ABRACADABRA (ABRA): Small Group Reading Support

Technical Notes to accompany the Evaluation Report

September 2022

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UNIVERSITY *of* York

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

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

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

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

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

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

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

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TIDieR Table: ICT delivery model (ABRA)

Aspect of TIDieR	Exemplification relating to the evaluation
Brief name	Year 1 small group reading support programme – ICT delivery (ABRA)
Why: Rationale, theory and/or goal of essential elements of the programme	There is considerable evidence to suggest positive links between a systematic and structured approach to reading and attainment. The Year 1 reading programme focusses on teaching Year 1 pupils a balanced reading curriculum to improve attainment. Essential elements of the programme are: • A systematic, structured and balanced approach to reading • Evidence based skills learned through a variety of activities linked to real books • Small group work (including turn taking, sharing and respect) and discussion • Development of a rich language environment • Valuing and using pupils' reflections • Technology delivery (ABRACADABRA via website)
Who: Recipients of the programme	All children in (Year 1) participating classes in programme schools.
What: Physical or informational materials used in the programme	The following are provided for each school: • Lesson plans for programme lessons – minimum of four 15 minute lessons for each group per week for 20 weeks • Access to online software (ABRA) via website to deliver activities: **https://grover.concordia.ca/abra/en/** • Access to online resources about ABRA via ABRA website, including learning resources and objectives for each activity • School manual linking programme to UK curriculum • Just-in-time and scheduled support
What: Procedures, activities and/or processes used in the programme	• Initial training sessions for regional trainers about the implementation and delivery of the programme by delivery team • School CPD (external) on programme delivery led by regional trainers

	• programme lesson plans to deliver programme in school
	• ABRA website with activities to deliver programme activities
	• Quality assurance checks for regional trainers by delivery team
	• Just in time and scheduled support for schools via regional trainers
	• Quality assurance checks for schools by regional trainers
	• Mid-project meeting by delivery team to provide on-going professional development and support for the regional trainers
Who: Programme providers/implementers	The programme is designed to be delivered by Teaching Assistants, but can also be delivered by teachers or other suitable school staff. A named contact from each school allocated to the programme will be responsible for ensuring the smooth running of the programme in their school, and will act as the main point of contact with the delivery and evaluation team.
How: Mode of delivery	The delivery of the ABRA programme lessons is undertaken during regular classroom hours, by trained school staff (e.g. TAs). The programme uses a small group approach and as such small groups will be taken from mainstream lessons, one or two at a time, to complete their programme sessions.
Where: Location of the programme	Regular classrooms or quiet areas in participating schools that are allocated to the programme arm of the trial. Schools will be recruited in five regions (Manchester, Teeside, Newcastle, West Midlands, East Midlands) across England.
When and how much: Duration and dosage of the programme	Programme lessons are approximately 15 minutes in duration and designed to be delivered four times a week for 20 weeks. Pupils work in small groups of 3-4 during ABRA programme lessons. There are weekly pre-prepared lesson plans for Year 1. Schools can deliver extra sessions (including homework) at their own discretion. The evaluation period comprises 20 weeks over 3 terms of the programme with the programme, in schools that are not (and have not previously) been implementing any version of the programme.
Tailoring: Adaptation of the programme	School staff can change the level of decoding activities to match the ability of the group. The rate of movement through the levelled activities can be varied according to ability, but recommend a minimum of 80% correct on each level before going up to next level. Progression from mainly decoding based activities to comprehension-based activities can be changed according to ability. Extension activities and differentiation strategies are provided to cater to different ability groups. The programme encourages cross-curricular links to be made to ground and set in context new skills being learned.

How well (planned): Strategies to maximise effective implementation	In order to maximise the effectiveness of the implementation the following training and continuing professional development opportunities are provided: • Recruitment event (half day per region) attended by head teachers and delivery team • 3 days initial CPD delivered to regional trainers by delivery team prior to the programme (including training on non- programme -specific ABRA training – i.e. how to use ABRA and access all resources and help online on Day 1; training on how to deliver the programme via ABRA + project management skills on Day 2; training on project management skills on Day 3) • 1 day follow up CPD delivered to regional trainers by delivery team just prior to the programme • 1 day meeting mid programme with regional trainers and delivery team to refresh CPD and discuss progress. • Regular email contact and support from delivery team to regional trainers • CPD (1.5 days) delivered within each region by regional trainers to all school staff involved in delivery • Quality assurance visits by delivery team to regional trainers during (1 and ½ day) delivery of CPD to schools • Support visit by regional trainers to schools early in programme delivery. • CPD visit and quality assurance check by regional trainers to schools midway through programme delivery. • Regular, frequent email contact between regional trainers and the programme schools • Telephone/text/email/site visit support provided as and when needed (just in time support), from regional trainers to schools. • Technical support from ABRA delivery team.

TIDieR Table: Paper-based delivery model

Aspect of TIDieR	Exemplification relating to the evaluation
Brief name	Year 1 small group reading support programme – Paper-based delivery

Why: Rationale, theory and/or goal of essential elements of the programme	There is considerable evidence to suggest positive links between a systematic and structured approach to reading and attainment. The Year 1 reading programme focusses on teaching Year 1 pupils a balanced reading curriculum to improve attainment. Essential elements of the programme are: • A systematic, structured and balanced approach to reading • Evidence based skills learned through a variety of activities linked to real books • Small group work (including turn taking, sharing and respect) and discussion • Development of a rich language environment • Valuing and using pupils' reflections • Paper delivery (paper books, flashcards, magnetic letters, etc.)
Who: Recipients of the programme	All children in (Year 1) participating classes in programme schools.
What: Physical or informational materials used in the programme	The following are provided for each school: • Lesson plans for programme lessons – minimum of four 15 minute lessons for each group per week for 20 weeks • Manual describing activities in more detail, including photocopiable resources where necessary • Paper books to accompany lesson plans • Just-in-time and scheduled support
What: Procedures, activities and/or processes used in the programme	• Initial training sessions for regional trainers about the implementation and delivery of the programme by delivery team • School CPD (external) on programme delivery led by regional trainers • Programme lesson plans to deliver programme in school • Quality assurance checks for regional trainers by delivery team • Just in time and scheduled support for schools via regional trainers • Quality assurance checks for schools by regional trainers • Mid-project meeting by delivery team to provide on-going professional development and support for the regional trainers
Who: Programme providers/implementers	The programme is designed to be delivered by Teaching Assistants, but can also be delivered by teachers or other suitable school staff. A named contact from each school allocated to the programme will be

	responsible for ensuring the smooth running of the programme in their school, and will act as the main point of contact with the delivery and evaluation team.
How: Mode of delivery	The delivery of the programme lessons is undertaken during regular classroom hours, by trained school staff (e.g. TAs). The programme uses a small group approach and as such small groups will be taken from mainstream lessons, one or two at a time, to complete their programme sessions.
Where: Location of the programme	Regular classrooms or quiet areas in participating schools that are allocated to the programme arm of the trial. Schools will be recruited in five regions (Manchester, Teeside, Newcastle, West Midlands, East Midlands) across England.
When and how much: Duration and dosage of the programme	Programme lessons are approximately 15 minutes in duration and designed to be delivered four times a week for 20 weeks. Pupils work in small groups of 3-4 during programme lessons. There are weekly pre-prepared lesson plans for Year 1. Schools can deliver extra sessions (inc. homework) at their own discretion. The evaluation period comprises 20 weeks over 3 terms of the programme with the programme, in schools that are not (and have not previously) been implementing any version of the programme.
Tailoring: Adaptation of the programme	School staff can change the level of decoding activities to match the ability of the group. The rate of movement through the levelled activities can be varied according to ability, but recommend a minimum of 80% correct on each level before going up to next level. Progression from mainly decoding based activities to comprehension-based activities can be changed according to ability. Extension activities and differentiation strategies are provided to cater to different ability groups. The programme encourages cross-curricular links to be made to ground and set in context new skills being learned.
How well (planned): Strategies to maximise effective implementation	In order to maximise the effectiveness of the implementation the following training and continuing professional development opportunities are provided: • Recruitment event (half day per region) attended by head teachers and delivery team • 3 days initial CPD delivered to regional trainers by delivery team prior to the programme (including training on non- programme -specific ABRA training – i.e. how to use ABRA and access all resources and help online on Day 1; training on how to deliver programme via ABRA + project management skills on Day 2; training on project management skills on Day 3) • 1 day follow up CPD delivered to regional trainers by delivery team just prior to the programme

• 1 day meeting mid programme with regional trainers and delivery team to refresh CPD and discuss progress.

• Regular email contact and support from delivery team to regional trainers

• CPD (1 and 1/2 day) delivered within each region by regional trainers to all school staff involved in delivery

• Quality assurance visits by delivery team to regional trainers during (1 and ½ day) delivery of CPD to schools

• Support visit by regional trainers to schools early in programme delivery.

• CPD visit and quality assurance check by regional trainers to schools midway through programme delivery.

• Regular, frequent email contact between regional trainers and the programme schools

• Telephone/text/email/site visit support provided as and when needed (just in time support), from regional trainers to schools.

Appendix F: Memorandum of Understanding (MOU)

Evaluation of a Year 1 Reading Support Programme

MEMORANDUM OF UNDERSTANDING

Aims of the evaluation

The aim of this project is to evaluate the impact of a Year 1 reading support programme delivered by members of school staff who have received specialist CPD training, on children's reading attainment at the end of Year 1. The programme can be delivered online using Abracadabra (ABRA) or via paper-based materials and is composed of phonics, fluency and comprehension activities based around a series of age-appropriate texts. The results of the research will contribute to our understanding of the potential value of using the Year 1 reading support programme to improve reading in a small group teaching context and will be widely disseminated to schools across England.

The project

The intervention is intended as a whole class intervention (non-targeted) for Year 1 pupils. We will be investigating the effectiveness of the two different delivery models of the Year 1 reading support programme, the online (ABRA) and paper-based approaches. The impact of both of these delivery models will be evaluated and compared with "business as usual", i.e. usual teaching as well as business as usual small group teaching, using a randomised controlled trial (RCT).

