Education Endowment Foundation

WhatWorked Teachers Feasibility Report

Appendices

November 2026

Dr Emma Dobson, Dr Wayne Harrison, Professor Steve Higgins, Rahil Khowaja, and Germaine Uwimpuhwe

What Worked Education

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

We do this by:

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

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

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

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About the evaluator

This project was designed and evaluated by the research team at WhatWorked Education: Dr Wayne Harrison, Professor Steve Higgins, Rahil Khowaja, Germaine Uwimpuhwe, and Dr Emma Dobson (Principal Investigator).

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Appendix A: Setting Information Sheet

Exploring the Feasibility of Teacher-Led Micro-RCTs

Overview

WhatWorked Education is partnering with the Education Endowment Foundation (EEF) on an exciting new project to support evidence-based practice in primary schools. This study will be a feasibility study: a short, exploratory project to test whether something new is practical and useful in real-world settings. In this case, we're exploring whether primary school teachers can use a simple online platform, *WhatWorked Teachers*, to run their own classroom-based mini-research trials (called *micro-Randomised Controlled Trials or m-RCTs*) to evaluate what works best for their pupils. Micro-trials are fast, focused, and tailored to real classroom contexts.

Participating teachers will select a short spelling intervention and, after uploading anonymised student pre- and post-test scores, will immediately receive an automated report showing how well it worked in their setting.

Each trial lasts just 6 weeks (half a term), is designed to be low effort and low disruption, and can be delivered by the class teacher or a Teaching Assistant (TA). You'll also get a choice of delivery model (small group or whole class) and year group (Year 2 to Year 5).

This is an exciting opportunity to trial a new way of leading teacher-led research - putting teachers in the driving seat of classroom-based evaluation and contributing to national insights into what works.

Is this a literacy intervention or a research project?
It's primarily a research project, testing whether teachers can lead small, robust trials using a user-friendly platform. However, you'll also trial a promising literacy intervention (*Look, Say, Cover, Write, Check*) during the study.

Who is running the project?

WhatWorked Education is a research company focused on improving classroom practice through rigorous, teacher-led evaluation. The project is fully funded by the EEF. The EEF is using this feasibility study to explore whether teacher-led micro-RCTs can be a robust, scalable way to generate meaningful evidence in schools.

What does the programme involve?

Teachers will:

- Create an account on the *WhatWorked Teachers* platform and choose an intervention to test a short 6-week spelling intervention based on *Look, Say, Cover, Write Check* (LSCWC). The *Look, Say, Cover, Write, Check* method is a structured spelling strategy where pupils study a word, say it aloud, cover it, write it from memory, then check and correct their spelling to reinforce accurate recall. Intervention activities are designed to take around 10 minutes per session, and you can fit them into your timetable in a way that works best for you. As part of the process evaluation, you will be asked how often you delivered the sessions to help the evaluation team understand the results.
- With the help of the Trial Wizard on the *WhatWorked Teachers* platform, decide whether to randomise at class-level (one class receives the intervention, one does not) or pupil-level (a small group of students receive the intervention, e.g. targeted support with a teacher or TA). If you only have one class, you'll need to choose pupil-level randomisation - this means selecting a small group of pupils within your class to try the intervention (for example, supported by a TA), while the rest continue with usual teaching. If you have two classes in the same year group, you can choose class-level randomisation - where one class receives the intervention and the other does not. The Trial Wizard will then randomise your selected

groups. If you have mixed year groups, you'll need to choose pupil-level randomisation - this means selecting a small group of pupils within your class to try the intervention (for example, supported by a TA), while a group of students in the class that are in the same year group continue with usual teaching.

- Complete a short spelling pre-test with your pupils (20 words) and enter the scores into the *WhatWorked Teachers* platform. Deliver the intervention over 6 weeks. Complete the same 20-word post-test and upload those scores to the platform before October half-term.
- Receive an instant report showing the impact in your class.
- Complete web-based process evaluation survey describing your experiences and giving feedback on the platform. You will also be invited to an interview or focus group to explore experiences in greater depth.

All materials, support videos, and access to the *WhatWorked Teachers* platform are provided.

Eligibility

To take part, you must:

- Teach in a mainstream primary school in England
- Have at least one class in Year 2, 3, 4 or 5
- Be able to deliver the intervention and enter test scores between September and October 2025, respond to surveys and attend an interview/focus group between November-December 2025
- Not be engaged in other EEF literacy trials over the same period with the same year groups

How does the trial work?

The purpose of this study is to test the feasibility of a new research method – teacher-led micro-RCTs. These small trials allow teachers to test interventions in their own context and receive instant feedback.

Participating teachers will create an account and select an intervention to trial via the online *WhatWorked Teachers* platform. A Trial Wizard will guide you through randomisation (either class or pupil level) and entering pre-test scores. You will then deliver the 6-week intervention, enter post-test scores before October half-term and immediately receive an automated impact report.

The evaluation team will analyse data from the platform. Participants will be asked to complete a process evaluation survey and will also be invited to an interview/focus group to understand what supports teacher engagement and what barriers exist for teachers using micro-RCTs and the automated platform.

All teachers in your school are welcome to take part and run a trial, so long as they meet the eligibility criteria. If some pupils don't get the intervention during the study period (because they were in the control group), you can use your personalised impact report to help decide whether you would like to use the same intervention with control group students after the study has completed.

What are the benefits of participating?

- Opportunity to test a structured spelling intervention with your class
- Receive an automated impact report showing how this has worked in your school
- Professional development in running research trials in your own setting
- Help shape how teacher-led research might be used nationally

- All materials, assessments, and platform access provided free of charge

Are there any costs involved?

There is no cost to participate. All materials are provided and the intervention is designed to fit into normal timetables (e.g. 10-minute daily activities). Teachers are supported via short videos and the online Trial Wizard. No staff release or cover is required.

How will data be used?

Only minimal data will be collected - anonymous pupil scores and teacher feedback. No identifying pupil information will be collected. Teacher names, school name and URN, and email addresses will be used by WhatWorked Education for project communication only. The name of your school and URN will be shared with the EEF. No other personal information will be shared between WhatWorked Education and the EEF.

All data will be stored securely and in line with GDPR. No school, teacher or pupil will be named in any report. A full privacy notice for this project is available here: https://interventions.whatworked.education/eef-feasibilitystudy-2025-privacynotice
This includes links to WhatWorked Education's Privacy Notice and the EEF's Privacy Notice.

What is the timeline for this project?

Date	Activity
May–July 2025	Register your interest via the EOI form, complete MOU
September 2025	Start trial (randomise, pre-test, begin intervention)
October-December 2025	Complete intervention and post-test and receive your personal impact report
January-February 2026	Optional surveys or focus group participation
Spring 2026	Evaluation report submitted to EEF
Summer 2026	Evaluation results published by EEF

How do we sign up?

1. Register your interest: https://docs.google.com/forms/d/e/1FAIpQLSfKS_rRDKQyXxhVJXzeJ2fw3MaOT-jbAASgABOsEqwNv7I7SA/viewform
2. Optional 'Meet the Researcher' 1:1 support call for platform demo and further questions or watch a recorded video
3. Confirm participation and sign a short agreement (MOU)
4. Start your trial in **September 2025**

Visit our project webpage for more information https://interventions.whatworked.education/eef-feasibility-teacher-ledmicro-rcts

FAQs

https://interventions.whatworked.education/eef-feasibility-teacher-ledmicro-rcts-faqs

Appendix B: Expression of Interest Form

Exploring the Feasibility of Teacher-Led Micro-RCTs for Educational Evaluation

Funded by the Education Endowment Foundation (EEF) | Delivered by WhatWorked Education

Section 1: School Information

1. **School Name:**
   [Text field]
2. **School URN:**
   [Text field]
3. **School Address:**
   [Text field]

Section 2: Contact Details

1. **Contact Name:**
   [Text field]
2. **Role:**
   [Dropdown: Class Teacher / Literacy Lead / Headteacher / SLT / Other (please specify)]
3. **Email Address:**
   [Text field]

Section 3: Participation Details

Does your school meet the eligibility criteria?

- Mainstream primary school in UK
- Pupils in Years 2–5
- Be able to deliver the intervention and enter test scores between September and October 2025, respond to surveys and attend an interview/focus group between November-December 2025
- Not currently participating in another EEF-funded literacy trial over the same period and with the same year groups

[Checkbox to confirm] Yes, our school meets these criteria.

Section 4: Consent to Contact

By submitting this form, you are expressing interest in joining the feasibility study. A member of the WhatWorked Education team will follow up with a Setting Information Sheet, short video guide, and a Memorandum of Understanding (MOU) to complete your enrolment. We will also provide a link to book an optional 'Meet the Researcher' 1:1 support chat for any remaining questions.

I consent to being contacted by WhatWorked Education in relation to this EEF-funded study.

Appendix C: Website (Project Description)

Exploring Teacher-Led Micro-RCTs

In partnership with the Education Endowment Foundation (EEF)

Help Shape the Future of Teacher-Led Research

WhatWorked Education is working with the Education Endowment Foundation (EEF) on a new research study exploring whether primary school teachers can run their own classroom-based mini-trials using an online platform.

