (in certain circumstances), restriction, objection or portability (in certain circumstances). Further information can be found at: york.ac.uk/healthsciences/research/trials/trials-qdpr/research-participants/

How do we select which children will take part in the assessments? We need to assess at least 15 children at the end of Reception. If the parents/carers of more than 15 children are happy for them to take part in the assessments, we will select children to be assessed.

Can I have my child's assessment results? If your child is selected and completes the assessments you can contact the evaluation team to obtain the results of your child's assessments if you wish. The evaluation team will be able to give you the 'raw' assessment scores and will not be able to provide any interpretation of them.

Right to complain: If you are unhappy with the way the University has handled your data or your child's 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 ico.org.uk/concerns. If you would like to make a general complaint about this study, you can contact Professor Kate Flemming (kate.flemming@york.ac.uk) (who is not directly involved in this study).

Has the evaluation received ethical approval? The University of York, Health Sciences Research Governance Committee is reviewing the ethical standards of this study. The study has received ethical approval from the committee for the aspects of the research detailed in this information sheet. The Department of Education Departmental Research Ethics Committee at the University of Oxford has also reviewed this study.

Where can I find out the results of the evaluation? The evaluation team have to produce a final evaluation report. This is due in Spring 2024 and will be published by the EEF on their website (educationendowmentfoundation.org.uk); this final report will not name any schools or individual children.

THANK YOU FOR READING THIS INFORMATION



**Teaching Effective Early Mathematics and Understanding in Primary
schools (TEEMUP) Study
PARENT/CARER CHILD WITHDRAWAL FORM**

Your school is taking part in the TEEMUP study, which aims to improve the maths skills of children by providing teachers with further training.

If you **DO NOT** want your child to take part in any assessments as part of the study, and/or if you **DO NOT** want their data to be processed as outlined in the Information for Parents/Carers, please complete, sign and return this form to your child's school OR contact your school in person, or via email or telephone.

Your child's name: _____

Your child's date of birth: _____

Name of parent/carer: _____

Signature of parent/carer: _____

Date: _____

If you have any questions or would like further information please contact:

<p>Questions about the Oxford TEEMUP programme? Please contact University of Oxford:</p> <p>Mrs Judy Barrett TEEMUP Research Administrator Department of Education, Oxford University 15 Norham Gardens Oxford OX2 6PY</p> <p>Email: OxfordTEEMUP@education.ox.ac.uk Tel: 01865 274374/274180</p>	<p>Questions about the study? Please contact the Evaluation Team:</p> <p>TEEMUP Evaluation Team York Trials Unit 1st Floor, ARRC Building University Of York YORK YO10 5DD</p> <p>Email: ytu-teemup@york.ac.uk Tel: 01904326823</p>
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Consent statements



As part of the TEEMUP IPE, we invite you to take part in a conversation about your experience of delivering the TEEMUP PD. We would like to speak to you in Autumn/Winter 2022 and again in Summer 2023. The conversations will take 60-90 minutes each time and will take place over Zoom. Our conversations will be recorded for transcription purposes only. If you are happy to participate in the conversations with the evaluation team as part of the TEEMUP IPE, please read each of the below statements and, if you agree to them, please initial each box and then press the 'next' button. You will then be asked to provide some details.

Please read the TEEMUP Privacy Notice (v1.0 20221202) before completing this eConsent form.

1. I confirm that I have read the TEEMUP privacy notice (v1.0 20221202) and understand the purpose of speaking to the evaluation team about my experience of delivering the TEEMUP PD. I have had the opportunity to ask any questions about the interviews/conversations and any questions have been answered to my satisfaction. *(Please type your initials in the box below)*

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. *(Please type your initials in the box below)*

3. I agree to the evaluation team (University of York) holding copies of my eConsent form. *(Please type your initials in the box below)*

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Qualtrics Survey Software

4. I agree that the information collected about me (e.g. name, **role in TEEMUP**) may be collected by and shared with individuals/researchers working on the project at the University of York (*Please type your initials in the box below*)

5. I understand that the information collected about me and my responses will be kept confidential, stored securely, may be used to support other research in the future, may be shared anonymously with other researchers and that I will not be identified in any report or other publication resulting from this research. (*Please type your initials in the box below*)

6. I understand that anonymised written quotations from the interviews/conversations may be used in publications and presentations (*Please type your initials in the box below*)

7. I understand that the interviews/conversations will be audio recorded and that the audio recording will be securely stored by the evaluation team (University of York) and may be shared securely with a transcription service. (*Please type your initials in the box below*)

8. I agree to take part in the interviews/conversations. (*Please type your initials in the box below*)

Details about the staff member

TEEMUP Research Project
DELIVERY TEAM INTERVIEW ECONSENT FORM (continued)

Your full name:

Signature (please type your name to show that you are signing this form):

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Today's date (dd/mm/yyyy):

Please press 'next' to submit this eConsent form.
Thank you for agreeing to take part in this research project.

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Privacy Notice (Study Interviews)

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 throughout school, with some projects now also evaluating impact on attainment post 16 and during the early years.

Is my participation in the research confidential? All participant data will be treated with the strictest confidence and will be stored in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the GDPR.

How do we keep your data secure? The University of York takes information security extremely seriously and have 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. Further information about how the University of York will use and store the information you provide can be found at: york.ac.uk/healthsciences/research/trials/trials-gdpr/. Electronic notes and audio recordings collected at the time of the phone/video call/face-to-face conversation/observation, and copies of ~~eConsent~~ forms, will be securely stored on University of York servers with access restricted to members of the evaluation team. Paper interview or observation records, if used, which identify participants will initially be stored in locked storage in an office with restricted access at the University of York and then scanned and saved electronically as with other electronic data and the paper versions destroyed securely.

Will data be shared outside of the evaluation team? We will use Qualtrics Survey Software to collect your information (your name, ~~gqjg~~ and school) and your consent to take part in this research. External transcription services (e.g. UK Transcription Service) approved by the University of York's information governance and contract team may be used. Audio recordings of interviews will be shared with the transcription service securely. After downloading and securely storing the transcriptions, requests will be made for the transcription and audio data to be deleted by the transcription service. Data provided to the evaluation team may be written up for reports, ~~gqjg~~ and presentations, but these will not use your name or the name of participating schools or children.

Under what legal basis do we process your personal data? Your personal data will be processed under Article 6 (1) (e) (Processing necessary for the performance of a task carried out in the public interest) and Special Category data under Article 9 (2) (j) (Processing necessary for scientific research purposes) of the GDPR (2018).

How long will we keep your data? All individually identifiable data will be destroyed at the end of 2029 (five years after the end of the project) and audio recordings of interviews will be destroyed after transcription.

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, ~~gqjg~~ or portability (in certain circumstances).

Right to complain If you are unhappy with the way in which the University of York 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 ico.org.uk/concerns. If you would like to make a general complaint about this study, you can contact Professor Patrick Doherty patrick.doherty@york.ac.uk who is not directly involved in this research.

Questions or concerns If you have any questions about the research project or this information sheet, or concerns about how your data is being processed, please contact the evaluation team at ytu-teemup@york.ac.uk in the first instance. You may also contact the University of York's Acting Data Protection Officer at dataprotection@york.ac.uk.

Has the evaluation of TEEMUP received ethical approval? The project has received full ethical approval from the University of York Health Sciences Research Governance Committee.

Where can I find out the results of the evaluation? The evaluation team ~~gqjg~~ produce a final evaluation report. This is due in June 2024 and will be published by the EEF on their website (educationendowmentfoundation.org.uk); this final report will not name any schools or individual participants.



Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) Study

PARTICIPANT INFORMATION SHEET: NOMINATED YR/Y1 TEACHERS

We are inviting you to speak with us to help us understand your experience of delivering the TEEMUP programme, and learn more about the TEEMUP mentor sessions in your school. Please read this form carefully and ask any questions you may have before agreeing to take part.

What is the purpose of the study? As you will be aware, TEEMUP is a professional development programme to support the mathematical outcomes for children in YR and Y1. Aims of the programme include promoting best practice in mathematical teaching, working collaboratively to support transitions, and build and engage mathematical confidence and ability among children. The programme is being independently evaluated by the York Trials Unit (YTU), and as part of this evaluation, observations, surveys and interviews are being conducted with the schools and teachers taking part. The information we gather from these will enable the evaluation team to understand how the programme was delivered in schools, crucial facilitators and/or barriers to implementation and gather perceptions and views of those involved.

What will happen if I decide to take part? We would like to speak with you for around 15 minutes on 4 separate occasions over the course of the TEEMUP programme: (1) summer term 2022, (2) Autumn term 2022, (3) Spring term 2023, and (4) Summer term 2023. We'll arrange a convenient time to speak with you over the phone, via video call or in-person at your school, during which you will speak with evaluation team members Lyn Robinson-Smith, Emma Standley and/or Heather Leggett. We will ask you questions relating to your experience of the TEEMUP programme within your school. We will audio record the conversation(s) for transcription purposes only and any personal identifiable data will be anonymised. All responses and information you provide will be treated in confidence and stored securely. You will be given a £10 Love2Shop voucher as a thank you. We may also ask to sit-in on one of your TEEMUP mentor sessions during 2022-2023, whether this be in school or remotely.

Do I have to take part? Your input would be extremely helpful to us and we would be very grateful if you agree to take part in this component of the study. You do not have to speak with us if you do not want to. If you decide not to speak with us, your participation and your school's participation in the overall TEEMUP research project will not be affected. If you decide to speak with us but change your mind later or if you take part in some interviews and do not wish to continue, this is okay and you do not need to give a reason, and we will use the data you have provided up to that point.

I have a question, who do I contact?