During this project, you will be contacted by both the reading support team, hereafter referred to as the 'Project Team', who are responsible for overseeing the CPD training model for staff and providing ongoing support and by researchers from York Trials Unit (YTU) at the University of York and from Durham University, hereafter referred to as the 'Evaluation Team', who are carrying out an independent evaluation of the project.

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

Structure of the evaluation

Schools will be involved in delivering one of three possible approaches, with your school being randomly assigned to one of these approaches for the whole academic year:

- *ICT Delivery (ABRA):* Year 1 children will be divided into groups of 3-5 pupils (4 is optimal). These pupils will work with a specially trained member of school staff using the ABRA online software for a minimum of four fifteen minute sessions per week for twenty weeks during the academic year 2018/2019. Teachers can group pupils as they wish. Pupils should work through the activities as a group with the help of the member of staff. Pupils should be encouraged to use the software at home or during break time if they would like. There is a small cost of £200 to schools allocated to this approach. (If the intervention was available outside of the evaluation it would be at a greater cost.).

- *Non-ICT Delivery:* Year 1 children will be divided into groups of 3-5 pupils (4 is optimal). These pupils will work with a specially trained member of school staff using the paper based intervention for a minimum of four fifteen minute sessions per week for twenty weeks during the academic year 2018/2019. Teachers can group pupils as they wish. Pupils should work through the activities as a group with the help of the member of staff. Pupils should be encouraged to use the paper based activities at home or during break time if they would like. There is a small cost of £200 to schools allocated to this approach. (If the intervention was available outside of the evaluation it would be at a greater cost.)

- *'Business as usual' Approach:* Schools in the control group will be asked to continue with usual teaching with Year 1 pupils in 2018/2019. In addition to usual teaching, we ask that you deliver additional small group teaching (to approx. 5 pupils that you will have pre-identified before randomisation), similar to that which is being delivered in the intervention schools. The content of this additional small group teaching is completely up to you but must be literacy based and cannot be ABRA. As a token of our appreciation for your school's participation, your school will receive a thank you payment of £500.

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

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

The Evaluation Team will use school and pupil information provided by schools including KS1 results, and information from the National Pupil Database to assess any impact of the intervention on attainment. Pupils will also sit some extra assessments, but these will be no different to the usual ways teachers monitor reading progress and will not be identified as 'tests' to the pupils.

Use of Data

All pupil data will be treated with the strictest confidence and will be stored in accordance with the General Data Protection Regulation (2018) and the Data Protection Bill (2018).)Named data will be matched with the National Pupil Database (NPD) and shared with the Project Team – Nottingham Trent University and Coventry University, the Evaluation Team – York Trials Unit, University of York and Durham University, the Department for Education, the Education Endowment Foundation (EEF), FFT Education and in an anonymised form to the UK Data Archive and for other research purposes.

A data sharing agreement will be put in place with schools.

All results will be anonymised so that no schools or individual pupils will be identifiable in the report or dissemination of any results. Confidentiality will be maintained and no one outside the Project Team and Evaluation Teams will have access to the study database.

Responsibilities of the Project Team:

- Provide CPD training to regional trainers: 5 days of hands on training - one 3-day course, followed by two 1-day courses at a central venue; 2 days of preparation in own time with email/phone support from project team as necessary.
- Provide CPD training for school staff members via regional trainers. Training will consist of 1.5 days of hands on training delivered over 2 visits to a local venue.
- Provide as and when (just in time) support to the school through regional trainers
- Provide scheduled support visits in school at Weeks 3 and 10 through regional trainers
- Provide Intervention manuals and 20 week lesson plans to intervention schools
- Analyse project data and disseminate the research findings at conferences and through academic papers.

Responsibilities of the Evaluation Team:

- Act as the first point of contact for any questions about the evaluation
- Organise for a data sharing agreement to be put in place with schools
- Conduct the random allocation of schools to groups
- Provide information about the trial for parents
- Conduct baseline and end of trial surveys with teaching staff
- Collect class and pupil level data (including name, date of birth, UPN) from schools
- Mark baseline Progress in Reading Assessments
- Conduct external assessment of participating pupils in Year 1 at the end of the trial
- Request NPD data using pupil details
- Analyse the data from the project
- Disseminate the research findings through the EEF report and at conferences and through academic papers.

Requirement for Schools

- Schools will nominate a member of staff (Project Lead) who will agree to take responsibility for the project within their school and act as a point of contact for the Evaluation and Project teams.
- Schools will nominate appropriate members of staff (TAs, teachers, SENCOs, etc) who would take part in the CPD training and deliver the intervention if allocated to the intervention group.
- Schools need to be willing to involve a minimum of 10 children, ideally one class of pupils (Typically 30 pupils) in the evaluation. Where a subset of the year 1 class is to be involved in the evaluation, the evaluation team will need to select these children at random from the year 1 cohort. Schools with larger cohorts may choose to deliver the intervention (if they are randomly allocated to the intervention groups) to the whole cohort if they wish, in such cases the evaluation team will randomly the select the children/class to be involved in the evaluation. Where a school with a larger cohort only wants to deliver the intervention to one class, ideally this class would be selected at random by the evaluation team. **Two staff members would be required per Yr 1 class (approx 30 children), to deliver the intervention, with each staff member delivering intervention to 3 - 4 groups (45mins – 1hr) four days a week for 20 weeks over the academic year.**
- Before randomisation the school will identify approximately 5 suitable pupils who would receive a programme of school directed small group teaching if the school is allocated to the business as usual condition.
- The school will facilitate the Progress in Reading Assessment at baseline and send the assessment booklets to the Evaluation Team to be marked.
- The school will facilitate the external assessors from the Evaluation Team to administer the end of trial assessments to participating Year 1 children.
- The school will help researchers from the Evaluation and Project Teams to collect evaluation data, including facilitating the completion of questionnaires/surveys by school staff.
- Schools will deliver letters to parents giving them information about the study and will inform the Evaluation Team of any responses arising.
- Schools will permit the publication of anonymised data collected.

- The school agrees to the Evaluation Team obtaining data on the evaluation cohort's attainment results and other characteristics such as FSM status, from the National Pupil Database, and will provide the UPNs to enable this to be achieved. (A data sharing agreement will be put in place detailing the specifics of this.)
- Teachers will, at the earliest opportunity, notify the Project Team if there are any issues which could prevent the effective implementation of the intervention.
- If the school has to withdraw from the project for operational or other unavoidable reasons, it will notify the Evaluation and Project Teams straight away and wherever possible will still provide/allow assessment data to be collected for the evaluation.
- Members of school staff involved in the project will provide valid email addresses and telephone contact numbers to the Evaluation and Project Teams and agree to check communications regularly during the period of the research.

Head Teacher agreement

I agree for my school _____to take part in the Evaluation of a Year 1 Reading Support Programme study and I accept the terms and conditions outlined in the Memorandum of Understanding.

School Name: _____

Head Teacher Name: _____

Head Teacher Signature: _____ Date: ____/____/_____

Head Teacher Email Address: _____

Project Lead Name: _____

Project Lead Email Address: _____

Project Lead Job Title:_____

School Contact (if not Head Teacher or Project Lead):_____

School Contact Email Address (if not Head Teacher or intervention
facilitator):_____

School Telephone Number: _____

Thank you for agreeing to take part in this research. Please return this form to:

Prof. Clare Wood, Psychology Dept.
Nottingham Trent University
50 Shakespeare Street, Nottingham, NG1 4FQ.

Evaluation of a Year 1 Reading Support Programme

Parent/Carer Information Sheet

Dear Parent/Carer,

Your child's school is taking part in the *Small Group Reading Support* evaluation. The research is being funded by the Education Endowment Foundation (EEF) an organisation that funds research into education. The University of York and Durham University have been asked by the EEF to independently evaluate this reading support programme.

This research project is fully supported by your child's school and will be carried out under strict ethical and data protection guidelines. The programme is being led by a team of researchers at Coventry University and Nottingham Trent University and is designed to help improve children's reading abilities in Year 1. There is no cost to parents/carers for this programme.

How is the programme being evaluated?

To find out how well the programme works, some participating schools will use the programme this year and some schools will not. This is decided randomly by a computer.

In schools using the programme, teaching assistants or teachers will deliver the programme to small groups of Year 1 children in at least four 15 minute sessions per week for 20 weeks. This will be in addition to normal teaching. Teaching will continue as normal for schools who do not use the programme.

Researchers will compare results from children in schools that have used the programme with results from children in schools that have not.

What information will be collected?

We would like to collect information about your child from your child's primary school (including your child's full name, date of birth, and unique pupil number). We would also like to ask your child to complete some assessments of their reading skills. At the start of the school year, teachers will ask children to complete these assessments. At the end of the school year, trained assessment administrators from the evaluation team, University of York and Durham University, will visit your child's school and ask children to complete

these assessments. Scores on these assessments will be used by the University of York and Durham University.

For the purpose of research, the information provided by your child's school and your child's scores on the reading assessments will be linked with information about your child from the National Pupil Database (including free school meal eligibility, gender, special education needs, English as a second language status, and national assessment results) and shared by the University of York and Durham University with Coventry University, Nottingham Trent University, the Department for Education, the EEF, Fischer Family Trust (FFT) (EFF's data processor for the archive) and, in an anonymised form, with other research teams and potentially the UK Data Archive. Further matching to National Pupil Database data may take place during subsequent research.

Your child's data will be treated with the strictest confidence and safeguards are in place to protect their data, in line with the General Data Protection Regulation. We will not use your child's name or the name of their school in any report arising from the research. The *Frequently Asked Questions* section below will tell you more about how we will use and store the information collected in the project.

We expect that your child will enjoy completing the assessments and being part of the project. Your child may withdraw from the evaluation at any time (see the section below for how to notify any withdrawal).

What do I need to do now?

If you would prefer your child NOT to take part in the assessment, or their data not to be processed as described above, please complete the attached Parent/Carer Withdrawal From Research Form and return it to your child's school by **14th September 2018**.

You are free to withdraw your child's information for use in this evaluation at any time after this date by contacting the child's school in writing, who will them communicate this with the research team, or contact the research team directly using the contact details below.

If you would like more information about the evaluation, please contact the Evaluation team:

Email: ytu-abra@york.ac.uk
Tel: 01904 328158

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 at Key Stage 1, Key Stage 2 and GCSE, with some projects now also evaluating impact on attainment post 16.