This is a feasibility study - a short project designed to test whether something is practical and useful in real schools. We're looking at whether primary school teachers can use a platform called *WhatWorked Teachers* to run micro-RCTs (micro-randomised controlled trials) to find out what works best for their pupils. Micro-RCTs are short, focused trials embedded in classroom practice.

Participating teachers will test a 6-week spelling intervention, enter anonymised pre- and post-test scores, and instantly receive an automated impact report showing the results in their classroom.

Contribute to national research, trial a structured intervention, and build your confidence as a teacher-researcher.

Is this a literacy intervention or a research project?
It's primarily a research project, testing whether teachers can lead small, robust trials using a user-friendly platform. However, you'll also trial a promising literacy intervention (*Look, Say, Cover, Write, Check*) during the study.

What Will I Do?

If you take part, you'll:

- **Choose a short, structured spelling intervention** (based on the 'Look, Say, Cover, Write, Check' method) to run over 6 weeks.
- **Decide how you want to deliver it** – either to a whole class (class-level randomisation) or a small group of pupils (pupil-level randomisation). If you only have one class, or a mixed-year-group class, you'll need to use the small-group option.
- **Run a short spelling test (20 words) before and after** the intervention, entering anonymised scores into the platform.
- **Receive an instant report** showing the impact of the intervention on your class.

The activities take about **10 minutes per session**, and you choose when and how often to deliver them. All resources and access to the WhatWorked Teachers platform are provided for free.

Who Can Take Part?

To join the study, you must:

- Teach in a mainstream primary school in England
- Have at least one class in Year 2, 3, 4 or 5
- Be able to deliver the intervention and enter test scores between September and October 2025, respond to surveys and attend an interview/focus group between November-December 2025
- Not already be involved in another EEF literacy trial during that time with the same year groups

All eligible teachers in your school can participate. If some pupils are in the control group during the trial, you can choose to offer the intervention to them after the study is finished.

Why Take Part?

- Trial a spelling strategy in your classroom
- Get an instant, personalised report to show impact on your students
- Experience what it's like to run your own mini research project
- Help build a teacher-led evidence base for literacy
- Receive all materials, videos, and support at no cost
- Minimal disruption: 10 minutes per session, over 6 weeks

How the Trial Works

1. Register your interest via the short online form: https://docs.google.com/forms/d/e/1FAIpQLSfKS_rRDKQyXxhVJXzeJ2fw3MaOT-jbAASgABOsEqwNv7I7SA/viewform
2. You'll receive a Setting Information Sheet, demo video, and an optional invitation to book a 1:1 call with the research team
3. In September 2025, you'll be sent a unique access code to the *WhatWorked Teachers* platform
4. Create an account, select an intervention and the platform's *Trial Wizard* will guide you through:
    - Choosing your trial design
    - Randomising pupils or classes
    - Uploading anonymised pre-test and post-test scores
5. After uploading post-test scores, you'll instantly receive a summary report showing the impact for your students
6. After the trial, you'll be invited to complete a short survey or join an interview/focus group to share your experience (optional)

Data and Privacy

- No identifying pupil data is collected
- Teachers provide their name, school name and URN and email for project communication
- All data is stored securely and in line with UK GDPR
- No individual or school will be named in any published report
- Full privacy information is available here: https://interventions.whatworked.education/eef-feasibilitystudy-2025-privacynotice

Key Dates

Date	Activity
May–July 2025	Register interest, receive information materials and sign agreement (MOU)
September 2025	Receive your unique access code to start your trial (randomise, pre-test, deliver intervention)
October-Dec 2025	Complete intervention, enter post-test data, receive impact report
Jan-Feb 2026	Complete online survey and attend interview/focus group
Spring 2026	Evaluation report submitted to EEF
Summer 2026	Final report published by EEF

How to Join

1. Register your interest: https://docs.google.com/forms/d/e/1FAIpQLSfKS_rRDKQyXxhVJXzeJ2fw3MaOT-jbAASgABOsEqwNv7I7SA/viewform
2. Receive your Setting Information Sheet, a short demo video, MOU and optional link to arrange a meeting with the research team for any further information
3. Sign a short participation agreement (MOU)
4. Start your classroom trial in September 2025

Have questions? Visit our FAQs: https://interventions.whatworked.education/eef-feasibility-teacher-ledmicro-rcts-faqs

or contact the WhatWorked Education team at support@whatworkedteachers.com

FAQ Page

What is this project about?
This is an EEF-funded feasibility study exploring whether teachers can use micro-RCTs (mini randomised controlled trials) to evaluate a 6-week spelling intervention in their own classroom using the *WhatWorked Teachers* online platform.

Why is the EEF funding this?
The EEF is interested in testing whether teacher-led micro-trials can generate high-quality, cost-effective evidence about what works in classrooms. This is part of a wider strategy to empower schools to become active participants in evidence-based practice.

Is this a literacy intervention or a research project?
It's primarily a research project, testing whether teachers can lead small, robust trials using a user-friendly platform. However, you'll also trial a promising literacy intervention (*Look, Say, Cover, Write, Check*) during the study.

Is this relevant to our school?
If you're a state-funded primary school in England with classes in Years 2-5, and interested in evaluating literacy approaches, this study is for you.

Will it take a lot of time?
The intervention lasts just 6 weeks, made up of 10-minute activities. The randomisation, analysis, and impact report generation are all completed by the *WhatWorked Teachers* platform.

Are there any costs to take part?
No - this project is fully funded by the EEF. All materials and reports are provided free of charge.

Do we need SLT approval?
Yes, we ask that you discuss your participation with your headteacher and ask them to sign the MOU.

Do we need parental consent?
As the practices being tested are part of standard teaching practice in schools, the intervention is for half a term and no personal data is collected from pupils as only anonymous details are entered into the platform, consent from the headteacher is sufficient**.**

Who is responsible for delivering the intervention?
The class teacher or a TA will deliver the intervention.

Do we choose which students get the intervention?
No. The platform handles random allocation (either by class or by pupil) depending on the trial design you choose. You'll simply select the format you prefer. You can randomise at class-level (one class receives the intervention, one does not) or pupil-level (a small group of students receive the intervention, e.g. targeted support with a teacher or TA). If you only have one class, you'll need to choose pupil-level randomisation - this means selecting a small group of pupils within your class to try the intervention (for example, supported by a TA), while the rest continue with usual teaching. If you have two classes in the same year group, you can choose class-level randomisation - where one class receives the intervention and the other does not. The Trial Wizard will then randomise your selected groups. If you have mixed year groups, you'll need to choose pupil-level randomisation - this means selecting a small group of pupils within your class to try the intervention (for example, supported by a TA), while a group of students in the class that are in the same year group continue with usual teaching.

How do we run the pre- and post-tests?
You'll use a short 20-word spelling test before and after the intervention. Anonymous pupil scores are entered into the platform to generate your impact report.

Do we need to submit learner personal data?
No. Only anonymous pupil scores and teacher feedback are collected. We do not collect any named pupil data. The study complies fully with GDPR and ethical guidelines.

What if something goes wrong during delivery?
The intervention is short and flexible. If you miss a session, you can catch up the following day. Support is always available by email support@whatworkedteachers.com

Can I get help interpreting my impact report?
Yes - although the reports are designed to be user-friendly, we're happy to talk through any part of your report once it's generated.

Can we try another intervention after this study has ended?
This is a trial run of the platform, so you'll be able to access it until you've finished your classroom project. If the platform is rolled out more widely in future, we'll invite schools to get involved in the next phase.

What happens after we finish the trial?
As soon as you enter post-test scores, you will immediately receive an impact report showing the outcome for your class. You will be invited to complete a short feedback survey and take part in an interview/focus group to share your experiences and feedback.

Will we get any follow-up?
Yes - we'll share updates about the project's findings and the potential for a Phase II scale-up study.

Will our results be published?
No individual school, teacher, or pupil will be named in any reports. Results may be aggregated to explore patterns, but all data is anonymised.

Appendix D: MOU

Exploring the Feasibility of Teacher-Led Micro-RCTs for Educational Evaluation

Funded by the Education Endowment Foundation (EEF)

Project Overview

What is the programme we're testing?

WhatWorked Education is partnering with the Education Endowment Foundation (EEF) on an exciting new project to support evidence-based practice in primary schools. This study will be a feasibility study - a short, exploratory project to test whether something new is practical and useful in real-world settings. In this case, we're exploring whether primary school teachers can use a simple online platform, *WhatWorked Teachers*, to run their own classroom-based mini-research trials (called *micro-Randomised Controlled Trials or m-RCTs*) to evaluate what works best for their pupils. Micro-trials are fast, focused, and tailored to real classroom contexts.

Participating teachers will select a short spelling intervention and, after uploading anonymised student pre- and post-test scores, will immediately receive an automated report showing how well it worked in their setting.

Each trial lasts just 6 weeks (half a term), is designed to be low effort and low disruption, and can be delivered by the class teacher or a Teaching Assistant (TA). You'll also get a choice of delivery model (small group or whole class) and year group (Year 2 to Year 5).

This is an exciting opportunity to trial a new way of leading teacher-led research - putting teachers in the driving seat of classroom-based evaluation and contributing to national insights into what works.