TEEMUP Evaluation Team

Address: York Trials Unit, 1st Floor, ARRC Building, University of York, YORK, YO10 5DD

Email: ytu-teemup@york.ac.uk

Tel: 01904326823

Happy to take part? Next steps If you are happy to take part, please complete the eConsent form

https://york.qualtrics.com/jfe/form/SV_b4arel3c0Os2HgG



Frequently Asked Questions

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 throughout school, with some projects now also evaluating impact on attainment post 16 and during the early years.

Is my participation in the research confidential? All participant data will be treated with the strictest confidence and will be stored in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the GDPR.

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Will data be shared outside of the evaluation team? We will use Qualtrics Survey Software to collect your information (your name, role and school) and your consent to take part in this research. External transcription services (e.g. UK Transcription Service) approved by the University of York's information governance and contract team may be used. Audio recordings of interviews will be shared with the transcription service securely. After downloading and securely storing the transcriptions, requests will be made for the transcription and audio data to be deleted by the transcription service. Data provided to the evaluation team may be written up for reports, articles and presentations, but these will not use your name or the name of participating schools or children.

Under what legal basis do we process your personal data? Your personal data will be processed under Article 6 (1) (e) (*Processing necessary for the performance of a task carried out in the public interest*) and Special Category data under Article 9 (2) (j) (*Processing necessary for scientific research purposes*) of the GDPR (2018).

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Has the evaluation of TEEMUP received ethical approval? The project has received full ethical approval from the University of York Health Sciences Research Governance Committee.

Where can I find out the results of the evaluation? The evaluation team have to produce a final evaluation report. This is due in June 2024 and will be published by the EEF on their website (educationendowmentfoundation.org.uk); this final report will not name any schools or individual participants.

Default Question Block



TEEMUP Professional Development Research Evaluation TEACHING STAFF INTERVIEW ECONSENT FORM V1 20220505

Please read the Participant Information Sheet (v1.1 20220505) before completing this e-consent form.

If you are happy to chat with the evaluation team as part of the TEEM-UP research project, **please initial each of the boxes below, sign and date this form.**

1. I confirm that I have read and understand the information sheet (v1.1 20220505) and have had the opportunity to ask any questions about the interviews and any questions have been answered to my satisfaction. *Please type your initials in the box below.*

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. *Please type your initials in the box below.*

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3. I agree to take part in 4 short conversations with the evaluation team about my experience of delivering TEEMUP within my school. *Please type your initials in the box below.*

4. I agree to a member of the evaluation team observing a TEEMUP mentor session(s), in school or remotely (optional). *Please type your initials in the box below.*

5. I understand that the information collected about me and my responses will be kept confidential, stored securely, may be used to support other research in the future, may be shared anonymously with other researchers and that I will not be identified in any report or other publication resulting from this research. *Please type your initials into the box below.*

Please complete the below to confirm your responses.

Name

Date

School ID

Please sign below to confirm your responses.

×

SIGN HERE

clear

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Teaching Effective Early Mathematics and Understanding in Primary schools (TEEMUP) Study

PARTICIPANT INFORMATION SHEET FOR SCHOOL STAFF

We are inviting you to speak with us to help us understand your experience of delivering the TEEMUP programme. Please read this form carefully and ask any questions you may have before agreeing to take part.

What is the purpose of the study? As you will be aware, TEEMUP is a professional development programme to support the mathematical outcomes for children in YR and Y1. Aims of the programme include promoting best practice in mathematical teaching, working collaboratively to support transitions, and build and engage mathematical confidence and ability among children. The programme is being independently evaluated by the York Trials Unit (YTU), and as part of this evaluation, observations, surveys and interviews are being conducted with the schools and teachers taking part. The information we gather from these will enable the evaluation team to understand your experiences of implementing TEEMUP, what conditions were necessary in schools for delivering the intervention as intended and if there were any barriers to this.

What will happen if I decide to take part? We would like to speak with you for around 20 minutes in Autumn term 2022 and Summer term 2023. We'll arrange a convenient time to speak with you via video, during which you will speak with evaluation team member Lyn Robinson-Smith. We will ask you questions relating to your experience of the TEEMUP programme within your school. We will audio record the conversations for transcription purposes only and any personal identifiable data will be anonymised. All responses and information you provide will be treated in confidence and stored securely. Each time you speak to us, you will be given a £10 Love2Shop voucher as a thank you.

Do I have to take part? Your input would be extremely helpful to us and we would be very grateful if you agree to take part in this component of the study. You do not have to speak with us if you do not want to. If you decide not to speak with us, your participation and your school's participation in the overall TEEMUP research project will not be affected. If you decide to speak with us but change your mind later or if you take part in some interviews and do not wish to continue, this is okay and you do not need to give a reason, and we will use the data you have provided up to that point.

I have a question, who do I contact?

TEEMUP Evaluation Team

Address: York Trials Unit, 1st Floor, ARRC Building, University of York, YORK, YO10 5DD

Email: ytu-teemup@york.ac.uk

Tel: 01904326823

Happy to take part? Next steps If you are happy to take part, please complete the eConsent form:

https://york.qualtrics.com/jfe/form/SV_03s0NIP1O5C09oj



Frequently Asked Questions

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 throughout school, with some projects now also evaluating impact on attainment post 16 and during the early years.

Is my participation in the research confidential? All participant data will be treated with the strictest confidence and will be stored in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the GDPR.

How do we keep your data secure? The University of York takes information security extremely seriously and have 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. Further information about how the University of York will use and store the information you provide can be found at: york.ac.uk/healthsciences/research/trials/trials-gdpr/. Electronic notes and audio recordings collected at the time of the phone/video call/face-to-face conversation/observation, and copies of eConsent forms, will be securely stored on University of York servers with access restricted to members of the evaluation team. Paper interview or observation records, if used, which identify participants will initially be stored in locked storage in an office with restricted access at the University of York and then scanned and saved electronically as with other electronic data and the paper versions destroyed securely.

Will data be shared outside of the evaluation team? We will use Qualtrics Survey Software to collect your information (your name, role and school) and your consent to take part in this research. External transcription services (e.g. UK Transcription Service) approved by the University of York's information governance and contract team may be used. Audio recordings of interviews will be shared with the transcription service securely. After downloading and securely storing the transcriptions, requests will be made for the transcription and audio data to be deleted by the transcription service. Data provided to the evaluation team may be written up for reports, articles and presentations, but these will not use your name or the name of participating schools or children.

Under what legal basis do we process your personal data? Your personal data will be processed under Article 6 (1) (e) (*Processing necessary for the performance of a task carried out in the public interest*) and Special Category data under Article 9 (2) (j) (*Processing necessary for scientific research purposes*) of the GDPR (2018).

How long will we keep your data? All individually identifiable data will be destroyed at the end of 2029 (five years after the end of the project) and audio recordings of interviews will be destroyed after transcription.

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Right to complain If you are unhappy with the way in which the University of York 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 icp.org.uk/concerns. If you would like to make a general complaint about this study, you can contact Professor Patrick Doherty patrick.doherty@york.ac.uk who is not directly involved in this research.

Questions or concerns If you have any questions about the research project or this information sheet, or concerns about how your data is being processed, please contact the evaluation team at ytu-teemup@york.ac.uk in the first instance. You may also contact the University of York's Acting Data Protection Officer at data.protection@york.ac.uk.

Has the evaluation of TEEMUP received ethical approval? The project has received full ethical approval from the University of York Health Sciences Research Governance Committee.

Where can I find out the results of the evaluation? The evaluation team have to produce a final evaluation report. This is due in June 2024 and will be published by the EEF on their website (educationendowmentfoundation.org.uk); this final report will not name any schools or individual participants.

Default Question Block



TEEMUP Professional Development Research Evaluation TEACHING STAFF INTERVIEW ECONSENT FORM V1 20220901

Please read the Participant Information Sheet (v1 20220901) before completing this e-consent form.

If you are happy to chat with the evaluation team as part of the TEEM-UP research project, **please initial each of the boxes below, sign and date this form.**

1. I confirm that I have read and understand the information sheet (v1.0 20220901) and have had the opportunity to ask any questions about the interviews and any questions have been answered to my satisfaction. *Please type your initials in the box below.*

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. *Please type your initials in the box below.*

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3. I agree to take part in 2 short conversations with the evaluation team about my experience of delivering TEEMUP within my school. *Please type your initials in the box below.*

4. I understand that the information collected about me and my responses will be kept confidential, stored securely, may be used to support other research in the future, may be shared anonymously with other researchers and that I will not be identified in any report or other publication resulting from this research. *Please type your initials into the box below.*

Please complete the below to confirm your responses.

Name

Date

School ID

Please sign below to confirm your responses.

×

SIGN HERE

clear

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Appendix 3 – Research Instruments

Included in this Appendix:

- TEEMUP Baseline Usual Practice Survey (school level)
- TEEMUP Midpoint Usual Practice Survey (school level)
- TEEMUP Endpoint Usual Practice Survey (school level)
- TEEMUP_Intervention delivery_Midpoint survey
- TEEMUP_Intervention delivery_Endpoint survey
- TEEMUP_Baseline Usual Practice Survey (teacher level, all schools)
- TEEMUP_Endpoint Usual Practice Survey (teacher level, control schools)
- TEEMUP_Topic Guide_Delivery Team_Autumn 22 & 23_v1.0
- TEEMUP_Topic Guide_Cross sectional school interviews_v1.0
- TEEMUP_Topic Guide_Longitudinal school interviews_v1.0

Introduction

Thank you for agreeing to take part in the TEEMUP study. We would like you to complete this short survey so that we can learn more about your school and what 'usual practice' looks like with regards to Continuing Professional Development (CPD) and teaching maths. This survey should be completed by the Head teacher or member of SMT and should take no longer than 5 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

General Information

School name

Your Teacher Trial ID (you can find this in the email that included the link to this survey)

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What is your role? *Please select*

- Head Teacher
- Deputy
- SMT/SLT member
- Other (please state)

CPD

Is your school signed up to take part in the NCETM Maths Hubs programme this academic year?