Who is the Data Controller? For the purposes of this project, the University of York is the data controller as defined in the General Data Protection Regulation. Once the data has been submitted to the FFT archive and passed quality checks, the EEF holds data controller responsibility for the archived data.

How do we keep your child's data secure? The University takes information security extremely seriously and has implemented appropriate technical and organisational measures to protect data. Access to information is restricted on a need-to-know basis and security arrangements are regularly reviewed to ensure their continued suitability. Further information about how we will use the information provided about your child can be found at:www.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 (2016, applicable in the UK from May 2018).

How long will we keep your child's data? All individually identifiable data held by the evaluation team will be destroyed 3 years after the end of the study (2023). Data submitted to the FFT archive will include individually identifiable data.

What rights do you have in relation to your child's data? Under the GDPR, you have a right of access to 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:
https://www.york.ac.uk/healthsciences/research/trials/trials-gdpr/research-partcipants/

Right to complain: If you are unhappy with the way in which the University has handled 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 **www.ico.org.uk/concerns**.

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

Has the evaluation of the Year 1 Reading Support Programme received ethical approval? The School of Education at Durham University is reviewing the ethical standards of this project. The project has received ethical approval from the School of Education at Durham University for the aspects of the research detailed in this information sheet.

Is my child's participation in the research confidential? All participant data will be treated with the strictest confidence and will be stored in accordance with GDPR.

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 2020 and will be published by the EEF on their website (**https://educationendowmentfoundation.org.uk**); this final report will not name any schools or individual children.

I have another question. If you would like more information about the evaluation of the Year 1 reading Support Programme or have any questions, please contact the evaluation team at Email: ytu-abra@york.ac.uk Tel: 01904 328158

Evaluation of a Year 1 Reading Support Programme

Parent/Carer Withdrawal From Research Form

 If you do not have any objections to the assessment or your child's school sharing information for use in this evaluation you do not need to do anything.

If you would prefer your child NOT to take part in the assessment, or their data not to be processed as described in the attached information sheet V1 20180828, please return this form to your child's school by **14th September 2018.**

If you do not return a completed form by this date, we will assume you do not have any objections to the assessment or your child's school sharing information for use in this evaluation, and we may approach your school to ask them to share that information.

| | I **DO NOT** want my child to be assessed for this evaluation or information about my child to be shared for use in the Year 1 Reading Support Programme evaluation |

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

Child's
Name………
……………………………………………

Child's
School………
……………………………………..

We have sent you two copies of this form, so you can **return one copy to your child's school** and keep the other for your records.

Appendix H: Data Sharing Agreement (DSA)

Data Sharing Agreement
Between
UNIVERSITY OF YORK
and
DURHAM UNIVERSITY
and
[School Name]

DATED [Date sent]

Parties

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

DURHAM UNIVERSITY, whose registered office is at Durham University, Durham, DH1 3LE; and

[School name and address]

Overview

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

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

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

Definitions

For the purposes of this Agreement:

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

Purpose of the sharing

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

The purpose of sharing pupil data (for selected pupils who will be in Year 1 and Year 5 in September 2018) is to assist the evaluation team (researchers at the University of York and Durham University) to independently evaluate the effectiveness of ReflectED on behalf of the Education Endowment Foundation (EEF). The EEF is an independent charity founded in 2011 with funding from the Department of Education. Its aim is to build the evidence for what works in raising children's attainment. Consequently, evaluations are conducted to demonstrate the impact of its projects on attainment. All EEF evaluations require data on the background characteristics of pupils (including free school meals eligibility) and their attainment – from schools and from the National Pupil Database (NPD). Ultimately, the EEF aims to track all its pupils longitudinally using the NPD and link with data collected directly from its evaluations. This data will be stored in an EEF data archive (held by FFT Education), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities.

Data items to be shared

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

Basis for sharing

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

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

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

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

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

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

Access and individuals' rights

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

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

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

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

Governance and security

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

Electronic data sent by the school to the evaluation team will be encrypted and transferred via the University of York's DropOff service. Paper record forms for the metacognition assessments (JrMAI's) completed with

pupils by schools in the Autumn Term 2018 and Summer Term 2019 will be sent by post to the evaluation team (these forms will hold no personal details).

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

Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of Practice for Health and Social Care 2016.

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.

Data breach management

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

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

Termination

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

Review

This Data Sharing Agreement will remain in force until the NPD data has been transferred to EEF (May 2020, two months after the submission of the final report which is due March 2020).

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

SIGNED FOR AND ON BEHALF OF
The University of York

Signed: _____

Name: _____

Title: _____

Date: _____

SIGNED FOR AND ON BEHALF OF
Durham University

Signed: _____

Name: _____

Title: _____

Date: _____

SIGNED FOR AND ON BEHALF OF
[Insert name of school]

Signed: _____

Name: _____

Title: _____

Date: _____

Appendix 1

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil details (name, date of birth, Unique Pupil Number (UPN), school, class)	To allow the evaluation team to coordinate the study and access the National Pupil Database (NPD)	School	Autumn Term 2017	Encrypted Excel spreadsheet
Junior Metacognitive Awareness Inventory (JrMAI)	To allow the evaluation team to assess metacognition in the pupils who are in Year 5 in January 2018.		Autumn Term 2018 and Summer Term 2019	Teleform with unique Trial ID for each pupil
KS1 Maths raw score; KS1 Reading raw score	Outcome measures to be used in the statistical analysis for pupils in Year 1 in January 2018.		Summer Term 2019	Encrypted Excel spreadsheet
Pupil-level school census data (most recent) linked to KS2 attainment (2018/19 unamended data) and prior KS1 attainment (2014/15) in one file.	Outcomes and measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis for pupils in Year 5 in January 2018.	National Pupil Database (NPD)	Summer 2019	Txt file downloaded from NPD secure data portal, password required
Pupil-level school census data (most recent) linked to prior EYFSP attainment (2016/17) in one file.	Measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis for pupils in Year 1 in January 2018.			
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	To allow the evaluation team researchers to assess pupil experience of using the programme, their perceptions of their learning, pupil engagement and confidence.	Collected by evaluation team researchers at the school	Summer Term 2018 – Summer Term 2019	Audio voice recording
Teacher surveys	To establish school and teacher contextual factors which feed in to the implementation and process evaluation (examining how the programme has been put into practice and how training was received).	Collected by the evaluation team through online surveys	Autumn Term 2018 - Summer Term 2019	Online (Qualtrics survey software). Downloaded as CSV file.
Structured observations	To establish fidelity and compliance and observe pupil and teacher experiences of ReflectED.	Collected by evaluation team researchers at the school	Autumn Term 2018 - Summer Term 2019	Paper observation record sheets
Interviews in schools (teachers, head teacher)	To establish school and teacher contextual factors which feed in to the process evaluation (examining how	Collected by evaluation team researchers at the school	Autumn Term 2018 - Summer Term 2019	Paper and audio voice recording

	the programme has been put into practice)			
Reflection analysis & metacognition	To establish the metacognitive content of reflections completed by pupils as part of ReflectED.	Collected by schools and anonymised before being transferred securely to the evaluation team researchers.	Summer Term 2018 – Summer Term 2019	Paper copies and electronic reflections in SeeSaw.

Appendix 2

Security arrangements

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

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

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

Item	Transfer to/from school or evaluation team	Storage	Access	Destruction
Pupil details (name, date of birth, Unique Pupil Number (UPN))	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers.	Restricted to members of the evaluation team	NPD data will be destroyed one year after the end of the evaluation (May 2021).
Junior Metacognitive Awareness Inventory (JrMAI)	Posted in named envelopes for each school and returned in pseudoanynomised format with only a Trial ID as identifier.	In a locked filing cabinet and once scanned in a password protected database on the university servers.	Restricted to members of the evaluation team	Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of Practice for Health and Social Care 2016.
KS1 Maths raw score; KS1 Reading raw score	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers.	Restricted to members of the evaluation team	
NPD data	Txt file downloaded from NPD secure data portal, password required	In a restricted electronic folder on the university servers.	Restricted to members of the evaluation team	
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	With the researcher on paper and password protected voice recorder	Uploaded to university servers and deleted from voice recorder	Restricted to members of the evaluation team and the transcription service. The transcription service will have no information about the school or pupils.	Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of

Teacher surveys	Downloaded from Qualtrics	Stored in Excel files on the university servers	Restricted to members of the evaluation team	Practice for Health and Social Care 2016.

Anonymised electronic data and paper documents will be kept indefinitely. |
Structured observations	With the researcher on paper	Paper forms will be held in locked filing cabinets stored in a room with restricted access.	Restricted to members of the evaluation team	
Interviews in schools (teachers, head teacher)	With the researcher on paper and password protected voice recorder	Uploaded to university servers and deleted from voice recorder	Restricted to members of the evaluation team and the transcription service. The transcription service will have no information about the school or pupils.	
Reflection analysis & metacognition	Encrypted and sent by the University of York's DropOff service or anonymised and posted.	Paper copies will be held in locked filing cabinets stored in a room with restricted access. Electronic copies will be uploaded to university servers.	Restricted to members of the evaluation team	

Appendix 3

Nominated Representatives

The University Representative (University of York) shall be   [   ]
The University Representative (Durham University) shall be   [   ]
[School Name] Representative shall be   [   ]

Appendix I: Baseline Survey

ABRA baseline survey

Survey Flow

<table>
<tr><td>

Block: Default Question Block (8 Questions)
Standard: Whole school questions (3 Questions)

</td></tr>
<tr><td>

Branch: New Branch
    If
        If Your role/s in school (please tick all that apply): Teaching assistant Is Selected

</td></tr>
<tr><td>

    Standard: Teaching Assistant Questions (7 Questions)

</td></tr>
<tr><td>

Branch: New Branch
    If
        If Your role/s in school (please tick all that apply): Classroom teacher (KS1) Is Selected

</td></tr>
<tr><td>

    Standard: KS1 teacher questions (7 Questions)

</td></tr>
<tr><td>

Branch: New Branch
    If
        If Are you the member of staff that will be attending the training for Year 1 Reading Support Progra... Yes Is Selected