Is this a literacy intervention or a research project?
It's primarily a research project, testing whether teachers can lead small, robust trials using a user-friendly platform. However, you'll also trial a promising literacy intervention (*Look, Say, Cover, Write, Check*) during the study.

Who is running the project?

WhatWorked Education is a research company focused on improving classroom practice through rigorous, teacher-led evaluation. The project is fully funded by the EEF. The EEF is using this feasibility study to explore whether teacher-led micro-RCTs can be a robust, scalable way to generate meaningful evidence in schools.

Aims of the Evaluation

- To assess the feasibility of using teacher-led micro-RCTs in primary classrooms
- To evaluate primary school teacher engagement, platform usability, and data reliability
- To understand barriers and enablers for primary school teachers running classroom-based trials

Eligibility Criteria

To participate, you must:

- Teach in a mainstream primary school in England
- Teach at least one class in Year 2–5
- Be able to deliver the intervention and enter test scores between September and October 2025, respond to surveys and attend an interview/focus group between November-December 2025

- Not be currently participating in another EEF literacy trial over the same period with the same year groups

How does my setting benefit?

- Free access to a short, structured spelling intervention
- Receive an automated personalised report to evaluate the impact of classroom practice
- Advancing new techniques for teacher-led research and evaluation
- Professional development in running research trials in your own setting
- All materials, assessments, and platform access provided free of charge
- No financial costs or cover required

Why a randomised controlled trial (RCT)?

Although this is a feasibility study, a core function of the *WhatWorked Teachers* platform is to support teacher-led RCTs. This ensures rigour and provides meaningful, context-specific insights into classroom practice.

Timeline

Date	Activity
May–July 2025	Register interest, receive information materials and sign agreement (MOU)
September 2025	Receive your unique access code to start your trial (randomise, pre-test, deliver intervention)
October-December 2025	Complete intervention, enter post-test data, receive impact report
Jan-Feb 2026	Complete online survey and attend interview/focus group
Spring 2026	Evaluation report submitted to EEF
Summer 2026	Final report published by EEF

Responsibilities

WhatWorked Education (Grantee/Delivery & Evaluation Team)

- Recruitment, onboarding, communication and support
- Provision of materials, platform access, and instructional resources
- Data collection compliance in line with GDPR
- Safeguarding compliance in line with WhatWorked Education's Safeguarding Policy
- Reporting and submission of anonymised results to EEF

Participating Teacher

- June-July 2025: Read setting information sheet, watch platform demonstration video, sign MOU alongside headteacher

- September 2025: Sign up for an account on the *WhatWorked Teachers* platform, select an intervention, use the Trial Wizard to guide you through randomisation, complete 20-word spelling pre-test, enter anonymised pre-test scores, and deliver the intervention
- October 2025: Complete the same 20-word spelling test as a post-test and enter anonymised post-test scores before October half-term
- November-December 2025: Participate in optional follow-up survey and interview/focus group)

Schools

- Allow the class teacher to carry out the pre- and post-tests with pupils

Data Protection & GDPR Compliance

Only minimal data will be collected - anonymous pupil scores and teacher feedback. No identifying pupil information will be collected. Teacher names, school name and URN, and email addresses will be used by WhatWorked Education for project communication only. The name of your school and URN will be shared with the EEF. No other personal information will be shared between WhatWorked Education and the EEF.

All data will be stored securely and in line with GDPR. No school, teacher or pupil will be named in any report.

Privacy Notice: A full privacy notice for this project is available here:
https://interventions.whatworked.education/eef-feasibilitystudy-2025-privacynotice
This includes links to WhatWorked Education's Privacy Notice and the EEF's Privacy Notice.

Legal Basis

- **Article 6(1)(e)** – task in the public interest (evaluation of education interventions)
- No special category personal data will be collected.

Data Roles

- **Evaluator** (WhatWorked Education) – Data Controller, Data Processor
- **Delivery team** (WhatWorked Education) – Joint Controller for non-sensitive data

Data Purpose & Access

- Purpose: Evaluation of teacher-led micro-RCT feasibility
- Access: Evaluation team and EEF only; no names or identifying data will be reported

Data Retention

- Teacher data retained until 12 months post-project for follow-up communication

Data Sharing Agreement (DSA)

Before any data is collected, a Data Sharing Agreement (DSA) will be established between each participating setting and the evaluation team at WhatWorked Education.

This agreement will specify:

- **What data will be collected**: anonymised pupil pre- and post-test scores; teacher name, email address, school name, and URN; and responses to optional feedback surveys and interviews/focus groups.

- **How the data will be transferred**: via secure upload to the *WhatWorked Teachers* platform.
- **How the data will be stored**: securely on encrypted servers in compliance with UK GDPR regulations.
- **Who will have access to the data**: the evaluation team at WhatWorked Education and the Education Endowment Foundation (EEF) for the purposes of the evaluation. No identifiable pupil data will be collected or shared.
- **How long the data will be retained**: teacher-level data will be stored securely for up to 12 months after project completion for reporting and follow-up communication, after which it will be deleted.

A copy of the DSA is provided at the end of this MOU for each setting to review and sign as part of the onboarding process.

Agreement and Signatures

Setting and Participant Information

School Name: _____

Teacher Name (Lead Participant): _____

Role: _____

Email Address: _____

Delivery & Evaluation Team Contact

Dr Emma Dobson, WhatWorked Education

Email: emma.dobson@whatworked.education

Website: https://interventions.whatworked.education/home

Declaration

I confirm that I have read and understood the details of the study and agree to participate. I understand that I may withdraw at any time prior to the end of the study period.

Signature (Teacher) _____ Date: _____

Signature (Headeacher) _____ Date: _____

Signature (WWEd) _____ Date: _____

Please return this signed form to: emma.dobson@whatworked.education

DATA SHARING AGREEMENT (DSA)

Between WhatWorked Education

and _____ (Participating School)

1. Project Title

Exploring the Feasibility of Teacher-Led Micro-RCTs for Educational Evaluation

2. Parties to the Agreement

Data Controller & Processor:
WhatWorked Education
Email: wayne.harrison@whatworked.education

Data Provider (Participating School):
School Name: _____
Lead Contact Name: _____
Role: _____
Email: _____

3. Purpose of Data Sharing

To support the evaluation of teacher-led micro-RCTs using the *WhatWorked Teachers* platform. This includes assessing feasibility, platform usability, engagement, and the impact of a short spelling intervention.

4. Legal Basis for Data Processing

Processing is conducted under Article 6(1)(e) of the UK GDPR:
"*Processing is necessary for the performance of a task carried out in the public interest*."
No special category (sensitive) personal data will be collected.

5. Data to Be Shared

From Teachers and Schools:

- Teacher name, teacher work email address, school name, URN
- Responses to online survey and (optional) interview/focus group

From Pupils (via teacher upload):

- Pre- and post-test spelling scores (anonymised)
- Free School Meal (FSM) eligibility (optional, anonymised)

No pupil names, dates of birth, or other identifiers will be collected.

6. Data Transfer Method

Data will be transferred securely via the *WhatWorked Teachers* platform. No physical or email-based transfer of outcome data will take place.

7. Data Storage and Security

- Data will be stored on encrypted servers located in the EU.

- Access is restricted to authorised members of the WhatWorked Education evaluation team.
- Data will not be shared with third parties beyond the EEF (school name and URN).
- All handling is in accordance with UK GDPR and DPA 2018.

8. Access and Use

Data will be accessed only for the purposes of:

- Generating automated impact reports for participating teachers
- Evaluating the feasibility and usability of the platform
- Reporting findings to the EEF in anonymised and aggregated form

9. Retention and Deletion

- Teacher and school contact information will be retained for up to 24 months post-project for follow-up communication and will then be deleted.
- Anonymous outcome data will be retained indefinitely for teaching, presentations and report writing.

10. Rights of the Data Subjects

Data subjects (teachers) have the right to request access, correction, restriction or deletion of their personal data at any time. Contact: support@whatworkedteachers.com or the Data Protection Officer for WhatWorked Education: wayne.harrison@whatworked.education

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11. Agreement

By signing this agreement, the school confirms that it understands and consents to the terms outlined above.

Signed on behalf of the School:
Name: _____
Role: _____

Signature: _____
Date: _____

Signed on behalf of WhatWorked Education:
Name: Dr Emma Dobson
Role: Principal Investigator

Signature: _____
Date: _____

Appendix E: Participant Guide

WhatWorked Teachers: Checklist

REGISTRATION

1 **Create your account** ☐
Go to www.whatworkedteachers.com and click 'Sign Up'. Add your name, school details, and email address. Please remember to enter your **funder code OSJJ** to unlock available trials.

2 **Verify your account** ☐
Look out for a verification email to set your password and access the platform.

TRIAL SET-UP

3 **Sign in and sign up for a trial** ☐
Log in to the platform and select the intervention you would like to test in the 'Available Trials' tab. There are two trial variations: 'Small Group' and 'Whole Class'. Select 'Small Group' if you would like to test the intervention with a small group of students (minimum 10 students). Choose 'Whole Class' if you want to test the intervention with an entire class, using another class with similar students as the comparison group.