- Yes
- No

Does your school's involvement in the NCETM Maths Hubs programme include the EYFS and KS1 teachers?

- Yes
- No

Is your school signed up to take part in the White Rose Maths professional development training?

- Yes
- No

Does your school's involvement in the White Rose Maths professional development training include the EYFS and KS1 teachers?

- Yes
- No

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Thinking about this academic year, is your school planning on implementing any other programmes or initiatives, in any subject area across EYFS/KS1?

- Yes
- No

Please provide a brief description of the programme or initiative you are planning on implementing (including the name and subject of the programme).

Other than adopting the TEEMUP PD (if randomly allocated), is your school planning any other CPD for EYFS/KS1 teachers in this academic year?

- Yes
- No

Please provide further details of the CPD, its focus and year group(s).

TEEMUP

Why did your school decide to sign-up to the TEEMUP study?
Please explain your reason(s).

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Thinking about the TEEMUP PD, what areas of development do you consider to be the most important to meet the needs of your EYFS/KS1 classes?

Please rank the options below (by dragging the statements) with what you consider to be the most relevant first to the least relevant.

Please try to move a statement first for the ranking numbers to appear even if you wish to keep the order given.

Build mathematics confidence, teaching and understanding

Supporting children's behaviour for learning

Engaging the home in their children's learning

Supporting transitions into new year groups

Learning new skills to improve my lesson planning and practice

Having access to tools to self-evaluate my teaching practice

Having access to the skills and tools to monitor and support children's progress

Are there any areas not listed here, that you hope the TEEMUP PD will help your school/teachers develop?

Yes

No

Please describe the areas not listed above, that you hope TEEMUP PD will help your school/teachers develop.

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Introduction

Thank you for your continued support with the TEEMUP study. We would like you to complete this short survey so that we can learn more about what maths teaching and CPD looks like in your school this academic. This survey should be completed by the school's lead TEEMUP contact and should take no longer than 5-10 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

General Information

School name

Your School Trial ID (you can find this in the email that included the link to this survey)

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What is your role? *Please select*

- Head Teacher
- Deputy
- SMT/SLT member
- Year 1 Teacher
- Reception Teacher
- Other (please state)

Thinking about last academic year (21-22)...

Thinking about last academic year (21-22), did the Reception and/or Year 1 teacher(s) take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure

Which teachers took part? Please select all that apply.

- Reception Teacher(s)
- Year 1 Teacher(s)

NCETM Maths Hubs (22-23)

Thinking about this academic year (22-23), is your school signed up to take part in the NCETM Maths Hubs programme?

- Yes
- No

Will EYFS/KS1 teachers take part in this? If yes, which teachers? Please select all that apply.

- Nursery

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- Reception
- Year 1
- Year 2
- n/a

Will the Reception teachers take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure
- Please provide further information here should you wish.

Will the Year 1 teachers take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure
- Please provide further information here should you wish.

White Rose Maths

Thinking about this academic year (22-23), is your school signed up to take part in any White Rose Maths professional development training?

- Yes
- No

Will EYFS/KS1 teachers take part in this? If yes, which teachers? Please select all that apply.

- Nursery
- Reception
- Year 1
- Year 2

https://york.eu.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_882FpOfvEyC6QRw&ContextLibraryID=U... 3/5

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n/a

Other math programmes/initiatives

Thinking about this academic year (22-23), is your school planning on implementing any other maths programmes or maths initiatives across EYFS/KS1?

- Yes
 No

Please provide further details about the maths programme(s)/initiative(s), including its name, focus and target year group(s).

Other subject areas

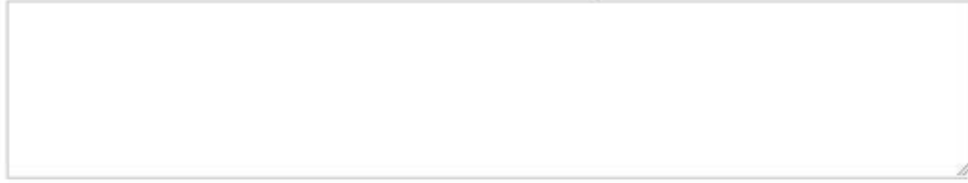
Thinking about this academic year (22-23), is your school planning on implementing any other programmes, initiatives or CPD in any other subject area across EYFS/KS1?

- Yes
 No

Please provide further details of the programme(s)/ initiative(s)/CPD, its name, focus and target year group(s).

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Introduction

Thank you for your continued support with the TEEMUP study. We would like you to complete this short survey so that we can learn more about what maths teaching and CPD looked like in your school this academic year (2022-23). This survey should be completed by the school's lead TEEMUP contact and should take no longer than 5-10 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

General Information

School name

Your School Trial ID (you can find this in the email that included the link to this survey)

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What is your role? *Please select*

- Head Teacher
- Deputy
- SMT/SLT member
- Year 1 Teacher
- Reception Teacher
- Other (please state)

Thinking about last academic year (21-22)...

Thinking about this academic year (22-23), did the Reception and/or Year 1 teacher(s) take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure

Which teachers took part? Please select all that apply.

- Reception Teacher(s)
- Year 1 Teacher(s)

NCETM Maths Hubs (22-23)

Thinking about this academic year (22-23), did your school sign up to take part in the NCETM Maths Hubs programme?

- Yes
- No

Did EYFS/KS1 teachers take part in this? If yes, which teachers? Please select all that apply.

- Nursery

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- Reception
- Year 1
- Year 2
- n/a

Did the Reception teachers take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure
- Please provide further information here should you wish.

Did the Year 1 teachers take part in the NCETM Mastering Number online training?

- Yes
- No
- Unsure
- Please provide further information here should you wish.

White Rose Maths

Thinking about this academic year (22-23), did your school sign up to take part in any White Rose Maths professional development training?

- Yes
- No

Did EYFS/KS1 teachers take part in this? If yes, which teachers? Please select all that apply.

- Nursery
- Reception
- Year 1
- Year 2

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n/a

Other math programmes/initiatives

Thinking about this academic year (22-23), did your school implement any other maths programmes or maths initiatives across EYFS/KS1?

Yes

No

Please provide further details about the maths programme(s)/initiative(s), including its name, focus and target year group(s).

Other subject areas

Thinking about this academic year (22-23), did your school implement any other programmes, initiatives or CPD in any other subject area across EYFS/KS1?

Yes

No

Please provide further details of the programme(s)/ initiative(s)/CPD, its name, focus and target year group(s).

Default Question Block



TEEMUP– End of Year Survey

NOMINATED YR AND Y1 TEACHERS

Thank you for participating in the TEEMUP study, and agreeing to take part in this survey.

We would like you to complete this short survey so that we can learn more about your experience of the TEEMUP PD so far and learn more about the time commitments/costs associated with your participation in the TEEMUP PD. The information you provide will be extremely valuable to our understanding of the TEEMUP PD from the perspective of teachers.

This survey should be completed by the nominated YR and Y1 teachers in your school and should take no longer than 10 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

Block 1

School name, please state

Which year group do you teach?

Reception

Year 1

Other

Your Teacher Trial ID (if you don't know this please leave blank)

Please provide your initials

Block 2

The TEEMUP PD consisted of 9 workshops and you may have completed them at a

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venue, online or independently. Did you complete all 9 workshops?

- Yes
- No
- Unsure

Were there any barriers/challenges that prevented you from completing all the TEEMUP PD workshops? If so please note them here.

If you completed one or more of the TEEMUP PD workshops at a venue and one or more online, which format, if any, did you prefer and why?

Block 3

Thinking about the **quality** of the different components of the TEEMUP PD, please rate the following on a scale of 1 to 10. *(Please provide a rating for each component.)*

	Poor quality		Exceptional quality		Not Applicable							
	1	2	3	4	5	6	6	7	8	9	10	
Venue based training workshops												<input type="checkbox"/>
Online based training workshops												<input type="checkbox"/>
Mentor support to date												<input type="checkbox"/>

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	Poor quality					Exceptional quality					Not Applicable	
	1	2	3	4	5	6	6	7	8	9		10
Improving Maths Practice (IMP) scale												<input type="checkbox"/>
Behaviour for Learning (BfL) scale												<input type="checkbox"/>
Developmental progressions (learning trajectories)												<input type="checkbox"/>
Formative Assessment materials												<input type="checkbox"/>
TEEMUP website resources												<input type="checkbox"/>
TEEMUP strategies to support the home learning environment												<input type="checkbox"/>
Overall programme												<input type="checkbox"/>

Thinking about the different components of the TEEMUP PD, how **useful/relevant** are they to your teaching practice? Please rate the following on a scale of 1 to 10. (*Please provide a rating for each component.*)

	Not relevant at all					Extremely relevant					
	1	2	3	4	5	6	6	7	8	9	10
TEEMUP PD workshops											
Mentor support to date											
Improving Maths Practice (IMP) scale											
Behaviour for Learning (BfL) scale											
Developmental progressions (learning trajectories)											

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Not relevant at all

Extremely relevant

1 2 3 4 5 6 6 7 8 9 10

Formative
Assessment
materials

TEEMUP website
resources

TEEMUP strategies
to support the home
learning environment

Overall programme

Block 4

Thinking about the TEEMUP PD overall, how have you found the experience to date?
Could anything be improved or changed? Please note your thoughts here.