</td></tr>
<tr><td>

    Standard: Delivery questions (15 Questions)

</td></tr>
<tr><td>

EndSurvey:

</td></tr>
</table>

Page Break

Q1 The Education Endowment Foundation (EEF) has asked researchers at the University of York and Durham University to independently evaluate the *Year 1 Reading Support Programme (ABRA)* being delivered and supported by Coventry University and Nottingham Trent University. An implementation and process evaluation (IPE), designed to explore how the programme is implemented and explain any impact on reading attainment, is part of this independent evaluation. Part of the IPE involves a survey, before your school is randomised, which helps us to build up a picture of what usual practice in schools is with regards to improving literacy in Year 1 pupils.   This survey should be completed by **each** of the following: The Head Teacher **OR** Project Lead **OR** Literacy Coordinator;   **AND**   **All** Year 1 class teachers;   **AND**   **All** staff members who will attend the Year 1 Reading Support Programme (ABRA) training/deliver the intervention (if your school is randomly allocated to the intervention group)

Q2 School name:

_____

Q3 School postcode:

_____

Q4 Your role/s in school (**please tick all that apply**):

☐ Head teacher (1)

☐ Literacy coordinator (2)

☐ Classroom teacher (KS1) (3)

☐ Teaching assistant (5)

☐ SENCO (6)

☐ Deputy Head (7)

☐ Other (please state) (8) _____

Q6 Do you have any other roles in school (e.g. SENCO, leadership?), if so please state:

_____

_____

_____

_____

_____

Q7 Are you the Year 1 Reading Support Programme (ABRA) Project Lead in your school?

○ Yes (1)

○ No (2)

Q8 Are you the member of staff that will be attending the training for Year 1 Reading Support Programme (ABRA) and delivering it in your school? (if your school is randomly allocated to the intervention group)

○ Yes (1)

○ No (2)

Q12 If you are randomly allocated to deliver the Year 1 Reading Support Programme (ABRA): either ICT or non ICT, who will deliver it in your school? (tick all that apply)

- [ ] Year 1 class teacher/s (1)

- [ ] Year 1 teaching assistant/s (2)

- [ ] Teaching assistant/s not linked to Year 1 (3)

- [ ] SENCO (4)

- [ ] Other (please state) (5) _____

End of Block: Default Question Block

Start of Block: Whole school questions

Q9 Has THIS school used the ABRA Reading Support Programme before agreeing to take part in this evaluation?

○ Yes the paper based version (1)

○ Yes the ICT based version (2)

○ Yes both the paper based and ICT based versions (3)

○ No (4)

Display This Question:

   If Has THIS school used the ABRA Reading Support Programme before agreeing to take part in this eval... = Yes the paper based version

   Or Has THIS school used the ABRA Reading Support Programme before agreeing to take part in this eval... = Yes the ICT based version

   Or Has THIS school used the ABRA Reading Support Programme before agreeing to take part in this eval... = Yes both the paper based and ICT based versions

Q10 When did the school use ABRA and for how long? If both the ICT and non-ICT versions have been used please give details of each.

_____

_____

_____

_____

_____

Q11 Was ABRA used with Year 1?

◯ Yes (1)

◯ No (2)

End of Block: Whole school questions

Start of Block: Teaching Assistant Questions

Q45 Are you a...

◯ Level 1 TA (1)

◯ Level 2 TA (2)

◯ Level 3 TA (3)

◯ Level 4 HLTA (4)

Q20 Do you ever provide/do class cover for the teacher?

◯ Yes (1)

◯ No (2)

Q21 Do you run intervention groups?

◯ Yes (1)

◯ No (2)

Q22 Do you work within the whole-class setting?

◯ Yes (1)

◯ No (2)

Q23 Do you work with pupils one-to-one?

◯ Yes (1)

◯ No (2)

Q24 Please give details of any other duties / specific comments to the above duties:

_____

_____

_____

_____

_____

Q25 Please list any intervention groups you have worked with, including the intervention name, year group worked with, the number of pupils in the group and your role (as shown in the example)   Example

Intervention *Precision teaching* **Year group** *1*
Number in Group *1* **Role** *Planning activities and daily assessments*

	Intervention (1)	Year group (2)	Number in Group (3)	Role (4)
1 (1)				
2 (2)				
3 (3)				
4 (4)				
5 (5)				
6 (6)				
7 (7)				

End of Block: Teaching Assistant Questions

Start of Block: KS1 teacher questions

Q13 Do you currently have TA support in your Year 1 literacy lessons?

○ Yes, most or all of the time (1)

○ Some of the time (2)

○ No, never (3)

Q14 How does the TA support in literacy? Please select all that apply.

☐ Conduct planned and structured interventions with prepared materials (1)

☐ Works with an individual student providing 1:1 support (2)

☐ Works with a small group of pre-identified students on a regular basis (3)

☐ Provides support as required to the class as directed by the teacher (4)

☐ Other (please give details) (5) _____

Q15 How many teaching groups/classes for literacy do you currently have across the whole of Year 1?

_____

_____

_____

_____

_____

Q16 How do you deliver Year 1 literacy teaching in terms of the grouping of students?

○ Mixed ability groups (1)

○ Pupils grouped by ability (2)

○ Other (please state) (3) _____

Q17 How do you differentiate your approaches to literacy learning for pupils of different attainment? Please list all approaches.

_____

_____

_____

_____

_____

Q18 Please tell us about any literacy support programmes that you have used within the last 2 years in your Year 1 class, this includes interventions or programmes and/or any specialised literacy training that you and/or the TA working with you (if applicable) have received.

 Please tell us the name of the programme or training, who attended and summarise the approach or content.

_____

_____

_____

_____

_____

Q19 Do children in Year 1 use the following devices at school (please tick all that apply)?

☐ Ipad/tablet (1)

☐ Laptop (2)

☐ Desktop PC (3)

Q26 Please tell us about your education related qualifications (e.g. B.Ed, PGCE, Teaching Assistant Diploma...)

_____

_____

_____

_____

_____

Q27 Please list any other relevant qualifications that you have (e.g. BA in English)

_____

_____

_____

_____

_____

Q28 Please provide details of your experience working in schools, including: year groups you have worked with and dates (as shown in the example)   Example   Reception   Sept 2010 - July 2011Career break   Sept 2011 - July 2016Year 4   Sept 2016 - July 2018

_____

_____

_____

_____

_____

Q49 Have **you ever** used the ABRA Reading Support Programme before your school agreed to take part in this evaluation? (Either in this school or another school.)

◯ Yes the paper based version (1)

◯ Yes the ICT based version (2)

◯ Yes both the paper based and ICT based versions (3)

◯ No (4)

Q52 When did you use ABRA and for how long? If you've used both the ICT and non-ICT versions please give details of your use of each.

_____

_____

_____

_____

_____

Q53 Did you use ABRA with Year 1?

◯ Yes (1)

◯ No (2)

Q29 Have you used ICT (information and communications technology, such as computers, tablets, digital whiteboards etc) for any of the following? (tick all that apply):

☐ Professional - In the teaching of Literacy (1)

☐ Professional - In the teaching of Numeracy (2)

☐ Professional - In the teaching of Science (3)

☐ Professional - In the teaching of Music (4)

☐ Professional - In the teaching of Art (5)

☐ Professional - No use (6)

☐ Professional - Other (please state) (7) _____

Q46 Have you used ICT (information and communications technology, such as computers, tablets, digital whiteboards etc) for any of the following? (tick all that apply):

☐ Personal - Email (1)

☐ Personal - Social Media (2)

☐ Personal - Online shopping (3)

☐ Personal - Reading news (4)

☐ Personal - Information sourcing (5)

☐ Professional - No use (6)

☐ Professional - Other (please state) (7) _____

Q30 How many years have you been using ICT for (please tick)?

○ Professional - less than 1yr (1)

○ Professional - 1 – 5 yrs (2)

○ Professional - more than 5 yrs (3)

○ No use (4)

Q47 How many years have you been using ICT for (please tick)?

○ Personal - less than 1 yr (1)

○ Personal - 1 – 5 yrs (2)

○ Personal - more than 5 yrs (3)

○ No use (4)

Q31 How often do you use ICT (please tick)?

○ Professional - every lesson (1)

○ Professional - every day (2)

○ Professional - every week (3)

○ Professional - less than once a week (4)

○ No use (5)

Q48 How often do you use ICT (please tick)?

◯ Personal - every day (1)

◯ Personal - 1 – 6 times a week (2)

◯ Personal - less than 4 times a month (3)

◯ No use (4)

Q32 How comfortable are you using IT for delivering teaching (please tick)?

◯ Very comfortable (1)

◯ Comfortable (2)

◯ Neutral (3)

◯ Uncomfortable (4)

◯ Very uncomfortable (5)

Q33 What would be your preferred method of delivering literacy teaching in this evaluation (please tick)?

◯ No intervention (control group) (1)

◯ Year 1 reading Support programme (ABRA) ICT (2)

◯ Year 1 reading Support programme (ABRA) non- ICT (3)

◯ No preference (4)

Q34 Do you use the following devices at school as part of KS1 teaching (please tick all that apply)?

☐ Ipad/tablet (1)

☐ Laptop (2)

☐ Desktop PC (3)

Appendix J: Lesson Observation Frameworks

Evaluation of a Year 1 Reading Support Programme

ABRA independent evaluators observation schedule (ABRA)

Observer:…………… Date: ……………… Site (eg classroom)……………………………………Gp size………..

School ID:……………………………TA ID ……………… Day(of ABRA)………………….. ICT/non-ICT

ICT equipment (laptop, tablet, IWB?)…………………….