4 **Watch video guides** ☐
3 short videos introducing the platform, your chosen intervention, and how to implement the intervention in your school.

5 **Downloads** ☐
Download the research protocol, which outlines the study you are conducting, and the resources folder, which contains all the materials needed to deliver the intervention.

TRIAL PROCESS

6 **Enter Start and End Dates** ☐
Select the date you expect to begin and complete the intervention (recommended length is outlined in the protocol).

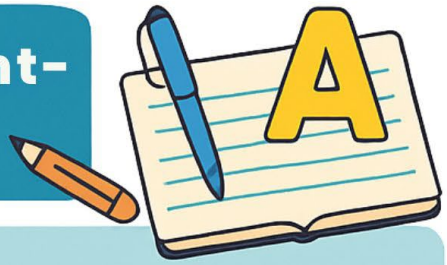
7 **Randomise students** ☐
Enter the number of students or classes taking part in the intervention and select 'Allocate'. Use the 'Anonymous Student Tracker' spreadsheet to link student numbers with student names.

8 **Pre-Test** ☐
Give the pre-test to all students and enter their scores on the platform.

9 **Intervention** ☐
Use the intervention strategy with students in the intervention group.

10 **Post-Test** ☐
Complete the process evaluation and give the post-test to all students. Enter scores on the platform, select 'Analyse' and receive your impact report.

Spelling Assessment- Teacher Guide



PURPOSE

To measure the impact of a spelling intervention using a 20-word spelling test before and after a six-week teaching block.

STEP-BY-STEP INSTRUCTIONS



1. CREATE YOUR WORD LIST (MINIMUM 50 WORDS)

- Choose at least 50 challenging spellings from the DfE Primary National Curriculum Appendices or your school's spelling scheme.
- Select words that reflect your year group's curriculum and match your weekly spelling expectations (e.g. 10 words per week for 5 weeks, with Week 6 for revision).

2. CHOOSE 20 ASSESSMENT WORDS

From your 50-word list, select 20 words that:

- Reflect a mix of difficulty
- Will be explicitly taught during the 6-week period
- Are appropriate for your class's ability level

These 20 words will be used for both the pre-and post-test.

ASSESSMENT DELIVERY



PRE-TEST (BEFORE INTERVENTION)

- Administer the 20-word spelling test to both intervention and control groups.
- Mark each test out of 20.
- Record scores in the Tracking Spreadsheet and upload them to the WhatWorked Teachers platform.

POST-TEST (AFTER 6 WEEKS)

- Re-administer the same 20-word test to both groups.
- Mark and record scores as before.
- Upload the post-test scores to the platform.

You can use alternative spellings from your school's existing schemes of work instead of the DfE list.

TIPS FOR SMOOTH DELIVERY

- Use the Tracking Spreadsheet in your resource folder to link pupil names with their anonymous learner IDs and record test scores.
- Some teachers find it helpful to have a colleague read IDs and scores aloud while they input data into the platform.
- Keep test conditions consistent for both pre- and post-tests, and ensure each test is marked out of 20.

What Worked Education

Frequently Asked Questions (FAQs)

Q: My school already uses another spelling strategy. Can I still take part?

Yes, absolutely. You can still take part. Please make sure to clearly describe your school's existing approach - especially the one used with the control or comparison group - in the online process evaluation form, which you'll be asked to complete. after submitting post-test scores.



Q. Can I adapt the word list if some pupils are working below age-related expectations?

Yes. You can use words that better match pupils' current level, as long as both the intervention and control groups are working at a similar level and complete the same 20-word pre- and post-test. Be sure to record this change in the online process evaluation form after uploading your post-test scores.



Q: We're a single-form entry school. How do I run a trial?

We recommend selecting the option to run a small group trial. You can run a small group trial separately for each year group. The small group option allows a subset of pupils in each class to be randomly assigned to either the intervention or control group (minimum of 5 students in each group).



Q. Our school has a mixed-age class (e.g. Year 2/3). Can I include pupils from both year groups?

Yes, provided all participating pupils are working at the same level and use the same spelling list. We recommend selecting the small group trial rather than a class-level trial. The small group option allows a subset of pupils in each class to be randomly assigned to either the intervention or control group.



Q: If I sign up for a class-level trial, do both teachers need to register and enter data?

No. Only one teacher needs to register for the trial and enter data into the trial wizard.



Q: Once I've signed up for the trial, how do I get back in to enter data? Do I need to register again?

No, you don't need to register again. Once registered, your trial will appear under the 'My Trials' tab on the WhatWorked Teachers platform. Simply log in to the WhatWorked Teachers platform and go to the 'My Trials' tab. Your trial will be saved there - click 'Continue' to resume or enter your data.



Q: What if I accidentally enter the wrong data? Can I edit it?

Yes. You can edit any data at any point before clicking the 'Analyse' button after uploading post-test scores. Once the scores are analysed and the impact report is generated, data can no longer be edited.

Q: What if I notice an error after the report has been generated?

Please email support@whatworkedteachers.com to let us know. You can then create a new trial, re-enter your corrected data, and generate a revised impact report.



Appendix F: Automated Impact Report

Impact Report

Trial number: 12345

Start of trial date: DD/MM/YYYY End of trial date: DD/MM/YYYY

The impact of TRIAL NAME in SCHOOL NAME

The intervention involved a six-lesson peer tutoring programme for Year 3 students, using Year 5 students as peer tutors to deliver the intervention. The intervention included six targeted peer tutoring lessons designed for a KS2 Multiplication and Division topic.

Participating Pupils

Intervention	Comparison
	
N Pupils	N Pupils

Impact in Your School

The effect in your school was a difference of:

NN%

This means that the group using the intervention scored on average % than the comparison group.

Test Scores Before and After the Intervention

The pre-test mean for the comparison group (n=N) was N and the intervention group (n=N) was N. The post-test mean for the comparison group was N and the intervention group was N.

Intervention Pupils		Comparison Pupils	
Pre-Test score	Post-Test Score	Pre-Test Score	Post-Test Score
N →	N}	N →	N}

Technical Appendices

How did you calculate my result?

To work out whether there is a difference between the progress of pupils in the intervention and comparison group, the WhatWorked Teachers platform uses a statistical method called ANCOVA. The percentage difference between the two groups is calculated using pre-test and post-test scores. This helps to check whether any improvement was really due to the intervention, not just because one group started off stronger.

What do my results mean?

ANCOVA examines the difference in progress between groups after adjusting for where they started. This is shown as a percentage of the comparison group's score so you can see the added value of using the intervention. The WhatWorked Teachers platform also calculates something called an effect size (Hedges' g). This tells you how big the difference is between the two groups you are comparing.

- A positive effect means the intervention group did better.
- A negative effect means the comparison group did better.
- An effect size of zero means there is no difference between the groups.

The effect size for your school is presented in Table 2 on the following page.

⚠️ Reminder! ⚠️

Your results are based on a small group of pupils over a short period of time, so the effect size might look very different from those in big research studies and that's totally normal. Please don't compare your results directly with national studies.

How should I use my results?

If you see a big effect, think about why it worked: was the test closely linked to what was taught, did pupils engage more with the intervention, or could there be other reasons for the difference? Use your professional judgement. If the intervention seemed to work well, you might share it with colleagues, discuss it in a staff meeting or offer it to pupils in the comparison group.

How do my results compare?

As more schools try the same intervention, we'll send you a link to visit its page to see what results they got too. This helps build a shared picture of what works.

Your Data

Table. 1 Average scores for groups

	Pre-Test	Post-Test	Adjusted Post-Test
Number of pupils	Average (Standard deviation)*	Average (Standard deviation)	Average (Standard deviation)

Intervention	N	N	N	N
Comparison	N	N	N	N

Table 2. Effect size

Number of pupils completing the study	The difference between the groups at post-test (adjusted)	Intervention compared to comparison group.	
Number of pupils with posttest	Intervention post-test mean	Comparison post-test mean	Effect size Hedges' g (Confidence interval)
N	N	N	N

Please find a copy of the data inputted into the WhatWorked Teachers platform below.

Comparison Group

Anonymised Student ID	Pre-test Score	Post-test Score	Free School Meal status
${controlStudentId}	N	N	N

Intervention Group

Anonymised Student ID	Pre-test Score	Post-test Score	Free School Meal status
${interventionStudentId}	N	N	N

Appendix G: Analysis Plan

Analysis in Platform

WhatWorked Education's *WhatWorked Teachers* platform was designed to gather pupil pre- and post-test data from teachers and automatically analyse the data after trial completion. The following methodology was used to analyse data using the platform.

We assumed that class-level differences were accounted for during randomisation. To estimate the impact of the intervention, adjusted effect sizes will be calculated using Hedges' g, derived from an analysis of covariance (ANCOVA) model controlling for baseline scores. The pooled standard deviation of post-test scores will be used for standardisation. In addition, the percentage change between groups will be reported to provide a more interpretable indicator of the intervention's effect. Cases with missing values will be excluded prior to analysis.

Relative Percentage Change

To facilitate interpretation, the relative percentage change (%Δ) in post-test means due to the intervention will be calculated. This method uses the same concept as the Relative Risk Reduction (RRR) (Barratt et al., 2004). In our case, the %Δ will be calculated as:

%Δ=MI-MCMC*100

where MI and MC are the average post-test scores in the intervention and control groups, respectively.