Please share any comments relating to the impact you feel the TEEMUP PD has had
on your pupils to date.

Block 5

Did the school arrange paid cover for you to complete any/all of the TEEMUP PD
workshops either at a venue, online or independently?

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- Yes
- No

Over the course of the TEEMUP PD, how many hours in total did the school arrange paid cover for you to complete the workshops? A 'best guess' is fine. As a reminder there were 9 workshops in total (2 full days + 7 half days).

In total how much did it cost to travel to the venue(s) to attend the TEEMUP PD workshops? (a 'best guess' to the nearest pound is fine). If you did not attend a venue please select N/A.

- Total travel cost
- N/A

Block 6

Excluding the TEEMUP PD workshops, since the start of 2022 how many hours to date have you spent meeting with your TEEMUP mentor e.g. online, over the phone, via email, in person at your school. Please state to the nearest hour (a 'best guess' is fine). If you have not had contact with your TEEMUP mentor, please enter '0'.

Did the school arrange paid cover so you could spend time with your TEEMUP mentor?

- Yes
- No

In total, how many hours of paid cover were arranged so you could spend time with your TEEMUP mentor? (a 'best guess' is fine).

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Block 8

Excluding completing the TEEMUP training sessions and the time you spent with your TEEMUP mentor, how many hours in total have you spent completing activities related to TEEMUP? e.g. drafting/reflecting on a change plan, accessing the TEEMUP website. Please state in hours (a 'best guess' is fine).

Did the school arrange paid cover so you complete these activities? Please select the appropriate response.

- Yes
 No

In total how many hours of paid cover were arranged so you could complete these activities? (a 'best guess' is fine).

Block 7

Thinking about your participation in the TEEMUP PD to date, have you completed any TEEMUP PD workshops and/or related activities outside of normal working schools hours/in your own time?

- Yes
 No

Please list how much time (in hours/minutes) you have spent completing TEEMUP PD workshops or related activities outside of your normal working hours (a 'best guess' is

fine). If N/A please enter '0' into the relevant cell.

	Estimated time spent in hours/minutes (if N/A enter 0)
Attending TEEMUP PD workshops at a venue	<input type="text"/>
Attending TEEMUP PD workshops online	<input type="text"/>
Completing TEEMUP PD workshops independently	<input type="text"/>
Time spent with TEEMUP mentor	<input type="text"/>
Completing other TEEMUP PD related activities	<input type="text"/>

Excluding staff time, what existing resources (those that you already had in your school), if any, have you used as a result of implementing the TEEMUP PD so far? For example, computer/laptop, internet connection, children's learning resources. Please include the item/resource and the quantity required.

	Item/resource	Quantity required
A	<input type="text"/>	<input type="text"/>
B	<input type="text"/>	<input type="text"/>
C	<input type="text"/>	<input type="text"/>
D	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>
F	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>
H	<input type="text"/>	<input type="text"/>
I	<input type="text"/>	<input type="text"/>
J	<input type="text"/>	<input type="text"/>

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Have you needed to buy any additional resources as a result of the TEEMUP PD in your school so far?

- Yes
- No

11. In the below table, please list these additional resources and how much they cost to the nearest pound (a 'best guess' is fine). For example, children's learning resources. Please detail item/resource, quantity required, and cost per item/resource to the nearest pound.

	Item/resource	Quantity required	Cost per item/resource to the nearest pound
A	<input type="text"/>	<input type="text"/>	<input type="text"/>
B	<input type="text"/>	<input type="text"/>	<input type="text"/>
C	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>	<input type="text"/>
H	<input type="text"/>	<input type="text"/>	<input type="text"/>
I	<input type="text"/>	<input type="text"/>	<input type="text"/>
J	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Default Question Block



TEEMUP– End of Study Survey

NOMINATED YR AND Y1 TEACHERS

Thank you for your ongoing support with the TEEMUP study!

We would like you to complete this short survey so that we can learn more about your confidence in teaching maths to children, and your overall experience of TEEMUP including the time commitments/costs associated with taking part in the programme. The information you provide will be extremely valuable to our understanding of the TEEMUP PD from the perspective of teachers.

This survey should be completed by the nominated YR and Y1 teachers in your school and should take around 15 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

All information collected in this survey will be treated with strict confidentiality and in

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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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

Block 1

School name

School ID

Which year group do you teach?

- Reception
- Year 1
- Other

Your Teacher Trial ID (*this can be found in the email we sent you that included the link to this survey. If the email did not note your ID, please leave it blank*)

Your Initials

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Block 2

The first set of questions will ask about your confidence in teaching maths.

Your Confidence in Helping Children in Reception/Year 1 Learn Maths

Please indicate how confident you feel about helping children in Reception/Year 1 learn maths.

For each of the following statements, please indicate which is most appropriate for you.

I am confident in my knowledge of:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
what the children in my class <u>know about maths when they enter</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reasonable maths <u>goals</u> for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>the best practices and strategies</u> for helping children in my class learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
national maths <u>standards</u> for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the best ways to <u>assess</u> children's maths knowledge and understanding throughout the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

References

Chen, J.-Q. et al. (2014) 'A survey study of early childhood teachers' beliefs and confidence about teaching early math', Early Childhood Education Journal, 42(6), pp. 367-377. doi: 10.1007/s10643-013-0619-0.

Please indicate how confident you feel in your own ability to help children in your class learn maths.



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For each of the following statements, please indicate which is most appropriate for you.

I am confident in my ability to:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<u>observe</u> what children in my class know about maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>incorporate</u> maths learning into other areas of the curricula and school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>plan</u> activities to help children in my class learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>further children's maths knowledge</u> when they make spontaneous maths comments/ discoveries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Example: When child says "I have four blocks" asking child how many blocks he would have if you gave him one more</i>					
<u>make sense of children's confusions</u> when they learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Example: Why a child thinks  and  aren't the same shape</i>					
<u>translate</u> assessment results into curriculum plans (i.e. turning assessments of children into next steps for learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

References

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Chen, J.-Q. et al. (2014) 'A survey study of early childhood teachers' beliefs and confidence about teaching early math', *Early Childhood Education Journal*, 42(6), pp. 367–377. doi: 10.1007/s10643-013-0619-0.

Block 3

The next set of questions will ask about your usual practice.

Please briefly describe what usual maths teaching looks like in your class? e.g. subject content, activities, frequency of delivery.

Please briefly describe what maths-related continuous provision looks like in your class? e.g. content, activities, frequency.

Thinking about your usual practice, please answer the following statements:

	Never	Yearly	Every 6 months	Monthly	Weekly
I use formative assessment to monitor and inform teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use tools/scales to reflect on my own teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work in collaboration with teachers from different schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Never	Yearly	Every 6 months	Monthly	Weekly
I engage with pupils' families to improve the home learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider the following statement and select the most appropriate response:

I think about how I can improve the transition of pupils into their new year group

- Never
- Rarely
- Sometimes
- Often
- Always

Block 4

The next set of questions will ask about your experience of the TEEMUP PD.

When did you start receiving the TEEMUP PD?

- Academic year 2021-22
- Academic year 2022-23

Thinking about the contact you have had with your TEEMUP mentor over the course of the study, what has this support involved and focused on?

Were there any barriers/challenges that prevented you from engaging with your

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TEEMUP mentor over the course of the study?

- Yes
 No

Please note the barriers/challenges here:

Thinking about the **quality** of the different components of the TEEMUP PD, please rate the following on a scale of 1 to 10 (1 been 'poor quality' and 10 been 'exceptional quality'). Please provide a rating for each component.

	Poor quality					Exceptional quality					Not Applicable	
	1	2	3	4	5	6	6	7	8	9	10	
Online workshop(s) 2022-23												<input type="checkbox"/>
Venue workshop 2022-2023												<input type="checkbox"/>
Mentor support												<input type="checkbox"/>
Improving Maths Practice (IMP) scale												<input type="checkbox"/>
Behaviour for Learning (BfL) Scale												<input type="checkbox"/>
Developmental progressions (learning trajectories)												<input type="checkbox"/>
Formative assessment materials												<input type="checkbox"/>
TEEMUP website resources												<input type="checkbox"/>
TEEMUP strategies to support the home												<input type="checkbox"/>

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	Poor quality					Exceptional quality					Not Applicable	
	1	2	3	4	5	6	6	7	8	9	10	
learning environment												
Overall programme												<input type="checkbox"/>

Thinking about the different components of the TEEMUP PD, how useful/relevant are they to your teaching practice? Please rate the following on a scale of 1 to 10 (1 been 'not at all relevant' and 10 been 'extremely relevant'). Please provide a rating for each component.

	Not relevant at all					Extremely relevant					Not Applicable	
	1	2	3	4	5	6	6	7	8	9	10	
Online workshop(s) 2022-23												<input type="checkbox"/>
Venue workshop 2022-2023												<input type="checkbox"/>
Mentor support												<input type="checkbox"/>
Improving Maths Practice (IMP) scale												<input type="checkbox"/>
Behaviour for Learning (BfL) Scale												<input type="checkbox"/>
Developmental progressions (learning trajectories)												<input type="checkbox"/>
Formative assessment materials												<input type="checkbox"/>
TEEMUP website resources												<input type="checkbox"/>
TEEMUP strategies to support the home learning environment												<input type="checkbox"/>
Overall programme												<input type="checkbox"/>

Reflecting on your engagement with children's families and the home learning environment, how, if at all, has this changed as a result of TEEMUP PD? e.g.

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communication, activities, frequency. If no change please type N/A.

What changes, if any, do you consider the TEEMUP PD has had on your pupils' maths outcomes and/or self regulation? Please describe.