Extension work? Y/N _____

Adaptations Y/N _____

Use of timer Y/N _____

Time	Activity eg blending, decoding, word changing, comprehension	Observer notes

Instructions:

Assess the session on a scale from 0 to 4 and record the rating in the box below each question. If you think the observation falls between two of the descriptions, select the intervening odd number (1 or 3). Additionally, please provide supportive comments to evidence the rating given. If you feel the descriptions for a given question do not apply to the session you are rating, disregard them and use the more general scale below:

0	**1**	**2**	**3**	**4**
Poor	Barely Adequate	Adequate	Good	Excellent

1) **Exposure**

   0 Minimal pupil exposure to intervention activities, most of time spent off-task (e.g. chatting about off-task subjects)

   2 Evidence of pupil exposure to intervention activities, some time spent off-task (e.g. long time spent between activities)

   4 Clear evidence of pupil exposure to intervention activities, minimal time spent off-task

   Rating (0-4):

2) **Preparation**

   0 Minimal evidence of TA preparation of intervention lessons (unable to navigate or unfamiliar with materials)

   2 Some evidence of TA preparing for intervention lessons (e.g. able to locate activity/resources)

   4 Clear evidence of TA preparing for intervention lessons (e.g. quick to move to activities, clear introduction to activity)

   Rating (0-4):

3) **Instructional Guidance**

   0 No introduction to activity. Facilitator starts tasks without telling pupils which task they are about to complete. No corrective feedback is given when pupils answer incorrectly.

   2 Facilitator only tells pupil which tasks they are about to complete. No instructions about expectations are given during the activity (where appropriate). Corrective feedback is not consistently given when pupils answer incorrectly.

   4 Facilitator tells pupils what activity they are about to complete and gives good instructions/reminders about what is expected during the activity (where appropriate). Corrective feedback is always given when pupils answer incorrectly

   Rating (0-4):

4) **Opportunities to succeed (levels/differentiation)**

   0 No awareness of ability level of pupils, and/or levels used inappropriately, no differentiation

   2 Some awareness of pupil ability, some differentiation to match task difficulty individually

4   Clear evidence of pupil ability, and/or clear differentiation across tasks, all children given opportunities to succeed

Rating (0-4): ☐

5) Group Cohesion
0   No attempt to encourage pupils to work together as a group, allowing some pupils to dominate
2   Some encouragement to work as a group, e.g. reminder of STAR rules
4   Active management of group dynamics, e.g. reminder of STAR rules and enforcing turn taking and sharing
Rating (0-4): ☐

6) Pacing and efficient use of time

0   TA made no attempt to time activities. Session seemed aimless
2   Session ran more or less to time, but timing of activities within session not as planned
4   Session ran to time, timing of activities within session as planned
Rating (0-4): ☐

7) Behaviour
0   Constant disruption and off-task behaviour going unmanaged
2   Little disruption, pupils mainly on-task and/or attempts at behaviour management
4   Pupils clearly engaged, kept on track and/or effective behaviour management
Rating (0-4): ☐

8) Integration of classroom literacy learning
0   Clear evidence of inconsistency between classroom methods - such as Read Write Ink - and RUKS (ABRA) methods
2   No evidence whether or not group is following school literacy policy
4   Clear evidence of connections being made (and consistently applied) to classroom literacy learning
Rating (0-4): ☐

9) Evidence of Progression Monitoring
0   No evidence of the Progression Record book being used
2   Progression Record book being used however groups are progressing: **too fast / too slow (please circle)**
4   Progression Record books demonstrate that the progression rule is being followed correctly and recorded appropriately
Rating (0-4): ☐

10) Overall rating and comments: How would you rate the overall session?

0	1	2	3	4
Poor	Barely Adequate	Adequate	Good	Excellent

TOTAL SCORE: /40

Comments:

Evaluation of a Year 1 Reading Support Programme

ABRA independent evaluators observation schedule (Control)

Observer:…………… Date: ……………… Site (eg classroom)………………………………………………………..

School ID:…………………………………Trainer ID ……………………. Group size………………. Control

Named scheme(s)/programme(s)? Y/N _____

Time	Activity eg blending, decoding, word changing, comprehension	Observer notes

Instructions:

Assess the session on a scale from 0 to 4 and record the rating in the box below each question. If you think the observation falls between two of the descriptions, select the intervening odd number (1 or 3). Additionally, please provide supportive comments to evidence the rating given. If you feel the descriptions for a given question do not apply to the session you are rating, disregard them and use the more general scale below:

0	**1**	**2**	**3**	**4**
Poor	Barely Adequate	Adequate	Good	Excellent

9) **Preparation**
   - **0** Minimal evidence of TA preparation of intervention lessons (unable to navigate or unfamiliar with materials)
   - **2** Some evidence of TA preparing for intervention lessons (e.g. able to locate activity/resources)
   - **4** Clear evidence of TA preparing for intervention lessons (e.g. quick to move to activities, clear introduction to activity)

   Rating (0-4): ____

10) **Instructional Guidance**
   - **0** No introduction to activity. Facilitator starts tasks without telling pupils which task they are about to complete. No corrective feedback is given when pupils answer incorrectly.
   - **2** Facilitator only tells pupil which tasks they are about to complete. No instructions about expectations are given during the activity (where appropriate). Corrective feedback is not consistently given when pupils answer incorrectly.
   - **4** Facilitator tells pupils what activity they are about to complete and gives good instructions/reminders about what is expected during the activity (where appropriate). Corrective feedback is always given when pupils answer incorrectly

   Rating (0-4): ____

11) **Opportunities to succeed (levels/differentiation)**
   - **0** No awareness of ability level of pupils, and/or levels used inappropriately, no differentiation
   - **2** Some awareness of pupil ability, some differentiation to match task difficulty individually
   - **4** Clear evidence of pupil ability, and/or clear differentiation across tasks, all children given opportunities to succeed

   Rating (0-4): ____

12) **Group Cohesion**
   - **0** No attempt to encourage pupils to work together as a group, allowing some pupils to dominate
   - **2** Some encouragement to work as a group, e.g. reminder of STAR rules
   - **4** Active management of group dynamics, e.g. reminder of STAR rules and enforcing turn taking and sharing

   Rating (0-4): ____

13) **Behaviour**
   - **0** Constant disruption and off-task behaviour going unmanaged
   - **2** Little disruption, pupils mainly on-task and/or attempts at behaviour management
   - **4** Pupils clearly engaged, kept on track and/or effective behaviour management

   Rating (0-4): ____

14) Integration of classroom literacy learning

    0   Clear evidence of inconsistency between classroom methods - such as Read Write Ink - and small group methods

    2   No evidence whether or not group is following school literacy policy

    4   Clear evidence of connections being made (and consistently applied) to classroom literacy learning

    Rating (0-4):

7) Overall rating and comments: How would you rate the overall session?

0	1	2	3	4
Poor	Barely Adequate	Adequate	Good	Excellent

TOTAL SCORE: **/28**

Comments:

Appendix K: End of Trial Survey

ABRA End of Trial Survey

Q1 Thank you for your continued participation in the evaluation of ABRA Online Reading Support for Year 1 pupils in the school year 2018/2019. We really appreciate you taking the time to complete this questionnaire.

Page Break

Q2 School name

_____

- -

Q3 School postcode

_____

- -

Q4 What arm of the trial were you allocated to?

○ ABRA using ICT (1)

○ ABRA using paper materials (2)

○ Teaching as usual (control) (3)

- -

Q5 What is your role at the school? (NB. Year 1 teachers - if you have more than 1 role please still tick the Year 1 teacher box)

○ Year 1 Teacher (1)

○ Other, please specify (2) _____

- -

Q89 What is the current status of ABRA delivery at your school?

○ We never managed to start delivering the sessions (1)

○ We delivered all the sessions as planned (2)

○ We delivered some sessions but stopped part way through the programme (3)

○ We are still delivering ABRA (4)

Q91 Why was this?

_____

_____

_____

_____

_____

Q41 Did you deliver ABRA to the children yourself?

◯ Yes (1)

◯ No (2)

End of Block: Introduction

Start of Block: Literacy Provision

Q6 This next set of questions ask about the literacy provision for all Year 1 pupils at your school.

Page Break

Q7 On average, how many hours of specific literacy lessons (i.e. not within other subjects) does your Year 1 class receive per week?

_____ hours per week (1)

Q8 How do you usually deliver literacy? (tick all that apply)

☐ Whole class (1)

☐ Small group (2)

☐ Individual (3)

☐ Other, please specify (4) _____

Q9 Do you set pupils for phonics?

○ Yes (1)

○ No (2)

Q10 Which programme(s) do you use to teach phonics? (tick all that apply)

☐ Letters and Sounds (1)

☐ Jolly Phonics (2)

☐ Read Write Inc. (3)

☐ Other, please specify (4) _____

Page Break ————————————————————————————————

Q12 Do you have teaching assistants (TA's) in literacy lessons?

○ Yes (1)

○ No (2)

Q13 Do TA's work with pupils: (tick all that apply)

☐ 1:1 (1)

☐ In small groups (2)

☐ Inside the classroom (3)

☐ Outside the classroom (4)

☐ Other, please specify (5) _____

Q14 Do TA's deliver: (tick all that apply)

☐ Set interventions, please specify any specific interventions used (1)
_____

☐ Teacher-set work (2)

☐ In response to need (3)

☐ Other, please specify (4) _____

Page Break —————————————————————————————————

Q15 How do you assess reading in Year 1? (tick all that apply)

☐ Progress in Reading Assessment (PiRA) (1)

☐ New Group Reading Test (NGRT) (2)

☐ Checklist of key words (3)

☐ Other, please specify (4) _____

Q16 What type(s) of technology do you use to support your literacy teaching for Year 1? (tick all that apply)

☐ Whiteboard using interactive features (1)

☐ Whiteboard not using interactive features (2)

☐ Laptop (3)

☐ Tablet/IPad (4)

☐ Other, please specify (5) _____

Q25 How much do you think your Year 1 pupils have improved across the year in the following areas of English:

	A great deal (16)	A lot (17)	A moderate amount (18)	A little (19)	None at all (20)
Speaking (1)	○	○	○	○	○
Listening (2)	○	○	○	○	○
Writing (3)	○	○	○	○	○
Understanding (4)	○	○	○	○	○
Decoding (inc. Phonics) (5)	○	○	○	○	○
Comprehension (6)	○	○	○	○	○
Attitudes to reading (7)	○	○	○	○	○
Motivation to read (8)	○	○	○	○	○

Page Break

Q92 Did you deliver any literacy interventions to your Year 1 pupils this year?

◯ Yes (1)

◯ No (2)

End of Block: Literacy Provision

Start of Block: Control School Questions

Page Break

Q19 At the start of the study we asked you to nominate approx 4 children to receive small group teaching of your choice. Did you deliver any intervention(s) to the nominated children?