Effect Size Calculation

The effect size will be estimated using an ANCOVA model, the pooled standard deviation, and a correction factor for small sample sizes.

ANCOVA Model

The ANCOVA model, which adjusts for baseline attainment scores and estimates the mean difference between intervention and control groups, is defined as:

posti= 0+1 preti+2interventioni+ i (equation 1)

where 2 represents the adjusted mean difference between intervention groups (intervention and control) and will be used to compute Hedges' g. Model coefficients (0, 1,2) and their confidence intervals (CIs) will be reported.

Pooled Standard Deviation

The pooled standard deviation (sdpooled) will be calculated as:

sdpooled= (nC-1)*sdC2 + (nI-1)*sdI2nC+nI-2

where nC and sdC are the sample size and standard deviation of the control group, and nI and sdI are those for the intervention group.

Correction Factor

The correction factor J for small sample sizes will be calculated as:

J=1-34*(nC+nI-2)-1

Hedges' g effect size and its confidence interval

The Hedges' g effect size(g) and its confidence interval(CIg), will be computed as:

Where nC and sdCis the critical value from the standard normal distribution (typically 1.96 for a 95% confidence level), and the SEg (standard error of Hedges' g) is given by:

SEg=J*nC+nInC*nI +g22*(nC+nI)

Additional Analysis

This analysis will be conducted across all participating sites, rather than as separate, site-specific analyses as in the previous section.

Primary Outcome Analysis

Our primary analysis will follow the Intention to Treat (ITT) principle. Post-test score will be used as an outcome variable, while treatment assignment and pre-test scores will be used as independent variables.

Yij=0+1Tij+2Xij+u0j+u1jTij+ij (equation 2)

Yij: Post-test score for child i within school j (outcome, analysed under ITT)

0: overall intercept (fixed)

1: ITT effect (average effect of being assigned to treatment at the class level, adjusted for baseline)

2: coefficient for baseline/pre-test score

u0j: school-level random intercept (between-school variability),

u1j: random slope for treatment within school j

u0j and u1j are assumed to follow a bivariate normal distribution: u0j u1j ~ N0 0 , u02 u01 u01 u12

ij: child-level residual (within-class variability). Assumed ij~N(0,e2)

Effect Size Calculation

For Equal Size Groups

Effect size (g)=2u02+0.5σu12+u01 +e2*J

2: Estimated fixed effect of the treatment (the overall treatment effect across sites)

u02: Variance of the random intercepts (between-site or between-class variability in the outcome)

u12: Variance of the random slopes for the treatment effect (variation in treatment effects across sites or classes)

u01: Covariance between the random intercepts and random slopes

e2: Residual (within-site, within-class) variance — unexplained individual-level variability

J: Small-sample correction factor for Hedges' *g*

For Unequal Size Groups

let the NT be the sample size in intervention and Nc in the control group: with N=NT+ Nc

Effect size (g)=2T2*J,

where T2= NT u02+u12+2 σu01 +e2+Nc(u02+e2)N

2: Estimated fixed effect of the treatment (the overall treatment effect across sites)

u02: Variance of the random intercepts (between-site or between-class variability in the outcome)

u12: Variance of the random slopes for the treatment effect (variation in treatment effects across sites or classes)

u01: Covariance between the random intercepts and random slopes

e2: Residual (within-site, within-class) variance — unexplained individual-level variability

J: Small-sample correction factor for Hedges' *g*

J=1-34*(nC+nI-2)-1

Where n1 and n2 are sample size for treatment and control group respectively.

Confidence interval for hedges g will be calculated using the following formula:

SEg=J* n1+n2n1*n2 +g22*n1+n2*DE

CI95%=g ±1.96 . SEg

Where n1 and n2 are sample size for treatment and control group respectively

g= Hedges' g (bias-corrected standardized mean difference)

DE= Design effect (to deal with multi-level design)

J = small-sample correction factor (used to adjust Hedges' g for bias)

The primary analysis will follow the Intention-to-Treat (ITT) principle. Post-test score will be used as the outcome variable, while treatment assignment and pre-test score will be used as independent variables. The treatment impact will be estimated using the model outlined in Equation 2, a random-intercept model that additionally adjusts for pre-test (baseline) attainment. All analyses will be conducted in RStudio.

Subgroup Analysis

This sub-group analysis will utilise a binary variable indicating whether a pupil is eligible for FSMs. We will undertake a regression which includes the presence of both the FSM indicator and an interaction term between the treatment and the FSM indicator to provide evidence of the impact of intervention on FSM pupils. The analysis will use the same model as the primary analysis adjusted for pre-test score.

Imbalance at Baseline

To check for imbalance between randomized groups (treatment and control), background characteristics will be presented including the mean pre-test score with standard deviations, median pre-test scores with interquartile ranges, range (minimum, maximum), and number and percentages of students with pupil-premium (PP) status).

Missing Data

For the analysis of primary outcome, we expect to loss around 1% of pupils due to external factors affecting participation in testing of the outcome (as found in the NECA trials) https://lwfiles.mycourse.app/whatworked-public/publicFiles/Impact%20Report%20September%202025.pdf. We will calculate the attrition rate by observing how many of the pupils present at baseline assessment are still present at endline assessment. However, of attrition is more than 5% in any of the arm, we will examine the type of missingness: i.e., whether data is missing completely at random (MCAR), missing at random (MAR) or missing not at random (MNAR). This includes calculating and comparing the rate of missing data in the trial arms. A multilevel logistic regression model is proposed where a binary response variable captures whether the follow-up observation for a sample member is observed or otherwise. This is the so called drop out model. The following explanatory variables that might be associated with missingness will be included in the model as covariates (all measured at baseline): pre-test score, pupil-premium (PP) status and treatment arm.

Covariates found to be significantly associated with missing post-test scores (with a 95% confidence interval) will be considered explanators of the presence (or absence) of the follow-up observation on the primary outcome. If loss-to-follow up can be predicted using existing covariates, we will conduct sensitivity analyses under the assumption that outcome data are missing at random. We will use a multi-level multiple imputation to infer the likely results of those lost to follow-up and present results alongside headline impact estimates for comparison. If loss-to-follow up cannot be predicted using existing covariates, multiple imputation will not be possible, and analysis will be done removing subjects with missing post-test.

Intra-Cluster Correlations (ICCs)

The intraclass correlation coefficient (ICC) is a key parameter in randomized controlled trials that involve clusters. It represents the proportion of the total variance in a given outcome that is attributable to differences between clusters (e.g., schools) rather than variability within clusters. In the final report, the ICC will be estimated during the analysis phase, focusing specifically on the primary outcome, which is the post-test score. Two approaches will be used for its calculation: (a) based on the model specified in equation 2, and (b) using a simplified version of the same model that includes only the outcome and the clustering variable, without any covariates. This simplified model is commonly referred to as the “null model.”

Appendix H: Platform Usage Data

Table 1. Mean time taken to complete trial stages (number of days) for Front-Load and Incremental LSCWC Trials

Time Period	Mean	SD
Sign-up to Pre-test (Days)	16.06	27.16
Sign-up to Post-test (Days)	62.69	27.11
Pre-test to Post-test (Days)	46.63	22.47

Table 2. Group-wise distribution of pupils across trials

	Year 2	Year 3	Year 4	Year 5	Total
Total Students	25	107	175	203	510
Intervention	12	54	86	98	250
Control	13	53	89	105	260
FSM (%)	36	26.2	25.1	45.8	34

Table 3. Group-wise distribution of pupils in Front-Loaded and Incremental LSCWC trials

	Frontloaded				Incremental	
Year Group	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 2**	**Year 5**
Total pupils	20	107	175	112	5	91
Intervention	10	54	86	54	2	44
Control	10	53	89	58	3	47
FSM (%)	20	26.2	25.1	33	100	61.5

Appendix I: IPE Online Survey Responses

IPE Survey Respondent Characteristics

Respondent	School	School Type	Location	Size	FSM	Trial
Teacher 18	School 9	Community school	Rural	203	14.3%	Front Loaded LSCWC Year 2 Small Group
Teacher 22	School 13	Voluntary aided school	Urban	237	20.3%	Front Loaded LSCWC Year 3 Small Group
Teacher 10	School 5	Community school	Urban	266	15%	Front Loaded LSCWC Year 3 Small Group
Teacher 13	School 7	Academy sponsor led	Urban	350	47.3%	Front Loaded LSCWC Year 3 Class
Teacher 15	School 7	Academy sponsor led	Urban	350	47.3%	Front Loaded LSCWC Year 5 Class
Teacher 23	School 14	Community school	Urban	178	41.2%	Front Loaded LSCWC Year 4 Small Group
Teacher 21	School 12	Academy converter	Urban	202	14.4%	Front Loaded LSCWC Year 4 Small Group
Teacher 11	School 6	Voluntary aided school	Urban	219	14.6%	Front Loaded LSCWC Year 4 Class
Teacher 17	School 8	Community school	Urban	374	15.6%	Front Loaded LSCWC Year 4 Class
Teacher 20	School 11	Community school	Urban	430	6%	Front Loaded LSCWC Year 5 Small Group
Teacher 19	School 10	Community school	Urban	451	41.1%	Front Loaded LSCWC Year 5 Class