Thinking about the TEEMUP PD, could anything be improved or changed? Please note your thoughts here.

Block 8

The next set of questions ask about any costs associated with delivering the TEEMUP PD within your school. These are the last questions within the survey.

Did the school arrange paid cover for you to attend the TEEMUP PD workshops in 2022-23?

- Yes
 No

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How many hours in total did the school arrange paid cover for you to complete TEEMUP PD workshops in 2022-23? A 'best guess' is fine.

In total how much did it cost to travel to a venue to attend TEEMUP PD workshop? (a 'best guess' to the nearest pound is fine). If you did not attend the venue please select N/A.

Total travel cost

N/A

Block 9

This academic year (2022-23), how many hours to date have you spent meeting with your TEEMUP mentor e.g. online, over the phone, via email, in person at your school. Please state to the nearest hour (a 'best guess' is fine). If you have not had contact with your TEEMUP mentor, please enter '0'.

Did the school arrange paid cover so you could spend time with your TEEMUP mentor this academic year (2022-23)?

Yes

No

In total, how many hours of paid cover were arranged so you could spend time with your TEEMUP mentor this academic year (2022-23)? (a 'best guess' is fine).

Block 10

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Excluding completing the final TEEMUP training workshop and the time you spent with your TEEMUP mentor, how many hours in total have you spent completing activities related to TEEMUP PD this academic year (2022-23)? e.g. completing change plans, looking at the TEEMUP website, reviewing resources. Please state in hours (a 'best guess' is fine).

Did the school arrange paid cover so you complete these activities?

- Yes
 No

In total how many hours of paid cover were arranged so you could complete these activities? (a 'best guess' is fine).

Block 11

Thinking about your participation in the TEEMUP PD this academic year (2022-23), did you attend TEEMUP PD workshop(s) and/or related activities outside of normal working schools hours/in your own time?

- Yes
 No

Please list how much time (in hours/minutes) you have spent completing TEEMUP PD workshops/training or related activities outside of your normal working hours (a 'best guess' is fine) this academic year (2022-23). If N/A please enter '0' into the relevant cell.

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Estimated time spent in hours/minutes (if N/A enter 0)

Attending TEEMUP PD workshops at a venue	<input type="text"/>
Attending TEEMUP PD workshops online	<input type="text"/>
Completing TEEMUP PD workshops independently	<input type="text"/>
Time spent with TEEMUP mentor	<input type="text"/>
Completing other TEEMUP PD related activities	<input type="text"/>

Block 12

Excluding staff time, what existing resources (those that you already had in your school), if any, have you used as a result of implementing the TEEMUP PD this academic year (2022-23)? For example, computer/laptop, internet connection, children's learning resources. Please include the item/resource and the quantity required.

	Item/resource	Quantity required
A	<input type="text"/>	<input type="text"/>
B	<input type="text"/>	<input type="text"/>
C	<input type="text"/>	<input type="text"/>
D	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>
F	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>
H	<input type="text"/>	<input type="text"/>

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	Item/resource	Quantity required
I	<input type="text"/>	<input type="text"/>
J	<input type="text"/>	<input type="text"/>

Have you needed to buy any additional resources as a result of the TEEMUP PD in your school this academic year (2022-23)?

- Yes
 No

In the below table, please list these additional resources and how much they cost to the nearest pound (a 'best guess' is fine). For example, children's learning resources. Please detail item/resource, quantity required, and cost per item/resource to the nearest pound.

	Item/resource	Quantity required	Cost per item/resource to the nearest pound
A	<input type="text"/>	<input type="text"/>	<input type="text"/>
B	<input type="text"/>	<input type="text"/>	<input type="text"/>
C	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	<input type="text"/>	<input type="text"/>	<input type="text"/>
H	<input type="text"/>	<input type="text"/>	<input type="text"/>
I	<input type="text"/>	<input type="text"/>	<input type="text"/>
J	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Introduction

Thank you for agreeing to take part in the TEEMUP study. We would like you to complete this short survey so that we can learn more about your school and what 'usual practice' looks like with regards to your own Continuing Professional Development (CPD) and your confidence teaching maths to children. This survey should be completed by the nominated YR and Y1 teachers in your school and should take no longer than 10 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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 TEEMUP, please contact the evaluation team on: ytu-teemup@york.ac.uk

General Information

School name

Your Teacher Trial ID (you can find this in the email that included the link to this survey)

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Qualtrics Survey Software

Is the class you teach a mixed year group?

- Yes
 No

Please tell us which year groups are in your class.

Are you a Newly Qualified Teacher?

- Yes
 No

Please state how many years of qualified teaching experience you have?

CPD

During the 2020-2021 academic year, did you participate in any CPD that was maths related?

- Yes
 No

Please tell us more about the maths related CPD you participated in.

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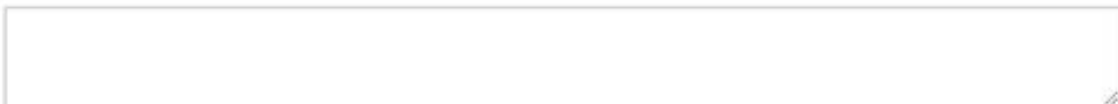
During the 2020-2021 academic year, did you participate in any CPD that was not related to maths?

- Yes
- No

Please tell us more about the CPD you participated in that was not maths related.



On average, how many hours CPD do you normally complete per academic year?
Please state



What are the barriers, if any, to completing CPD in your school?
Please describe



TEEMUP PD

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Qualtrics Survey Software

Were you consulted prior to your school signing up to take part in the TEEMUP study?

- Yes
 No

Thinking about the focus of the TEEMUP PD, what areas of development do you consider to be the most important to meet your needs?

Please rank the options below (by dragging the statements) with what you consider to be the most relevant first to the least relevant.

Please try to move a statement first for the ranking numbers to appear, even if you wish to keep the order given.

Build mathematics confidence, teaching and understanding

Supporting children's behaviour for learning

Engaging the home in their children's learning

Supporting transitions into new year groups

Learning new skills to improve my lesson planning and practice

Having access to tools to self-evaluate my teaching practice

Having access to the skills and tools to monitor and support children's progress

Are there any areas not listed here, that you hope the TEEMUP PD will help you develop?

- Yes
 No

Please describe the areas not listed above, that you hope the TEEMUP PD will help you develop.

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Current practice that relates to the TEEMUP PD

Thinking about your usual practice, please answer the following statements:

	Never	Yearly	Every 6 months	Monthly	Weekly
I use formative assessment to monitor and inform teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use tools/scales to reflect on my own teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work in collaboration with teachers from different schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage with pupils' families to improve the home learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider the following statement and select the most appropriate response:

I think about how I can improve the transition of pupils into their new year group

- Never
- Rarely
- Sometimes
- Often
- Always

TEEMUP PD WORKSHOPS

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The Oxford TEEMUP PD offers face-to-face workshops in Spring 2021 (2 full days, 7 half days). If your school is randomly allocated to receive the TEEMUP PD are you aware of any barriers that may prevent you from attending any of the face-to-face workshops?

- Yes
- No

Please explain the barriers that may prevent you from attending any of the face-to-face workshops.

Teacher Confidence - Maths: Survey (adapted from Chen et al., 2014)

Your Confidence in Helping Children in Reception/Year 1 Learn Maths

a. Please indicate how confident you feel about helping children in Reception/Year 1 learn maths.

For each of the following statements, please indicate which is most appropriate for you.

I am confident in my knowledge of:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
what the children in my class <u>know about maths when they enter</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reasonable maths <u>goals</u> for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>the best practices and strategies</u> for helping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
children in my class learn maths					
national maths standards for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the best ways to assess children's maths knowledge and understanding throughout the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Please indicate how confident you feel in your own ability to help children in your class learn maths.

For each of the following statements, please indicate which is most appropriate for you.



I am confident in my ability to:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<u>observe</u> what children in my class know about maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>incorporate</u> maths learning into other areas of the curricula and school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>plan</u> activities to help children in my class learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>further children's maths knowledge</u> when they make spontaneous maths comments/ discoveries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Example: When child says "I have four blocks" asking child how many blocks he would have if you gave him one more</i>					
<u>make sense of children's confusions</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
when they learn maths					
<i>Example: Why a child thinks  and  aren't the same shape</i>					
<u>translate</u> assessment results into curriculum plans (i.e. turning assessments of children into next steps for learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

References

Chen, J.-Q. et al. (2014) 'A survey study of early childhood teachers' beliefs and confidence about teaching early math', *Early Childhood Education Journal*, 42(6), pp. 367-377. doi: 10.1007/s10643-013-0619-0.

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Introduction

Thank you for your continued participation in the TEEMUP study. As we are approaching the end of the study we would like you to complete this short survey to ask you again about your confidence in teaching maths to children and what your 'usual practice' practice looks like. This survey should be completed by the relevant YR and Y1 teachers in your school and should take 5-10 minutes to complete.

Confidentiality and data processing:

Further information about what will happen to the data we (the evaluation team based at York Trials Unit, University of York) collect as part of this brief survey can be found in the Memorandum of Understanding (MOU) and Data Sharing Agreement (DSA) that a representative from your school signed to agree to take part in the study. By completing this survey you agree to your data being used as outlined in the MoU and DSA.

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 TEEMUP, please contact the evaluation team on: _ytu-teemup@york.ac.uk

School Information

School name

School ID

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Which year group do you teach?

- Reception
- Year 1
- Other

Your Teacher Trial ID (*this can be found in the email we sent you that included the link to this survey. If the email did not note your ID, please leave it blank*)

Your Initials

Teacher Confidence - Maths: Survey (adapted from Chen et al., 2014)

Your Confidence in Helping Children in Reception/Year 1 Learn Maths

a. Please indicate how confident you feel about helping children in Reception/Year 1 learn maths.