○ Yes (1)

○ No (2)

Q20 What intervention did you deliver? Please give as much detail as possible.

_____

_____

_____

_____

_____

Q93 Who delivered the intervention? (tick all that apply)

☐ Year 1 teacher (1)

☐ A different teacher (2)

☐ Teaching assistant (3)

☐ Specialist reading staff (4)

☐ SENCO (5)

☐ Other, please specify (6) _____

Q21 How was the intervention delivered? (tick all that apply)

☐ Whole class (1)

☐ Small group (2)

☐ 1:1 (3)

Q22 Where did the small group teaching take place? (tick all that apply)

☐ Inside the classroom (1)

☐ Outside the classroom (open area) (2)

☐ Separate room (3)

☐ Other, please specify (4) _____

Q23 What lessons did the pupils miss to come to these sessions?

_____

_____

_____

_____

_____

Q86 How much do you think the pupils who received the intervention have improved across the year in the following areas of English:

	Very much (1)	A moderate amount (2)	A little (3)	Not at all (4)	Don't know (5)
Speaking (1)	○	○	○	○	○
Listening (2)	○	○	○	○	○
Writing (3)	○	○	○	○	○
Understanding (4)	○	○	○	○	○
Decoding (inc. Phonics) (5)	○	○	○	○	○
Comprehension (6)	○	○	○	○	○
Attitudes to reading (7)	○	○	○	○	○
Motivation to read (8)	○	○	○	○	○

Display This Question:

If Q4 = Teaching as usual (control)

And Q19 = Yes

Or Q89 = We never managed to start delivering the sessions

And Q92 = Yes

Q24 Please could you estimate the additional costs during the year associated with these literacy interventions, e.g. photocopying, making resources (but excluding staff time)

_____

_____

_____

_____

_____

End of Block: Control School Questions

Q26 Do you have any other comments?

_____

_____

_____

_____

_____

Q82 The next set of questions ask about the ABRA intervention.

Page Break   —————————————————————————————

Q27 Who delivered ABRA in your school? (tick all that apply)

☐   Year 1 teacher (1)

☐   A different teacher (2)

☐   Teaching assistant (3)

☐   Specialist reading staff (4)

☐   SENCO (5)

☐   Other, please specify (6) _____

Q28 How much do you think the pupils who took part in the ABRA sessions have improved across the year in the following areas of English:

	Very much (1)	A moderate amount (2)	Very little (3)	Not at all (4)	Don't know (5)
Speaking (1)	○	○	○	○	○
Listening (2)	○	○	○	○	○
Writing (3)	○	○	○	○	○
Understanding (4)	○	○	○	○	○
Decoding (inc. Phonics) (5)	○	○	○	○	○
Comprehension (6)	○	○	○	○	○
Attitudes to reading (7)	○	○	○	○	○
Motivation to read (8)	○	○	○	○	○

Q29 If it was your decision, how likely would you be to use ABRA again?

○ Extremely likely (1)

○ Somewhat likely (2)

○ Neither likely nor unlikely (3)

○ Somewhat unlikely (4)

○ Extremely unlikely (5)

Q30 Can you please explain why you chose that answer?

_____

_____

_____

_____

_____

Q34 How well do you think ABRA integrated with the school's literacy policy, including your phonics programme?

○ Extremely well (1)

○ Very well (2)

○ Moderately well (3)

○ Slightly well (4)

○ Not well at all (5)

Q35 Approximately how much staff time per week did each ABRA group involve in addition to the time taken to actually deliver the sessions?

_____ hours per week (6)

Q36 Please could you estimate the the additional costs over the year associated with ABRA, e.g. photocopying, making resources (but excluding staff time)

_____

_____

_____

_____

_____

Q37 Were any other structured literacy interventions delivered to your Year 1 pupils?

◯ Yes, please specify (1) _____

◯ No (2)

Q39 Excluding ABRA, how often do your Year 1 children work in small groups?

◯ All or most of the time (1)

◯ Over half the time (2)

◯ Less than half the time (3)

◯ Hardly ever or never (4)

Q40 Have you had to stop doing anything this year so you could deliver ABRA?

◯ Yes, please specify (1) _____

◯ No (2)

End of Block: ABRA Questions - All teachers (intervention schools)

Start of Block: ABRA Questions - Deliverers

Q42 Did you attend the ABRA training sessions?

○ Yes, both days (1)

○ Yes, first day only (2)

○ Yes, second half-day only (3)

○ No (4)

Q43 How many ABRA groups did you take?

○ 1 (1)

○ 2 (2)

○ 3 (3)

○ 4+ (4)

Q44 Did you manage to deliver the ABRA sessions in the 20-22 weeks as scheduled?

○ Yes (1)

○ No (2)

Q45 What prevented you from completing the programme as planned?

_____

_____

_____

_____

_____

Q46 How did you deliver ABRA? (tick all that apply)

☐ Whole class (1)

☐ Small Group (2)

☐ 1:1 (3)

☐ Combination of ways (4)

Q47 How well did the class/groups work together?

○ Extremely well (1)

○ Very well (2)

○ Moderately well (3)

○ Slightly well (4)

○ Not well at all (5)

Q48 Can you please explain why you chose that answer?

_____

_____

_____

_____

_____

Q49 What type of technology did you usually use to deliver ABRA? (tick all that apply)

☐   Interactive whiteboard (1)

☐   Laptop (2)

☐   Tablet/IPad (3)

☐   Other, please specify (4) _____

Q50 How easy did you find the software to use?

○ Extremely easy (1)

○ Somewhat easy (2)

○ Neither easy nor difficult (3)

○ Somewhat difficult (4)

○ Extremely difficult (5)

Q51 How easy did the children find the software to use?

○ Extremely easy (1)

○ Somewhat easy (2)

○ Neither easy nor difficult (3)

○ Somewhat difficult (4)

○ Extremely difficult (5)

Q52 Did you have any technological problems?

○ Yes, please specify (1) _____

○ No (2)

Q53 Please describe anything you particularly liked about the ABRA stories

_____

_____

_____

_____

_____

Q54 Please describe anything you particularly disliked about the ABRA stories

_____

_____

_____

_____

_____

Q55 Please describe anything you particularly liked about the ABRA storybooks

_____

_____

_____

_____

_____

Q56 Please describe anything you particularly disliked about the ABRA storybooks

_____

_____

_____

_____

_____

Q57 How easy did you find it to complete the progress records?

○ Extremely easy (1)

○ Somewhat easy (2)

○ Neither easy nor difficult (3)

○ Somewhat difficult (4)

○ Extremely difficult (5)

Q58 How appropriate did you find the progression rules in terms of how quickly the children progressed up the levels?

○ Children tended to be moved on too quickly (1)

○ It was about right for most of them (2)

○ Children tended to be moved on too slowly (3)

○ Other, please specify (4) _____

Page Break

Q59 Please state how much you agree with the following statement:
I felt confident in knowing when to move children up

◯ Extremely confident (1)

◯ Very confident (2)

◯ Moderately confident (3)

◯ A little confident (4)

◯ Not very confident at all (5)

Q60 How flexible have you found the ABRA programme?

◯ Very flexible (1)

◯ Somewhat flexible (2)

◯ Neither flexible nor inflexible (3)

◯ Somewhat inflexible (4)

◯ Very inflexible (5)

Q61 What time did the ABRA sessions usually take place? (tick all that apply)

☐ During morning lesson time (1)

☐ During afternoon lesson time (2)

☐ Other, please specify (3) _____

Q62 Where did the ABRA sessions usually take place? (tick all that apply)

☐ In the classroom with the rest of the class (1)

☐ Separate room (2)

☐ Open area (e.g. corridor) (3)

☐ Other, please specify (4) _____

Q63 How satisfactory did you find the space for delivering ABRA?

○ Extremely satisfied (1)

○ Somewhat satisfied (2)

○ Neither satisfied nor dissatisfied (3)

○ Somewhat dissatisfied (4)

○ Extremely dissatisfied (5)

Q64 What lesson(s) did the children miss to come to your ABRA sessions?

_____

_____

_____

_____

_____

Display This Question:

If Q5 = Other, please specify

And Q4 != Teaching as usual (control)

Q65 How much do you think the pupils doing ABRA have improved across the year in the following areas of English:

	A great deal (1)	A lot (2)	A moderate amount (3)	A little (4)	None at all (5)
Speaking (1)	○	○	○	○	○
Listening (2)	○	○	○	○	○
Understanding (3)	○	○	○	○	○
Decoding (4)	○	○	○	○	○
Comprehension (5)	○	○	○	○	○
Attitudes to reading (6)	○	○	○	○	○
Motivation to read (7)	○	○	○	○	○

Q66 How often do you deviate from the guidance in the manual?

○ Always (1)

○ Most of the time (2)

○ About half the time (3)

○ Sometimes (4)

○ Never (5)

Q67 How did you deviate?

_____

_____

_____

_____

_____

Q68 How confident did you feel about delivering the sessions?

◯ Extremely confident (1)

◯ Very confident (2)

◯ Moderately confident (3)

◯ Slightly confident (4)

◯ Not very confident at all (5)

Q69 How well did the training prepare you for delivering ABRA?

◯ Extremely well (1)

◯ Very well (2)

◯ Moderately well (3)

◯ Slightly well (4)

◯ Not well at all (5)

Q70 Why do you say that?

_____

_____

_____

_____

_____

Q71 How much did you feel the school supported you to deliver ABRA?

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

○ A little (4)

○ None at all (5)

Q72 How well did you feel the regional trainer supported you to deliver ABRA?

○ Extremely well (1)

○ Very well (2)

○ Moderately well (3)

○ Slightly well (4)

○ Not well at all (5)

Q73 How much additional work did ABRA involve outside the allotted 15 mins per session?

_____ mins per week (1)

Q74 What did you do during preparation time? (tick all that apply)

☐ Read manual (1)

☐ Create resources (2)

☐ Photocopying (3)

☐ Other, please specify (4) _____

Q75 Since taking part in the ABRA programme, how has your confidence in delivering small group work in general changed?

○ Much better (1)

○ Somewhat better (2)

○ About the same (3)

○ Somewhat worse (4)

○ Much worse (5)

Q76 Since taking part in the ABRA programme, how has your understanding of children's language development (including phonics) changed?