Numeric summary statistics

Front-Loaded LSCWC Trial Class-Level numeric items

Item	N	Mean	SD	Median	Min	Max	Values
How many attempts did it take you to upload pre-post-test data?	4	1.0	0.0	1.0	1.0	1.0	1, 1, 1, 1

Front-LoadedLSCWC Trial Small-Group numeric items

Item	N	Mean	SD	Median	Min	Max	Values
How many attempts did it take you to upload pre-post-test data?	7	1.0	0.0	1.0	1.0	1.0	1, 1, 1, 1, 1, 1, 1

Closed-response frequency tables

Front-Loaded LSCWC Trial Class-Level Frequency Table

Item	Responses (counts, %, denom shown)	Missing/blank
It was straightforward to choose my micro-trial on the platform	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
The On-screen instructions were clear and concise	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
I could complete the setup without extra support	Strongly Agree: 2/4 (50.0%); Disagree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
The time needed to set up felt reasonable	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
I could find the resources I needed (videos, protocol, word lists, tracking sheet)	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
Overall, the platform is teacher-friendly	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
If something went wrong, I felt able to troubleshoot it myself	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
Roughly how long did setup take in total?	15-30 minutes: 3/4 (75.0%); 46-60 minutes: 1/4 (25.0%)	0/4
I used platform videos for support	Y: 3/4 (75.0%); N: 1/4 (25.0%)	0/4
I contacted WhatWorked Education for support	N: 2/4 (50.0%); Y: 2/4 (50.0%)	0/4
I used a colleague for support	N: 2/4 (50.0%); Y: 2/4 (50.0%)	0/4
I didn't use any support	N: 4/4 (100.0%)	0/4
The randomisation step was simple to complete	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
I understood the difference between within class and whole class randomisation	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
I followed the platform's allocation as given (no changes)	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
I changed pupils in intervention/comparison groups due to parental request	N: 4/4 (100.0%)	0/4
I changed pupils in intervention/comparison groups due to SEND need	N: 4/4 (100.0%)	0/4
I changed pupils in intervention/comparison groups due to timetabling	N: 4/4 (100.0%)	0/4
I changed pupils in intervention/comparison groups due to pupil behaviour	N: 4/4 (100.0%)	0/4
I didn't make any changes to pupils in intervention/comparison groups	Y: 4/4 (100.0%)	0/4
Entering pre-test scores was straightforward	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4

Item	Responses (counts, %, denom shown)	Missing/blank
Entering post-test scores was straightforward	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
The platform's checks for missing entries were helpful	Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
Overall, the "randomise →enter data → get report" flow was efficient	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
How many attempts did it take you to upload pre-post-test data?	1: 4/4 (100.0%)	0/4
I delivered sessions for the intervention group as described in the protocol	Strongly Agree: 3/4 (75.0%); Neutral: 1/4 (25.0%)	0/4
In a typical week, how many sessions did you deliver?	1: 1/4 (25.0%); 2-3: 1/4 (25.0%); 2026-03-02: 1/4 (25.0%); 4-5: 1/4 (25.0%)	0/4
Average minutes per session	10-14 minutes: 2/4 (50.0%); 5-9 minutes: 1/4 (25.0%); More than 15 minutes: 1/4 (25.0%)	0/4
What was the average attendance rate for all learners (in the intervention and comparison groups) during the trial?	90-99%: 3/4 (75.0%); 80-89%: 1/4 (25.0%)	0/4
I used the word lists aligned to the National Curriculum for the intervention.	Yes: 3/4 (75.0%); No: 1/4 (25.0%)	0/4
How engaged were learners when using the spelling strategy?	Slightly engaged: 2/4 (50.0%); Neutral: 1/4 (25.0%); Very engaged: 1/4 (25.0%)	0/4
How much improvement have you noticed in the spelling of the target words?	Significant improvement: 2/4 (50.0%); Minimal improvement: 1/4 (25.0%); Moderate improvement: 1/4 (25.0%)	0/4
I avoided introducing elements of the intervention to the control group	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
Did you set the intervention spellings as homework?	Yes, every week: 4/4 (100.0%)	0/4
How similar is your usual spelling approach to the LSCWC approach?	A little similar: 3/4 (75.0%); Quite similar: 1/4 (25.0%)	0/4
Running the pre-test fitted within normal classroom/teaching routines	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
Running the post-test fitted within normal classroom/teaching routines	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
The marking guidance was clear	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
Scoring and uploading were manageable within my workload	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4

Item	Responses (counts, %, denom shown)	Missing/blank
The overall timeline for the intervention (about six weeks) was realistic in my context	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
The automated report was easy to interpret	Agree: 3/4 (75.0%); Neutral: 1/4 (25.0%)	0/4
I found percentage gain most useful in helping me to understand the results	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
I found effect size most useful in helping me to understand the results	Neutral: 3/4 (75.0%); Agree: 1/4 (25.0%)	0/4
trust the results produced by the automated analysis	Agree: 3/4 (75.0%); Neutral: 1/4 (25.0%)	0/4
The results feel relevant to my classroom context	Agree: 3/4 (75.0%); Disagree: 1/4 (25.0%)	0/4
I plan to act on these findings next term	Agree: 3/4 (75.0%); Disagree: 1/4 (25.0%)	0/4
I would share this report with SLT/colleagues	Agree: 2/4 (50.0%); Disagree: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
I faced significant barriers to taking part	Disagree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Disagree: 1/4 (25.0%)	0/4
The resources (videos, protocol, guidance documentation) were enough to support me	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
I understand why randomisation was used in this trial	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
I feel confident explaining the trial and randomisation to colleagues	Agree: 2/4 (50.0%); Disagree: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
I understand the ethical/consent basis used for this evaluation	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
I would feel confident running another micro-RCT in future	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
Taking part in this micro-trial made me feel more involved in research	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Disagree: 1/4 (25.0%)	0/4
Overall, this trial approach is a good fit for how my school works	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
Compared to other ways schools collect data for research (e.g.... found this micro-trial approach easier for teachers to manage	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
Compared to other ways schools collect data for research, I found this micro-trial approach faster to run	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4

Item	Responses (counts, %, denom shown)	Missing/blank
Compared to other ways schools collect data for research, I found this micro-trial approach simpler to set up	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
Compared to other ways schools collect data for research (e.g.... better for teachers because it keeps them informed of results	Agree: 2/4 (50.0%); Disagree: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
Time as barrier	Not a barrier: 2/4 (50.0%); Slight barrier: 2/4 (50.0%)	0/4
Staffing or cover as barrier	Not a barrier: 4/4 (100.0%)	0/4
School IT infrastructure/bugs as barrier	Not a barrier: 4/4 (100.0%)	0/4
Platform infrastructure/bugs as barrier	Not a barrier: 4/4 (100.0%)	0/4
Timetabling clashes as barrier	Not a barrier: 3/4 (75.0%); Slight barrier: 1/4 (25.0%)	0/4
Assessment burden as barrier	Not a barrier: 3/4 (75.0%); Slight barrier: 1/4 (25.0%)	0/4
Pupil absence or mobility as barrier	Slight barrier: 3/4 (75.0%); Not a barrier: 1/4 (25.0%)	0/4
Acceptability of randomisation as barrier	Not a barrier: 3/4 (75.0%); Slight barrier: 1/4 (25.0%)	0/4
I would run another micro-RCT on the platform in future	Strongly Agree: 2/4 (50.0%); Agree: 1/4 (25.0%); Neutral: 1/4 (25.0%)	0/4
I would recommend the platform to a colleague in another school	Agree: 2/4 (50.0%); Neutral: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4
If there's a Phase II study following this trial with use of the platform for schools, I would sign up for the next study	Agree: 2/4 (50.0%); Disagree: 1/4 (25.0%); Strongly Agree: 1/4 (25.0%)	0/4

Front-Loaded LSCWC Trial Small-Group Frequency Table

Item	Responses (counts, %, denom shown)	Missing/blank
It was straightforward to choose my micro-trial on the platform	Strongly Agree: 3/7 (42.9%); Agree: 2/7 (28.6%); Disagree: 1/7 (14.3%); Neutral: 1/7 (14.3%)	0/7
The On-screen instructions were clear and concise	Strongly Agree: 4/7 (57.1%); Agree: 3/7 (42.9%)	0/7
I could complete the setup without extra support	Strongly Agree: 5/7 (71.4%); Agree: 1/7 (14.3%); Neutral: 1/7 (14.3%)	0/7
The time needed to set up felt reasonable	Strongly Agree: 3/7 (42.9%); Agree: 4/7 (57.1%)	0/7
I could find the resources I needed (videos, protocol, word lists, tracking sheet)	Strongly Agree: 4/7 (57.1%); Agree: 3/7 (42.9%)	0/7
Overall, the platform is teacher-friendly	Strongly Agree: 5/7 (71.4%); Agree: 2/7 (28.6%)	0/7
If something went wrong, I felt able to troubleshoot it myself	Strongly Agree: 3/7 (42.9%); Agree: 3/7 (42.9%); Neutral: 1/7 (14.3%)	0/7
Roughly how long did setup take in total?	15-30 minutes: 4/7 (57.1%); 31-45 minutes: 2/7 (28.6%); 46-60 minutes: 1/7 (14.3%)	0/7