For each of the following statements, please indicate which is most appropriate for you.

I am confident in my knowledge of:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
what the children in my class <u>know about maths when they enter</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
reasonable maths <u>goals</u> for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>the best practices and strategies</u> for helping children in my class learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
national maths <u>standards</u> for children in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the best ways to <u>assess</u> children's maths knowledge and understanding throughout the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

References

Chen, J.-Q. et al. (2014) 'A survey study of early childhood teachers' beliefs and confidence about teaching early math', Early Childhood Education Journal, 42(8), pp. 367–377. doi: 10.1007/s10643-013-0619-0.

b. Please indicate how confident you feel in your own ability to help children in your class learn maths.



For each of the following statements, please indicate which is most appropriate for you.

I am confident in my ability to:

	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<u>observe</u> what children in my class know about maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>incorporate</u> maths learning into other areas of the curricula and school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>plan</u> activities to help children in my class learn maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Stongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<p><u>further children's maths knowledge</u> when they make spontaneous maths comments/ discoveries</p> <p><i>Example: When child says "I have four blocks" asking child how many blocks he would have if you gave him one more</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><u>make sense of children's confusions</u> when they learn maths</p> <p><i>Example: Why a child thinks  and  aren't the same shape</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><u>translate</u> assessment results into curriculum plans (i.e. turning assessments of children into next steps for learning)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

References

Chen, J.-Q. et al. (2014) 'A survey study of early childhood teachers' beliefs and confidence about teaching early math', *Early Childhood Education Journal*, 42(6), pp. 367-377. doi: 10.1007/s10843-013-0619-0.

Please briefly decribe what usual maths teaching look like in your class? e.g. subject content, activities, frequency of delivery.

Please briefly describe what maths-related continuous provision looks like in your class? e.g. content, activities, frequency.

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Thinking about your usual practice, please answer the following statements:

	Never	Yearly	Every 6 months	Monthly	Weekly
I use formative assessment to monitor and inform teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use tools/scales to reflect on my own teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work in collaboration with teachers from different schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage with pupils' families to improve the home learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider the following statement and select the most appropriate response:

I think about how I can improve the transition of pupils into their new year group

- Never
- Rarely
- Sometimes
- Often
- Always

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Topic Guides: Delivery team interview

PROTOCOL

"In-depth semi-structured interviews with the delivery team will be conducted at two-time points, (1) Summer term 22 (mid-implementation), and (2) Summer term 23 (post-implementation). Within the interview the delivery team will be asked to discuss further development of/changes to the TEEMUP PD, perceived impact, implementation fidelity including barriers, future plans for the TEEMUP PD, lessons learnt that can inform an effectiveness trial and a review of the logic model. Informed consent will be sought from all participants prior to the interview" (p46).

Introductions

Introduce the participant(s) to the interview and briefly explain how the interview will run. Ask if there's any questions before starting. Ensure the participant(s) is happy for the recording to start.

State the date.

Autumn 2022

PD development

Can you talk me through the TEEMUP PD, and how it has evolved since the start of the trial? What changes were made, and why, to the original TEEMUP PD?

Engagement

What do you consider the barriers and/or facilitators to teachers engaging with the:

- TEEMUP PD training?
- TEEMUP mentor?
- TEEMUP resources?

Implementation

Thinking about your experience of delivering the TEEMUP PD so far, what do you consider are the enabling factors for participating teachers to implement the intervention as intended?

Perceived impact

What impact do you perceive the TEEMUP PD to have had on participating children/teachers/schools?

Future delivery

How can the TEEMUP PD be improved?

Logic model

On review of the logic model published with the protocol, do consider any changes are necessary at this stage in the trial?

Autumn 2023

Engagement and implementation

Did schools/teachers engage with/implement the PD as you expected during 22-23? What do you consider were the barriers/facilitators to engagement/implementation during 22-23?

Lessons learnt

From your experiences of delivering the TEEMUP PD during this efficacy trial, what changes (if any) should be made to the delivery of the TEEMUP PD should a larger effectiveness trial be funded?

Logic model

On review of the logic model published within the protocol, are any changes now necessary?

Cross-Sectional School Interview Topic Guide

Autumn 2022 & Summer 2023

Introductions

Introduce the participant(s) to the interview and briefly explain how the interview will run. Ask if there's any questions before starting. Ensure the participant is happy for the recording to start.

State participant school ID and the date. Ask the participant(s) their role(s) within the school.

Training/resources

TRAINING: What TEEMUP PD training have you attended to date? How easy was it for you to attend this training during school hours? Were there any barriers/facilitators to attendance?

MENTOR: What contact, if any, have you had with your school's TEEMUP mentor so far?

- If yes, how useful have you found this? was organising the mentor meetings easy to accommodate? What do you feel were the purpose of the visits?
- What future mentor contact is planned? (if relevant).

RESOURCES: Are you using the IMP, [BfL](#), [learning trajectories](#), accessing the TEEMUP resource website? How often? Do you find them useful?

Implementation and engagement

IN PRACTICE: To what extent, if any, do you implement learning from TEEMUP into your practice? How frequently? Have you experienced any barriers to implementing it within your classroom?

Explore any changes to engagement with home environment and transition of children between YR and Y1.

WIDER SCHOOL CONTEXT: How has TEEMUP being received, if at all, across the school by other teachers and SLT/Head etc? Explore any barriers/facilitators at wider school level.

Perceived impact

CHILDREN: Do you feel the TEEMUP PD has had any impact on children's maths outcomes and self-regulation to date?

GROUPS: Are there any perceived differential intervention benefits among disadvantaged children or other groups of children?

Other:

COSTS: Have there been any costs to implement TEEMUP so far this year E.g. buying resources, time etc.

CONTACT: Happy to be contacted in Summer to chat again?

ANYTHING ELSE: Is there anything else you would like to add before we finish the interview?

Longitudinal School Interview Topic Guides

2022-2023

Introductions

Introduce the participant(s) to the interview and briefly explain how the interview will run. Ask if there's any questions before starting. Ensure the participant is happy for the recording to start.

State participant school ID and the date. Ask the participant(s) their role(s) within the school.

Training/resources

TRAINING: What TEEMUP PD training have you attended to date? (if relevant). How easy was it for you to attend this training during school hours? Were there any barriers/facilitators to attendance?

MENTOR: What contact, if any, have you had with your school's TEEMUP mentor so far? If yes, how useful have you found this? Was organising the mentor meetings easy to accommodate? What do you feel were the purpose of the visits? What future mentor contact is planned? (if relevant).

RESOURCES: Are you using the IMP, BfL, learning trajectories, accessing the TEEMUP resource website? How often? Do you find them useful?

Implementation and engagement

IN PRACTICE: To what extent, if any, do you implement learning from TEEMUP into your practice? How frequently? Please could you tell me about your experiences so far implementing TEEMUP PD in your classroom? Have you experienced any barriers to implementing it within your classroom? Has your experience of the TEEMUP PD so far changed your usual practice regarding your typical maths practice and teaching? If so, how? Explore any changes to engagement with home environment and transition of children between YR and Y1. Explore any changes to 'usual practice'.

WIDER SCHOOL CONTEXT: How has TEEMUP been received, if at all, across the school by other teachers and SLT/Head etc? Explore any barriers/facilitators to fidelity at a wider school level.

Teacher Confidence

What do you feel the impact has been on your confidence in teaching maths/self regulation if any? and your own maths ability so far?

Perceived impact

CHILDREN: Do you feel the TEEMUP PD has had any impact on children's maths outcomes and self-regulation to date?

GROUPS: Are there any perceived differential intervention benefits among disadvantaged children or other groups of children?

Other:

COSTS: Have there been any costs to implement TEEMUP so far, e.g. buying resources, time etc.

CONTACT: Happy to be contacted again at next timepoint?

ANYTHING ELSE: Is there anything else you would like to add before we finish the interview?

Appendix 4 – Data Sharing Agreement



Data Sharing Agreement

Between

UNIVERSITY OF YORK

and

[School Name]

1. Parties

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

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

Each known as a 'Party' and together as the 'Parties'.

2. Background

- 2.1. The University of York is conducting a research project entitled 'TEEMUP Study' (the 'Project') on behalf of the Education Endowment Foundation (EEF), who have funded the Project.
- 2.2. The Parties have entered into a memorandum of understanding which sets out the role of the University of York and the School in relation to the Project.
- 2.3. The Project requires that data is shared by the Parties including Personal Data and this Agreement will set out the arrangements between the Parties for the sharing of that data for the purposes of the Project.

3. Definitions and interpretation

3.1. For the purposes of this Agreement:

- 'Agreement' means, this data sharing agreement, its attachments, and any agreed amendments.
- 'Data Protection Laws' means, the General Data Protection Regulation (EU) 2016/679 and Data Protection Act 2018 and all applicable laws and regulations relating to the processing of the personal data and privacy, including where applicable the guidance and codes of practice issued by the Information Commissioner .
- 'Data Controller', 'data processor', 'data subject' 'personal data', 'processing', 'special category data' have the meanings as defined by the General Data Protection Regulation (EU) 2016/679.

3.2. The headings of the articles and clauses in this Agreement are for convenience only and have no legal effect.

3.3. References in this Agreement to any statute or statutory provision include reference to the same as amended, re-enacted, or replaced from time to time.

4. Nature and purpose of the sharing

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

The purpose of sharing children's data is to assist the evaluation team (researchers at the University of York) to independently evaluate the effectiveness of the TEEM UP professional development (PD) programme, developed and delivered by researchers at the University of Oxford, 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 participating pupils (e.g. free school meals eligibility) and their attainment – from schools and from the National Pupil Database (NPD).