○ Much better (1)

○ Somewhat better (2)

○ About the same (3)

○ Somewhat worse (4)

○ Much worse (5)

Q77 How do you rate ABRA in comparison with your usual literacy interventions?

○ Much better (1)

○ Somewhat better (2)

○ About the same (3)

○ Somewhat worse (4)

○ Much worse (5)

Q78 If it was your decision, how likely would you be to use ABRA again?

○ Extremely likely (6)

○ Somewhat likely (7)

○ Neither likely nor unlikely (8)

○ Somewhat unlikely (9)

○ Extremely unlikely (10)

Q79 Can you please explain why you chose that answer?

_____

_____

_____

_____

_____

End of Block: ABRA Questions - Deliverers

Appendix L: Facilitator Interview Schedules

Date………………………… Facilitator code …………………………………. Interviewer ……..

Facilitator interview - ABRA

Ensure Consent Form is completed, including permission to audio record.

Initial question if follows observation: I've got a few more detailed questions, but first of all, can you tell me how you think that session went? Prompt if necessary: was it a fairly typical session? Did it go according to plan?

And, so far, what do you think about the ABRA programme overall? Prompt: what is good about it? What needs improving? What adaptations, if any, have you made?

If ICT: How did you find using the ICT?

If not already mentioned: what do you think about the books (non-ICT)/stories (ICT)?

How easy do you find it to stick to the timings?

How easy do you find the progression rules to operate?

Have you managed to deliver most of the planned sessions? If no: what's got in the way?

How much time for preparation and record-keeping do you have to allow for each session?

What do you think is the main impact on pupils?

Does it benefit some pupils more than others - which?

How much do all the individual pupils engage with the sessions?

How well do they work as a group?

Have you done any of the extension activities, or might you in the future? Why did you use them?

Did you attend the training? If so, how well did it prepare you to deliver ABRA? What was most helpful? Could anything have been improved?

If didn't attend: How did you get training in the ABRA programme? How well did it prepare you to deliver ABRA? (if non-attendee) or Were there any staff who didn't attend the training and are delivering ABRA? How did they get trained? (project lead)

[If time:] How helpful have you found the ABRA manual [clarify if necessary: the manual which takes you through the different days of the 20 week programme?]? Why do you say that?

What kind of support have you had from the regional trainer? Could it have been improved?

Is there anything else you want to say about ABRA?

Date………………………… Facilitator code ………………………………. Interviewer ……..

Facilitator interview - Control

Ensure Consent Form is completed, including permission to audio record.

Can you tell me a bit more about the small group literacy-based teaching you've been doing with these Year 1 children:

What sort of approach do you use?

Was the session I saw a fairly typical session? If no: why not?

Did it go according to plan? If no: how did it differ?

How were those children identified to be in the group?

How often do they have a session?

About how long does each session last?

How much time for preparation and record-keeping do you have to allow for each session?

Have you managed to deliver most of the planned sessions? If no: what's got in the way?

What do you think is the main impact on pupils?

Does it benefit some pupils more than others - which?

How much do all the individual pupils engage with the sessions?

How well do they work as a group?

Is there anything else you want to add?

Appendix M: Regional Trainer Survey

Regional trainer: end of trial survey (Qualtrics)

Covering email: Please find a link to the short online survey that Janet Vousden recently mentioned to you. We expect it to take 10-15 minutes to complete. This is the final request we will make of you, and gives you a chance to tell us your opinions about ABRA and your experience of being involved in the study. Please be assured that all your responses will remain confidential and you will not be identifiable from any reports arising (we are not asking you to provide your name).

Training you received

Q1a Which of the training sessions did you attend?
> 3 days in July 2018
> 1 day in September 2018
> 1 day in January 2019
> Other (write in)

Q1b How well did the training you received prepare you for your role as a regional trainer for ABRA? (5 point: very to not at all well)

Q1c Please give the reasons for your answer.

Q2a How would you rate your understanding of the ABRA programme after the training? (5 point: very good to very poor)

Q2b Please give the reasons for your answer.

Training you delivered

Q3 Did you give training to:
> A mix of ICT and non-ICT ABRA schools – ASK Q4-11
> ICT ABRA schools only – ASK Q4-7 then SKIP to Q12
> Non-ICT ABRA schools only – SKIP to Q8
> I didn't deliver any training to TAs/teachers

ICT ABRA schools

Q4 How confident were you in delivering the training to the TAs/teachers in the ICT intervention schools? (5 point: very to not at all confident)

Q5 Were there any particular areas you were less confident about?

Q6 Did anything unexpected come up while you were delivering the training?

Q7 When you delivered the training to teachers, did you have to make any adjustments to the training at all?

Non-ICT ABRA schools

Q8 How confident were you in delivering the training to the TAs/teachers in the non-ICT intervention schools? (5 point: very to not at all confident)

Q9 Were there any particular areas you were less confident about?

Q10 Did anything unexpected come up while you were delivering the training?

Q11 When you delivered the training to TAs/teachers, did you have to make any adjustments to the training at all?

School visits

Q12 After the training, how many schools were you responsible for supporting?
   4 or fewer
   5-9
   10 or more
   It varied (Write in)

Q13 Were you responsible for supporting:
   A mix of ICT and non-ICT ABRA schools
   ICT ABRA schools only
   Non-ICT ABRA schools only

Q14 How easy did you find it to arrange your visits to your schools? (5 point: very easy to very difficult)

Q15a How easy did you find the Week 10 observation form to use? (5 point: very easy to very difficult)

Q15b Please give the reasons for your answer.

Q16 How responsive were the TAs/teachers delivering ABRA to your feedback and guidance? (5 point: very to not at all responsive)

Q17a Typically, how often were you contacted by the ABRA TAs/teachers at each school (apart from arranging visits)? (5 point: every week or more often; two or three times a month; two or three times a term; once or twice in total; never)

Q17b If not never: What were the most common reasons for contact?

Q18 Please indicate the number of your schools that fell into each of these categories:
   __ wanted to carry on using ABRA
   __ did not want to carry on using ABRA
   __ undecided whether they wanted to carry on using ABRA
   __ did not tell me whether or not they intended to carry on using ABRA

Q19 What do you think the main successes of ABRA delivery within the ICT intervention schools have been?

Q20 What do you think the main challenges of ABRA delivery within the ICT intervention schools have been?

Q21 Are there any improvements you would suggest to the ICT programme?

Q22 What do you think the main successes of ABRA delivery within the non-ICT intervention schools have been?

Q23 What do you think the main challenges of ABRA delivery within the non-ICT intervention schools have been?

Q24 Are there any improvements you would suggest to the non-ICT programme?

Q25 Finally, please write in any other comments you would like to make e.g. about ABRA itself, your role as regional trainer, or the study overall.

Appendix N: Developer Interview Schedule

Developer interview – semi-structured (Janet and Clare together)

Q1 How would you describe the main aims of ABRA?

Q2 How does ABRA work, what is the underlying theory?

Q3 How and why did you originally get involved with ABRA?

Q4 What is your relationship with the original developers of ABRA – Phil Abrami, Ann Wade, Rob Savage? What have been the benefits of this collaboration? Have there been any challenges?

Q5 Can you describe any changes since the previous (efficacy) trial? Why were these made?

Q6 I'm interested in feedback from the national training of regional trainers – both the initial 3-day event and the follow-ups in September 2018 and January 2019. Did anything unexpected come up? Were any adjustments needed? IF necessary: check detail of September session (evaluation team not in attendance).

Q7 Did you monitor the regional training of teachers at all? To what extent? Have you any feedback, positive or negative? PROBE fidelity of delivery if relevant.

Q8 What was your team's involvement with (a) regional trainers and (b) schools themselves during the intervention

I'd just like to ask a few questions about the ICT and non-ICT delivery separately.

Q9a First, the ICT ABRA programme. What do you think the main successes of ABRA delivery within the ICT intervention schools have been this year?

Q9b What do you think the main challenges of ABRA delivery within the ICT intervention schools have been this year?

Q10a Now moving on to the non-ICT programme. What do you think the main successes of ABRA delivery within the non-ICT intervention schools have been this year?

Q10b And what do you think the main challenges of delivery within those schools have been?

Q11 Thinking of all the intervention schools again, have you had any other feedback from them with regards to ABRA? If so, can you describe this?

Q12 Have you had any other issues with trainers or with teachers? How were these resolved?

Q13 Did anything arise during the trial that have led to amendments or clarifications to the programme? How widespread were these issues?

Q14 How easy was it to recruit schools to the trial? What were the reasons for that?

Q15 How easy was it to recruit regional trainers? Why was that? How did you find them?

Q16 Were the number of schools dropping out more, less or about the same as expected? How would you describe the main reasons for dropping out?

Q17 Have you identified any potential changes to the ABRA model as a result of this effectiveness trial? If so, what are they and why?

Q18 Have any of the intervention schools indicated that they would like to use ABRA again next year? Do you plan on promoting this as an option? Why/Why not?

Appendix O: Child Focus Group Schedule

ABRA Pupil Focus Group

Hello, my name is {insert] and I'm a researcher from the University of York. I'm going to lots of different schools to find out what children and teachers think about ABRA. I'd like to record what you say today in the focus group just so I don't have to write it all down, because I'd never be able to keep up. Nobody will get to know who said what, and there will be no children or schools named in our report. Your parents have agreed that I can talk to you, I just want to check you're all happy to take part?

Good. There's no right or wrong answers, and the only rules are to be polite, listen to each other and only talk one at once or I won't be able to hear what you're all saying. [or you could ask if they know the group rules from ABRA – ie sharing, turn taking, attention and respect]

1. What do you like about the ABRA sessions like the one you've just done? Why? What else?

2. Is there anything you don't like about ABRA? Why? Anything else?

3. If not already covered: what do you think about working in a small group? PROMPT IF NECESSARY: Do you help each other? Tell me how you've helped each other.

4. What are you learning when you're doing ABRA? What did you learn in the session I've just seen?

5. What do you think about the different parts of ABRA? (as appropriate to session observed, or ask about different "word games"? "books/stories"? screenshots from ICT programme?)