Item	Responses (counts, %, denom shown)	Missing/blank
I used platform videos for support	Y: 6/7 (85.7%); N: 1/7 (14.3%)	0/7
I contacted WhatWorked Education for support	Y: 4/7 (57.1%); N: 3/7 (42.9%)	0/7
I used a colleague for support	N: 5/7 (71.4%); Y: 2/7 (28.6%)	0/7
I didn't use any support	N: 6/7 (85.7%); Y: 1/7 (14.3%)	0/7
The randomisation step was simple to complete	Strongly Agree: 4/7 (57.1%); Agree: 1/7 (14.3%); Neutral: 2/7 (28.6%)	0/7
I understood the difference between within class and whole class randomisation	Strongly Agree: 4/7 (57.1%); Agree: 2/7 (28.6%); Neutral: 1/7 (14.3%)	0/7
I followed the platform's allocation as given (no changes)	Strongly Agree: 4/7 (57.1%); Agree: 3/7 (42.9%)	0/7
I changed pupils in intervention/comparison groups due to parental request	N: 7/7 (100.0%)	0/7
I changed pupils in intervention/comparison groups due to SEND need	N: 5/7 (71.4%); Y: 2/7 (28.6%)	0/7
I changed pupils in intervention/comparison groups due to timetabling	N: 6/7 (85.7%); Y: 1/7 (14.3%)	0/7
I changed pupils in intervention/comparison groups due to pupil behaviour	N: 6/7 (85.7%); Y: 1/7 (14.3%)	0/7
I didn't make any changes to pupils in intervention/comparison groups	Y: 4/7 (57.1%); N: 3/7 (42.9%)	0/7
Entering pre-test scores was straightforward	Strongly Agree: 6/7 (85.7%); Agree: 1/7 (14.3%)	0/7
Entering post-test scores was straightforward	Strongly Agree: 6/7 (85.7%); Agree: 1/7 (14.3%)	0/7
The platform’s checks for missing entries were helpful	Neutral: 3/7 (42.9%); Agree: 2/7 (28.6%); Strongly Agree: 2/7 (28.6%)	0/7
Overall, the “randomise →enter data → get report” flow was efficient	Strongly Agree: 3/7 (42.9%); Agree: 3/7 (42.9%); Neutral: 1/7 (14.3%)	0/7
How many attempts did it take you to upload post-test data?	1: 7/7 (100.0%)	0/7
I delivered sessions for the intervention group as described in the protocol	Agree: 3/7 (42.9%); Strongly Agree: 3/7 (42.9%); Neutral: 1/7 (14.3%)	0/7
In a typical week, how many sessions did you deliver?	4-5: 3/7 (42.9%); 2-3: 2/7 (28.6%); 1: 1/7 (14.3%); 2026-03-02: 1/7 (14.3%)	0/7
Average minutes per session	10-14 minutes: 5/7 (71.4%); 5-9 minutes: 2/7 (28.6%)	0/7
What was the average attendance rate for all learners (in the intervention and comparison groups) during the trial?	90-99%: 4/7 (57.1%); 80-89%: 2/7 (28.6%); 1: 1/7 (14.3%)	0/7
I used the word lists aligned to the National Curriculum for the intervention.	Yes: 6/7 (85.7%); No: 1/7 (14.3%)	0/7
How engaged were learners when using the spelling strategy?	Very engaged: 4/7 (57.1%); Slightly engaged: 2/7 (28.6%); Neutral: 1/7 (14.3%)	0/7
How much improvement have you noticed in the spelling of the target words?	Moderate improvement: 5/7 (71.4%); Minimal improvement: 1/7 (14.3%); Significant Improvement: 1/7 (14.3%)	0/7
I avoided introducing elements of the intervention to the control group	Neutral: 3/7 (42.9%); Agree: 1/7 (14.3%); Disagree: 1/7 (14.3%);	0/7

Item	Responses (counts, %, denom shown)	Missing/blank
	Strongly Agree: 1/7 (14.3%); Strongly Disagree: 1/7 (14.3%)	
Did you set the intervention spellings as homework?	Yes, every week: 4/7 (57.1%); No: 3/7 (42.9%)	0/7
How similar is your usual spelling approach to the LSCWC approach?	Not similar: 3/7 (42.9%); Quite similar: 2/7 (28.6%); A little similar: 2/7 (28.6%)	0/7
What was the average group size for your small-group intervention sessions?	10+: 2/7 (28.6%); 2026-09-07: 2/7 (28.6%); 4-6: 2/7 (28.6%); 7-9: 1/7 (14.3%)	0/7
Small group sessions were delivered during English lessons	N: 6/7 (85.7%); Y: 1/7 (14.3%)	0/7
Small group sessions were delivered during another subject lesson	N: 5/7 (71.4%); Y: 2/7 (28.6%)	0/7
Small group sessions were delivered during intervention/booster slots	Y: 4/7 (57.1%); N: 3/7 (42.9%)	0/7
Small group sessions were delivered before school	N: 6/7 (85.7%); Y: 1/7 (14.3%)	0/7
Small group sessions were delivered at lunchtime	N: 7/7 (100.0%)	0/7
Small group sessions were delivered after school	N: 7/7 (100.0%)	0/7
A class teacher delivered the small group sessions	N: 4/7 (57.1%); Y: 3/7 (42.9%)	0/7
A teaching assistant delivered the small-group sessions	Y: 5/7 (71.4%); N: 2/7 (28.6%)	0/7
A supply/cover teacher delivered the small-group lessons	N: 7/7 (100.0%)	0/7
Running the pre-test fitted within normal classroom/teaching routines	Agree: 4/7 (57.1%); Strongly Agree: 3/7 (42.9%)	0/7
Running the post-test fitted within normal classroom/teaching routines	Agree: 4/7 (57.1%); Strongly Agree: 3/7 (42.9%)	0/7
The marking guidance was clear	Strongly Agree: 5/7 (71.4%); Agree: 2/7 (28.6%)	0/7
Scoring and uploading were manageable within my workload	Strongly Agree: 5/7 (71.4%); Agree: 2/7 (28.6%)	0/7
The overall timeline for the intervention (about six weeks) was realistic in my context	Strongly Agree: 3/7 (42.9%); Agree: 4/7 (57.1%)	0/7
The automated report was easy to interpret	Neutral: 6/7 (85.7%); Strongly Agree: 1/7 (14.3%)	0/7
I found percentage gain most useful in helping me to understand the results	Neutral: 3/7 (42.9%); Agree: 2/7 (28.6%); Disagree: 1/7 (14.3%); Strongly Agree: 1/7 (14.3%)	0/7
I found effect size most useful in helping me to understand the results	Neutral: 6/7 (85.7%); Agree: 1/7 (14.3%)	0/7
trust the results produced by the automated analysis	Strongly Agree: 3/7 (42.9%); Agree: 2/7 (28.6%); Neutral: 2/7 (28.6%)	0/7
The results feel relevant to my classroom context	Neutral: 3/7 (42.9%); Agree: 2/7 (28.6%); Disagree: 1/7 (14.3%); Strongly Agree: 1/7 (14.3%)	0/7

Item	Responses (counts, %, denom shown)	Missing/blank
I plan to act on these findings next term	Strongly Agree: 3/7 (42.9%); Neutral: 3/7 (42.9%); Agree: 1/7 (14.3%)	0/7
I would share this report with SLT/colleagues	Strongly Agree: 5/7 (71.4%); Neutral: 2/7 (28.6%)	0/7
I faced significant barriers to taking part	Strongly Disagree: 3/7 (42.9%); Neutral: 2/7 (28.6%); Agree: 1/7 (14.3%); Disagree: 1/7 (14.3%)	0/7
Time as barrier	Not a barrier: 3/7 (42.9%); Slight barrier: 3/7 (42.9%); Slight Barrier: 1/7 (14.3%)	0/7
Staffing or cover as barrier	Slight barrier: 5/7 (71.4%); Not a barrier: 2/7 (28.6%)	0/7
School IT infrastructure/bugs as barrier	Not a barrier: 7/7 (100.0%)	0/7
Platform infrastructure/bugs as barrier	Not a barrier: 6/7 (85.7%); Slight barrier: 1/7 (14.3%)	0/7
Timetabling clashes as barrier	Slight barrier: 4/7 (57.1%); Not a barrier: 3/7 (42.9%)	0/7
Assessment burden as barrier	Not a barrier: 4/7 (57.1%); Slight barrier: 2/7 (28.6%); Not a Barrier: 1/7 (14.3%)	0/7
Pupil absence or mobility as barrier	Slight barrier: 4/7 (57.1%); Not a barrier: 3/7 (42.9%)	0/7
Acceptability of randomisation as barrier	Not a barrier: 6/7 (85.7%); Slight barrier: 1/7 (14.3%)	0/7
I would run another micro-RCT on the platform in future	Strongly Agree: 4/7 (57.1%); Neutral: 2/7 (28.6%); Agree: 1/7 (14.3%)	0/7
I would recommend the platform to a colleague in another school	Strongly Agree: 3/7 (42.9%); Agree: 2/7 (28.6%); Neutral: 2/7 (28.6%)	0/7
If there's a Phase II study following this trial with wider r... of the platform for schools, I would sign up for the next study	Strongly Agree: 4/7 (57.1%); Agree: 2/7 (28.6%); Neutral: 1/7 (14.3%)	0/7