Ultimately, the EEF aims to track all participating pupils longitudinally using the NPD and linking with data collected directly from EEF evaluations. This data will be stored in an EEF data archive (held by the Office for National Statistics Secure Research Service (ONS SRS); managed 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 School has agreed to provide to the University of York the personal data set out in Appendix 1 (the "Data").
- 5.2. The parties will share the minimum amount of personal information necessary for the purpose specified in this Agreement. For a breakdown of data categories being shared see Appendix 1.
- 5.3. For the purposes of this research and future research, the Data (set out in Appendix 1) will be shared at the end of the Project by the University of York with the Department for Education (DfE) and the EEF's archive manager (FFT Education). The Data will be submitted to the Office for National Statistics (ONS) via the Secure Research Service (SRS) for archiving purposes and will include data only individually identifiable to the DfE. The Data may be shared in an anonymised form with other research teams. See 7.3 for further information.
- 5.4. An anonymised version of the Data may be retained by the University of York upon expiration of this Agreement and used for future research purposes.
- 5.5. For the purposes of this research, Data (see Appendix 1) will be shared with the Department for Education (DfE) and Office for National Statistics Secure Research Service (ONS SRS) in order to link to children's Early Years Foundation Stage Profile (EYFSP) data (completed at the end of Reception year at school), held within the National Pupil Database (NPD). With the identifiable personal data provided, the DfE will 'match' children's details to their EYFSP data and will allow specified members of the evaluation team to access and conduct analyses using this data within the SRS.
- 5.6. An anonymous version of the Data will be shared with relevant researchers from the TEEM UP delivery team at the University of Oxford and potentially shared with other research teams.

6. Data protection

- 6.1. Each Party shall in relation to the processing of the personal data comply with its respective obligations under the Data Protection Laws.
- 6.2. Each Party shall act as a Data Controller in respect of the processing of the personal data that is the subject of this Agreement on its own behalf and in particular each shall be a Data Controller of the personal data acting individually and in common, as follows:
 - 6.2.1. The School shall be a Data Controller where it is Processing the Personal Data in relation to its usual business as a provider of education; and
 - 6.2.2. The University shall be a Data Controller where it is processing the personal data in relation to the research Project. Once the data has been submitted to the Office for National Statistics (ONS) for archiving in the EEF data archive and passed quality checks, the EEF hold data controller responsibility for the data.
- 6.3. Each Party shall assist the other Party in complying with all applicable requirements of the Data Protection Laws in relation to the processing of the personal data.
- 6.4. A Party sharing information under this Agreement will ensure it is not subject to any prohibition or restriction which would:
 - 6.4.1. prevent or restrict it from disclosing or transferring the personal data to the other Party as required under this Agreement;
 - 6.4.2. prevent or restrict it from granting the other Party access to the personal data as required under this Agreement; or
 - 6.4.3. prevent or restrict the Party from processing the personal data, as envisaged under this Agreement.

7. Legal basis for processing personal data

Data Sharing Agreement – TEEMUP V1.1 20210429

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7.1. In line with the University of York's charter which states that the University advances learning and knowledge by teaching and research, the University processes personal data for research purposes including this Project under Article 6 (1) (e) of the GDPR:

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

If special category data is being shared under this Agreement, it will be processed by the University under Article 9 (2) (j):

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

7.2. Research will only be undertaken by the University of York 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.

7.3. At the end of this Project, the University of York, as evaluators, are expected to submit data to the EEF data archive, managed by FFT Education and held by the Office for National Statistics (ONS). When the data is transferred to ONS via the Secure Research Service (SRS), the EEF becomes the Data Controller and is responsible for determining the purpose and means of the data processing. The data archived within the ONS is only individually identifiable to the Department of Education. The EEF processes personal data from evaluations on the basis of legitimate interests, according to the General Data Protection Regulation (GDPR), Article 6, paragraph 1(f). Further information about how the data is processed by the EEF can be found in their privacy notice:
https://educationendowmentfoundation.org.uk/public/files/Grantee_guide_and_EEF_policies/Evaluation/Data_protection/Privacy_notice_-_EEF_evaluations.pdf.

8. Access and individuals' rights

8.1. The parties recognise that data subjects have rights under data protection law, as set out in the trial's information sheet for parents/carers:

8.2. Where a request is received by a data subject to exercise any of these rights set out in 8.1, the receiving party will promptly (and in any event within 48 hours), notify the other Party. The parties will take necessary steps, as required by the Data Protection Laws, to comply with such requests.

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

9. Governance and security

9.1. The Parties agree to ensure that all personal data disclosed or transferred to, or accessed by, the other Party is accurate and up-to-date, as well as adequate, relevant and not excessive to enable a party to process the personal data as envisaged under this Agreement;

9.2. Notwithstanding 9.1, the Parties agree to take the following steps to ensure data accuracy: the pupil data provided by the School at the start of the Project will be imported into a University database and cross-checked with the original to ensure consistency. A dedicated member of the University's team will ensure that all research data collected during the Project is correctly completed, assigned and input.

9.3. Personal identifiable electronic data sent by the School to the University's evaluation team will be encrypted and transferred via the University of York's DropOff service. Any paper questionnaires, assessment sheets, and assessment registers will be delivered and returned by courier service or Royal Mail recorded delivery.

9.4. 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 set out in Appendix 2.

9.5. All identifiable personal data held by the University will be destroyed 5 years after the end of the Project (expected to be June 2029).

9.6. 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.

- 9.7. The Party receiving personal data will not share that data with a third party without the other Party(s) prior consent, save in relation to disclosures to recipients as set out in this Agreement as having permitted access, including those set out in section 5, clause 7.3 and Appendix 2.

10. Data breach management

- 10.1. Each Party shall within 24 hours notify the other Party on discovery of accidental or unlawful destruction, loss, alteration, unauthorised disclosure or access to personal data or (where applicable) special category data which is the personal data of the other Party as set out in this Agreement.
- 10.2. The Parties will within such timescale to be agreed between the Parties (acting reasonably) implement any measures necessary to restore the security of compromised personal data and support the other Party to make any required notifications to the ICO and/or other equivalent relevant regulator and affected data subjects.
- 10.3. Notwithstanding 10.2, on discovery of a data breach, the University of York will follow its Information Security Incident Management Policy as set out in Appendix 2.
- 10.4. Each Party will, where relevant, support the other Party with such investigations.

11. Term and termination

- 11.1. This Agreement will commence on the date when the last party has signed the Agreement and remain in force until the Parties have completed their respective obligations under this Agreement, or unless terminated earlier as provided in 11.2 or extended with Agreement of the Parties.
- 11.2. A Party may terminate this Agreement upon written notice to the other Party if the other Party has breached the terms of this Agreement, and such breach is not cured within thirty (30) days of written notice. Where the University is the Party in breach, the University shall securely delete the Data under its control on termination of the Agreement in accordance with this clause 11.2.
- 11.3. Termination or expiry of this Agreement shall not affect the survival of any clauses or provisions herein which are stated, or which by their nature are intended, to continue after termination or expiry.

12. General provisions

- 12.1. No one who is not a party to this Agreement is intended to or may benefit from its terms.
- 12.2. This Agreement and the attached appendix constitutes the entire agreement between the Parties with respect to the subject matter of this Agreement and supersedes all prior and contemporaneous agreements or communications.
- 12.3. The Parties may not amend this Agreement, except by a written agreement of authorised representatives of the Parties.
- 12.4. This Agreement (and all non-contractual liability arising from it) is governed by, and is to be construed in accordance with, the laws of England and Wales. The English Courts will have exclusive jurisdiction to deal with any dispute which arises out of, or in connection with, this Agreement and the Parties irrevocably submit to such jurisdiction.
- 12.5. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one legal document. Signatures transmitted in an Adobe Portable Document Format (PDF) file attached to an email shall be acceptable to bind each Party and shall not affect the validity of the Agreement in any way.

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

SIGNED FOR AND ON BEHALF OF
The University of York

SIGNED FOR AND ON BEHALF OF
[School name]

Signed: _____

Name: Michael Barber

Job Title: Contracts and Sponsorship Manager

Date: _____

Signed: _____

Name: _____

Job Title: _____

Date: _____

Signatories should be members of the senior leadership/management team or other individual authorised to sign documentation of this nature on behalf of the organisation.