6. How would you describe the session, eg fun, boring, slow, fast, easy, difficult

7. If ICT: what do you think about using the computer/laptop/tablet/interactive whiteboard (PROMPT IF NECESSARY: do you find it easy or difficult to use? Would you prefer paper books? Why?)

8. Do you use ABRA outside the sessions? What, when?

9. What, if anything, would you change about ABRA if you could?

Appendix P: Regional Trainer Feedback Form

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Content Delivery:					
The goals of the training were clearly defined					
The topics covered were relevant					
The introduction to each session stated the objectives clearly					
There was sufficient opportunity for interactive participation					
The training was too technical and difficult to understand					
The training experience will be useful in my work					
Most of my questions were answered during the training					
The materials were pitched at about the right level					
The materials for the training were helpful					
The schedule for the training provided sufficient time to cover all of the proposed activities					
The handouts provided were helpful					
Facilitator:					
The facilitator was knowledgeable about the topic					
The facilitator was well prepared for the session					
The facilitator encouraged active participation					
The facilitator answered questions in a complete and clear manner					
The facilitator used a variety of training methods					
General Satisfaction:					
The goals of the training have been met					
I am satisfied with my increased understanding of the topic					

Appendix Q: Focus Group Parent Information Sheet/Consent Form

Evaluation of a Year 1 Reading Support Programme

<u>Parent/Carer Information Sheet: focus groups</u>

Dear Parent / Carer

You may remember that we wrote to you earlier this year about the *Year 1 Reading Support programme (ABRA)*. The University of York and Durham University have been asked by the Education Endowment Foundation (an organisation funding research into education) to independently evaluate the ABRA reading support programme that your child's school is taking part in.

You have already allowed your child to take part in an assessment for the evaluation. Now, we would like permission for your child to take part in a short (20-minute) audio-recorded focus group to find out their views about ABRA in a relaxed atmosphere in school. This will form a valuable part of the research project, which is fully supported by your child's school, and will be carried out under strict ethical guidelines. All our researchers have undergone a Disclosure and Barring check at the Enhanced Disclosure level. We take confidentiality very seriously and at no point in the research or the final report will the name of your child or even the name of your child's school be made public. All data will be stored securely to ensure compliance with the 1998 Data Protection Act.

You can find more information about the ABRA evaluation on the attached sheet.

Please complete and return the attached consent form by [INSERT DATE] to your child's school to confirm that you are happy for your child to take part in the group discussion.

If you would like further information about the evaluation please contact the evaluation team at Email: **ytu-abra@york.ac.uk** Tel: 01904 328158

Yours faithfully,

Dr Pam Hanley
Research Fellow, University of York

How is the ABRA programme being evaluated? To find out how well the programme works, some participating schools are using the programme this year and some schools are not. This has been decided randomly by a computer. In schools using the programme, teaching assistants or teachers will deliver the programme to small groups of Year 1 children in at least four 15 minute sessions per week for 20 weeks. This will be in addition to normal teaching. Teaching will continue as normal for schools who do not use the programme. Researchers will compare results from children in schools that have used the programme with results from children in schools that have not.

What is the purpose of the focus group? We want to hear what your child thinks and feels about the ABRA programme. Your child's responses will help us understand any changes that happen as a result of ABRA. We expect that your child will enjoy joining in the focus group but they may withdraw from it at any time. We will audio-record and type-up the discussions.

How do we keep your child's data secure? The University takes information security extremely seriously and has implemented appropriate technical and organisational measures to protect data. Access to information is restricted on a need-to-know basis and security arrangements are regularly reviewed to ensure their continued suitability. Further information about how we will use the information provided about your child can be found at:www.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 (2016, applicable in the UK from May 2018).

How long will we keep your child's data? All individually identifiable data held by the evaluation team will be destroyed 3 years after the end of the study (2023).

What rights do you have in relation to your child's data? Under the GDPR, you have a right of access to 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: https://www.york.ac.uk/healthsciences/research/trials/trials-gdpr/research-partcipants/

Right to complain: If you are unhappy with the way in which the University has handled 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 **www.ico.org.uk/concerns**.

Has the evaluation of the Year 1 Reading Support Programme received ethical approval? The School of Education at Durham University is reviewing the ethical standards of this project. The project has received ethical approval from the School of Education at Durham University for the aspects of the research detailed in this information sheet.

Is my child's participation in the research confidential? All participant data will be treated with the strictest confidence and will be stored in accordance with GDPR.

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 2020 and will be published by the EEF on their website (**https://educationendowmentfoundation.org.uk**); this final report will not name any schools or individual children.

I have another question. If you would like more information about the evaluation of the Year 1 reading Support Programme or have any questions, please contact the evaluation team at Email: **ytu-abra@york.ac.uk** Tel: 01904 328158

Education Endowment Foundation

Year 1 Reading Support (ABRA) Evaluation: Consent Form

I am happy for my child to take part in a short audio-recorded focus group as part of the ABRA Reading Support evaluation. Please return this form to your child's school by [INSERT DATE].

Parent/Carer Signature…………………………………………………………………………….

Date…………………………………

Child's
Name………
……

Child's
School……
…

Appendix R: School Staff Information Sheet/Consent Form

Evaluation of Reading Support in Key Stage 1 Programme

School staff Information Sheet

What is the purpose of the study?

The Education Endowment Foundation has asked researchers at the University of York and Durham University to independently evaluate the *Small Group Reading Support (ABRA ICT & non-ICT)* being delivered and supported by Coventry University and Nottingham Trent University.

A process evaluation, designed to explore how the programme is implemented, explain any impact of the programme on reading attainment, and to explore the perceptions and experiences of all relevant stakeholders regarding the programme, is part of this independent evaluation.

Schools have already agreed to help by maintaining records of programme delivery and facilitating the completion of short surveys by school staff at the beginning and end of the study and potentially at training events.

Why am I being asked to take part?

We are interested in the views of all stakeholders; this includes those delivering the Reading Support Programme, those teaching the pupils who receive it and the pupils themselves.

Do I have to take part?

There are a number of ways you may be able to support this research. Your input would be extremely helpful to us and we would be very grateful for your help with this, however you do not have to take part in any/all of the elements and your participation in the project will not be affected if you decide not to take part now or would like to stop taking part in the future and you do not need to give a reason.

You are free to withdraw at any time but we will keep information that we have already collected.

What will happen if I decide to take part?

Below are some of the ways we might ask for your help:

- We may like to observe you delivering the Small Group Reading Support (ABRA) programme (if applicable) or alternative (if applicable). Please note that all researchers observing the programme in schools are fully DBS checked and will bring identification and their DBS check with them when they visit.

- We may invite you to participate in a short interview (20-30 minutes), asking about your experiences and views on the Year 1 Reading Support (ABRA) Programme. The interview would be audio recorded and a transcription of the interview would be created based on this audio recording. The audio recording may be securely transferred to an external transcriptionist in order for such a transcription to be created. If you would like to comment on the transcript of your interview, the evaluation team will endeavour to send transcripts **within four weeks** of the interview taking place. Please provide an email address if you would like to receive access to the transcript.

The personal identifiable data provided by you may be collected by and shared with individuals/researchers working on the independent evaluation at the University of York and Durham University. Any information you provide will be treated in confidence and stored securely. You will not be identified in any reports resulting from the evaluation.

If you decide you would like to take part, please sign and return a copy of the consent form to the researcher and keep a copy for your records.

If you would like any more information please contact:
Pam Hanley, Research Fellow, University of York
Email: **pam.hanley@york.ac.uk**
Tel: 01904 321063
Address: York Trials Unit. ARRC Building
University of York
Heslington
York
YO10 5DD

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 at Key Stage 1, Key Stage 2 and GCSE, with some projects now also evaluating impact on attainment post 16.

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

How do we keep your data secure? The University takes information security extremely seriously and has implemented appropriate technical and organisational measures to protect data. Access to information is restricted on a need-to-know basis and security arrangements are regularly reviewed to ensure their continued suitability. Further information about how we use the information you provide can be found at: whttps://www.york.ac.uk/healthsciences/research/trials/trials-gdpr/

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 General Data Protection Regulation (2016, applicable in the UK from May 2018).

How long will we keep your data? Your individually identifiable data and audio recordings of interviews will be kept for 3 years after the end of the study and then securely destroyed. Anonymised data will be kept indefinitely.

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

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

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

Has the evaluation of the Year 1 Reading and Understanding Programme received ethical approval? The School of Education at Durham University is reviewing the ethical standards of this project. The project, as a whole, has received ethical approval in principle, and full approval of this element of the research has been granted. Full approval of the remainder of the project activities will be in place prior to other research and evaluation activities taking place.

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

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 2020 and will be published by the EEF on their website (**https://educationendowmentfoundation.org.uk**); this final report will not name any schools or individual participants.

I have another question... If you would like more information about the evaluation of the Year 1 reading Support Programme or have any questions, please contact the evaluation team at ytu-abra@york.ac.uk

Education Endowment Foundation

NOTTINGHAM TRENT UNIVERSITY

Coventry University

UNIVERSITY of York

Durham University

Evaluation of a Year 1 Reading Support Programme
School Staff Agreement to Participate Form

If you wish to take part in the Evaluation of a Year 1 Reading Support Programme, **please place your initials in each of the boxes below, sign and date this form.**

(Please initial each box)

1. I confirm that I have read and understand the information sheet about the Evaluation of a Year 1 Reading Support Programme V0.4 20181026 and have had the opportunity to ask any questions about the study and any questions have been answered to my satisfaction ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. ☐

3. I agree that the information collected about me may be collected by and shared with individuals/researchers working on the project at the University of York and Durham University. ☐

4. I understand that the information collected about me will be stored securely, may be used to support other research in the future, and may be shared anonymously with other researchers. ☐

5. I understand that I will not be identified in any reports or publications resulting from this evaluation. ☐

6. I would be happy to take part in a short audio recorded interview if invited to do so. ☐

7. I would be happy to be observed delivering the reading support programme or alternative. ☐

8. **I agree to take part in the above study.** ☐

9. **I would like access to a transcript of my interview** ☐

		/	/		Signature

Name of participant (*please print*)   Date   Signature of participant

Email address (*please print*)   Phone number

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Appendix S: Revised Logic Model