Appendix 1

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil details (full name, date of birth, gender, class, free school meal [FSM] eligibility, English as an additional language [EAL] and special educational needs [SEN] status, and unique pupil number [UPN])	To allow the University's evaluation team to coordinate the Project and link to the National Pupil Database. Pupil characteristics (excluding name and UPN) for reporting and statistical analysis purposes.	School	Sept - Nov 2021 (Cohort 1) Sept - Nov 2022 (Cohort 2)	Encrypted Excel spreadsheet or via phone call
British Ability Scales 3 (BAS3) Early Number Concepts (ENC) assessments (or alternative measure in extremis).	Primary baseline and outcome measure. To allow the University's evaluation team to explore potential impact of TEEM UP PD.	Participating pupils will complete assessment with evaluation team research assistants/assessor on School premises (or alternative in extremis).	Oct - Dec 2021 (Cohort 1) May - July 2023 (Cohort 1 and 2)	Encrypted Excel spreadsheet/Online survey software (e.g. Qualtrics)/paper based forms
Child Self-Regulation and Behaviour Questionnaire (CSBQ)	Secondary baseline and outcome measure. To allow the University's evaluation team to explore potential impact of TEEM UP PD.	School staff will complete for participating children	Oct - Dec 2021 (Cohort 1) May - July 2022 (Cohort 1) Sept - Nov 2022 (Cohort 2) May - July 2023 (Cohort 1 and 2)	Encrypted Excel spreadsheet/Online survey software (e.g. Qualtrics)/paper based questionnaires
Assessment Registers	To allow the University's evaluation team to coordinate the Project and complete assessments in schools. To identify pupils to assess when visiting the School and to record participation.	Provided by evaluation team to School for both teachers and research assistants/assessors to access.	Used at assessment periods: Oct - Dec 2021 (Cohort 1) May - July 2022 (Cohort 1) Sept - Nov 2022 (Cohort 2) May - July 2023 (Cohort 1 and 2)	Paper/Encrypted excel spreadsheet
Confidence and Beliefs Survey	Secondary baseline and outcome measure	Completed by School staff	Oct - Dec 2021 May - July 2023	Online survey (Qualtrics survey software)

School characteristics and usual practice survey	To explore viewpoints and provision of PD training for school staff	Completed by School staff	Oct - Dec 2021 Sept – Oct 2022 June-July 2023	Online survey (Qualtrics survey software)
School end point and costs survey/s	To explore viewpoints and provision of PD training for school staff, feedback on TEEMUP PD programme, impact on Home Learning Environment (HLE) and associated costs	Completed by School staff	May - July 2023	Online survey (Qualtrics survey software)
School staff consent forms for interviews/observations	To gain consent from school staff for interviews and observations and to allow the University's evaluation team to coordinate these.	Completed by School staff	Sept 2021 - Aug 2023	Paper/Electronic files
Interview data (a sample of teachers across Schools will be interviewed by the evaluation team)	To explore feasibility and perceptions of delivering and evaluating the TEEM UP PD programme within Schools.	From participating School staff, collected by evaluation team at the School or via phone/video call	Sept 2021 - Aug 2023	Paper/electronic files and audio voice recording
Observation data (a sample of Schools will be observed by the evaluation team)	To explore potential impact of TEEMUP PD programme on Schools.	From participating School staff, collected by evaluation team at the School/venue	Sept 2021 - Aug 2023	Paper/Electronic files

nb. Cohort 1 – YR 2021-22 to Y1 2022-23; Cohort 2 – YR 2022-23

Appendix 2
Security arrangements

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. Electronic data may be stored temporarily on password-protected portable devices, until they can be uploaded to central servers. Audio recordings will be held on a password-protected voice recorder until they can be uploaded to the University servers.

Pupil's personal details will be held separately from all other pupil data. Children will be allocated a unique identifier (Participant/Pupil/Child ID) that will be used to label all data collected by the University's 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>

The University's Information Security Incident Management policy is available at: <https://www.york.ac.uk/about/departments/support-and-admin/information-services/information-policy/index/information-security-incident-management-policy/>

Item	Transfer to/from evaluation team	Storage	Access	Destruction of personal data
Pupil details (full name, date of birth, gender, class, FSM eligibility, EAL and SEN status, UPN)	Encrypted and sent by School via the University of York's DropOff service, details may be provided/checked by phone.	Password-protected secure University of York servers	Restricted to members of the University's evaluation team	June 2029
BAS3 ENC assessments (or alternative in extremis).	Collected by Evaluation Team Research Assistants visiting the school to assess participating pupils (or alternative in extremis). Possible transfer methods: Downloaded from Qualtrics survey software by the evaluation team; Encrypted files sent via University of York DropOff service;	Within Qualtrics survey software. Password-protected secure University of York servers Temporarily on password-protected portable devices Paper versions will be held in locked filing cabinets stored in a room with restricted access at the University of York	Restricted to members of the University's evaluation team including research assistants/assessors	June 2029

Item	Transfer to/from evaluation team	Storage	Access	Destruction of personal data
	Via courier/recorded delivery.			
CSBQ	Collected by school teachers. Possible transfer methods: Downloaded from Qualtrics survey software by the evaluation team; Encrypted files via University of York DropOff service; Via courier/recorded delivery.	Within Qualtrics survey software. Password-protected secure University of York servers Paper versions will be held in locked filing cabinets stored in a room with restricted access at the University of York	Restricted to members of the University's evaluation team	June 2029
Assessment registers	Electronic versions encrypted and sent by evaluation team via University of York's DropOff service to the School or research assistants/assessors. Paper versions sent by courier/recorded delivery.	Electronic versions will be password-protected and stored on University of York servers and temporarily on University of York password-protected portable devices. Paper versions will be held in locked filing cabinets stored in a room with restricted access at the University of York. Paper versions will be sent to schools ahead of the research assistant/assessors visit for them to collect on their arrival.	Restricted to members of the University's evaluation team including research assistants/assessors	June 2029
Practitioner Confidence and Beliefs Survey	Downloaded from Qualtrics survey software by the evaluation team	Within Qualtrics survey software. Password-protected secure University of York servers	Restricted to members of the University's evaluation team	June 2029
School characteristics and usual practice survey	Downloaded from Qualtrics survey software by the evaluation team	Within Qualtrics survey software. Password-protected secure University of York servers	Restricted to members of the University's evaluation team	June 2029

Item	Transfer to/from evaluation team	Storage	Access	Destruction of personal data
School end point and costs survey/s	Downloaded from Qualtrics survey software by the evaluation team	Within Qualtrics survey software. Password-protected secure University of York servers	Restricted to members of the University's evaluation team	June 2029
School staff consent forms for interviews/ observations	Consent forms may be transferred by Schools to the evaluation team via email, the University of York's DropOff service, posted, or collected at the time of the visit.	Electronic consent forms will be stored on University of York servers. Paper consent forms will be held in locked filing cabinets stored in a room with restricted access at the University of York.	Restricted to members of the University's evaluation team	June 2029
Interview data (a sample of teachers across Schools will be interviewed by the evaluation team)	Paper/electronic interview notes and audio data collected on password-protected audio recorders at the time of the visit, phone/video call to the School by the evaluation team.	Audio files will be uploaded to University of York servers and deleted from the voice recorder. If the interview is completed over Zoom, the video call will be uploaded to University of York servers. Electronic interview notes will be stored on University of York servers. Paper interview notes will be stored in separate locked filing cabinets to consent forms in a room with restricted access at University of York.	Restricted to members of the University's evaluation team and the transcription service. Transferred securely to the transcription service. They will not have information about the school or TA/teachers	June 2029
Observation data (a sample of Schools will be observed by the evaluation team)	Paper/electronic observation notes/data collected at the time of the visit to the School by the evaluation team	Electronic observation notes will be stored on University of York servers. Paper interview notes will be stored in separate locked filing cabinets to consent forms in a room with restricted access at University of York.	Restricted to members of the University's evaluation team	June 2029

Appendix 5 – BAS3 ENC Primary Analysis Code – Cohort 1 (Stata v17)

```
mixed BAS3Raw_FU BAS3Raw i.allocation i.location i.fsm i.eal || SchoolId:, robust
```

```
matrix b = e(b)
```

```
matrix list b
```

```
global beta = b[1,3]
```

```
global beta : di %9.2f $beta
```

```
di $beta
```

```
mat r=r(table)
```

```
matrix list r
```

```
global lower = r[5,3]
```

```
global lower : di %9.2f $lower
```

```
di $lower
```

```
global upper = r[6,3]
```

```
global upper : di %9.2f $upper
```

```
di $upper
```

```
global pvalue = r[4,3]
```

```
global pvalue : di %9.2f $pvalue
```

```
di $pvalue
```

```
di "Adjusted difference (95% CI) is 0" $beta " (0" $lower ", 0" $upper ")"
```

```
estat icc
```

```
global icc = r(icc2)
```

```
global icc : di %9.2f $icc
```

```
di $icc
```

```
mat r=r(ci2)
```

```
matrix list r
```

```
global licc = r[1,1]
```

```
global licc : di %9.2f $licc
```

```
di $licc

global uicc = r[1,2]

global uicc : di %9.2f $uicc

di $uicc

di "The ICC (95% CI) is 0" $icc " (0" $licc ", 0" $uicc ")

mixed BAS3Raw_FU || SchoolId:, robust

*var(_cons) is between-cluster variance

global bcvar [[exp(_b[lns1_1_1:_cons]])^2]

global bcvar : di %9.2f $bcvar

di "Between cluster variance is " $bcvar

*var(Residual) is within-cluster variance

global wcvar [[exp(_b[lnsig_e:_cons]])^2]

global wcvar : di %9.2f $wcvar

di "Within cluster variance is " $wcvar

*pooled variance

global vartt [[exp(_b[lnsig_e:_cons]])^2]+[[exp(_b[lns1_1_1:_cons]])^2]

global vartt : di %9.2f $vartt

di "Pooled variance is " $vartt

global es = $beta/sqrt($vartt)

global es : di %9.2f $es

global les = $lower/sqrt($vartt)

global les : di %9.2f $les

global ues = $upper/sqrt($vartt)

global ues : di %9.2f $ues

di "Effect size (95% CI) is " $es " (" $les ", " $ues ")

di "p-value is " $pvalue
```

```
*icc for model without covariates
```

```
estat icc
```

```
global icc_empty = r(icc2)
```

```
global icc_empty : di %9.2f $icc_empty
```

```
di $icc_empty
```

```
mat r=r(ci2)
```

```
matrix list r
```

```
global licc_empty = r[1,1]
```

```
global licc_empty : di %9.2f $licc_empty
```

```
di $licc_empty
```

```
global uicc_empty = r[1,2]
```

```
global uicc_empty : di %9.2f $uicc_empty
```

```
di $uicc_empty
```

```
di "The ICC (95% CI) for the model without covariates is 0" $icc_empty " (0" $licc_empty ", 0" $uicc_empty ")"
```

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