Verbatim open-text responses (Front-Loaded LSCWC Trial Class-Level)

Item: If you used different words, can you describe why and how you selected alternative word lists?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	I chose word lists based on our school curriculum and what was going to be taught during the time of the trial
CL03	— (blank)
CL04	— (blank)

Item: If any overlap in teaching strategies occurred between intervention and comparison groups, please describe

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	— (blank)

Item: Describe your usual spelling teaching approach that was used for pupils in the comparison group over the course of the intervention (frequency, structure, materials, grouping, homework)

Respondent_ID	Response (verbatim)
CL01	Purple mash spelling program
CL02	teachers focus on a word a day bespoke spelling lessons and spelling is given as homework
CL03	We usually set spellings on a fortnightly schedule
CL04	Look say cover., Purple Mash Schemes, to do's as homework, teaching slides

Item: What changes (if any) do you plan to make after reading your impact report?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	look at the strategy more closely with the literacy lead in the school
CL03	— (blank)
CL04	More practise in a variety of ways

Item: What would make the report clearer or more useful?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	It is clear

Item: Were there any other significant barriers to using the platform?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	No

Item: What extra guidance or resources would have helped?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	All clear

Item: What would increase your likelihood to run another micro-RCT on the platform in future?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	Subject matter

Item: Anything else you'd like us to know?

Respondent_ID	Response (verbatim)
CL01	— (blank)
CL02	— (blank)
CL03	— (blank)
CL04	— (blank)

Verbatim open-text responses (Front-Loaded LSCWC Trial Small-Group)

Item: If you used different words, can you describe why and how you selected alternative word lists?

Respondent_ID	Response (verbatim)
SG01	I used the year 2 red 'words for life' from our spelling scheme, curriculum words and other words that year 2 children use regularly
SG02	— (blank)
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	— (blank)
SG07	— (blank)

Item: If any overlap in teaching strategies occurred between intervention and comparison groups, please describe

Respondent_ID	Response (verbatim)
SG01	Some of the words are on our word bank for Year 2 spellings from when they have finished the actual spelling tasks
SG02	— (blank)
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	— (blank)
SG07	Teaching spelling rules alongside the intervention

Item: Describe your usual spelling teaching approach that was used for pupils in the comparison group over the course of the intervention (frequency, structure, materials, grouping, homework)

Respondent_ID	Response (verbatim)
SG01	We do half an hour every day focusing on recapping with triangle words, write it out 3 times and colourful words
SG02	— (blank)
SG03	Daily spelling lesson learning about different spelling rules
SG04	— (blank)
SG05	— (blank)
SG06	Introduce the spelling rule, highlight tricky areas in words, and then sent home to learn.
SG07	random selection given as homework

Item: Other delivery time

Respondent_ID	Response (verbatim)
SG01	N
SG02	N
SG03	N
SG04	N
SG05	N
SG06	N
SG07	Morning registration

Item: Other delivery person

Respondent_ID	Response (verbatim)
SG01	N
SG02	N
SG03	N
SG04	N
SG05	N
SG06	N
SG07	N

Item: What changes (if any) do you plan to make after reading your impact report?

Respondent_ID	Response (verbatim)
SG01	Continue to use the intervention for children who are struggling with spelling
SG02	Our delivery is similar although daily practice for the group will continue.
SG03	— (blank)
SG04	We are now using this method as a whole school
SG05	— (blank)
SG06	— (blank)
SG07	Use the strategy for all pupils

Item: What would make the report clearer or more useful?

Respondent_ID	Response (verbatim)
SG01	— (blank)
SG02	— (blank)
SG03	— (blank)
SG04	n/A
SG05	— (blank)
SG06	— (blank)
SG07	— (blank)

Item: Were there any other significant barriers to using the platform?

Respondent_ID	Response (verbatim)
SG01	No
SG02	Just time
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	— (blank)

Respondent_ID	Response (verbatim)
SG07	Administration selecting a trial

Item: What extra guidance or resources would have helped?

Respondent_ID	Response (verbatim)
SG01	Nothing
SG02	Spelling sheets ready rather than add to teacher workload
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	— (blank)
SG07	— (blank)

Item: What would increase your likelihood to run another micro-RCT on the platform in future?

Respondent_ID	Response (verbatim)
SG01	Ones that fitted with the needs of our pupils, feeling more part of a wider body of research
SG02	Extra resources available
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	Relevance to our SIP and the children's needs
SG07	Keep administration easy to use

Item: Anything else you'd like us to know?

Respondent_ID	Response (verbatim)
SG01	— (blank)
SG02	No
SG03	— (blank)
SG04	— (blank)
SG05	— (blank)
SG06	— (blank)
SG07	Easy to use and great support

Appendix J: Teacher Interview Participant Characteristics

Respondent	School	School Type	Location	Size	FSM	Trial
Teacher 18	School 9	Community school	Rural	203	14.3%	Front Loaded LSCWC Year 2 Small Group
Teacher 22	School 13	Voluntary aided school	Urban	237	20.3%	Front Loaded LSCWC Year 3 Small Group
Teacher 23	School 14	Community school	Urban	178	41.2%	Front Loaded LSCWC Year 4 Small Group
Teacher 11	School 6	Voluntary aided school	Urban	219	14.6%	Front Loaded LSCWC Year 4 Class
Teacher 20	School 11	Community school	Urban	430	6%	Front Loaded LSCWC Year 5 Small Group
Teacher 19	School 10	Community school	Urban	451	41.1%	Front Loaded LSCWC Year 5 Class

Teacher Interview Prompts

Warm-up

How was your micro-RCT experience?

Journey mapping

(Setup → Randomise → Pre-test → Deliver → Post-test → Upload → Report):

Highs/lows; pain-points; workarounds; supports used

Platform & process

What worked / what didn't using the Trial Wizard, resources, videos?

Randomisation acceptability; any pressure to swap allocations?

Data entry: what errors/alerts helped or hindered?

Delivery & fidelity

Dosage realities; adaptations; cross-over risks and how you managed them.

What would make fidelity easier next time (materials, scheduling, staffing)?

Impact report

Was it clear? trusted? relevant?

Did the % gain and effect size appendix make sense? What would you change?

Readiness for scale

Would you do another micro-RCT? What would you or your SLT need to say "yes"?

One platform change before Phase II?

Appendix K: Platform Outcome Data Analysis

Results: Front-Loaded LSCWC Trials

Table 1 presents the ITT analysis for the Front Loaded LSCWC trials. The analysis includes 203 pupils in the intervention group and 210 pupils in the control group. Pupils in the intervention group achieved higher scores on the outcome measure than those in the control group. The adjusted mean difference between groups was 1.83 points, corresponding to an effect size (Hedges' g) of 0.27, which is equivalent to four months' additional progress. The 95% confidence interval ranges from 0.03 to 0.51. As the confidence interval does not include zero, this provides evidence of a meaningful positive effect of the intervention, although the width of the interval indicates some uncertainty about the precise magnitude of the effect.

Table 1: ITT analysis for Front-Loaded LSCWC Trials

Intervention		**Control**		**Total**		
Number of participants	*Post-test score Mean (95% CI)*	*Number of Participants*	*Post-test score Mean (95% CI)*	*Number of Participants*	*Hedges g (95% CI)*	*P-Value*
203	11.03 [10.14, 11.92]	210	9.22 [8.37, 10.07]	413 (203; 210)	0.272 [0.032, 0.513]	0.008

Interaction Analysis by Year Groups

The analysis explored whether the effect of the intervention differed across year groups, with subgroup effects summarised in Table 3 and interaction model results in Table 2. These analyses are exploratory and should be interpreted with caution given the smaller sample sizes within each year group. Subgroup findings suggest the intervention may be more beneficial for older pupils. Estimated effect sizes were -0.35 (95% CI [-1.69, 0.98]) for Year 2, 0.11 (95% CI [-0.46, 0.68]) for Year 3, 0.33 (95% CI [0.06, 0.61]) for Year 4, and 0.61 (95% CI [0.03, 1.18]) for Year 5. Notably, the Year 2 estimate is based on approximately 20 pupils in the intervention condition, meaning this result is particularly unreliable and should not be interpreted as evidence of a detrimental effect. All confidence intervals are wide, reflecting substantial uncertainty at the subgroup level. The interaction model supports this pattern, with positive interaction terms for Years 3-5 relative to Year 2, suggesting an incremental increase in effectiveness with year group.

Table 2. Interaction analysis of Front-Loaded LSCWC intervention effects by year group

Term	**Estimate**	**95% CI**
Pre-test Score	0.85	[0.78, 0.92]
Intervention (vs Control)	-3.3	[-6.58, -0.02]

Year 3	-2.21	[-4.97, 0.54]
Year 4	-3.49	[-6.16, -0.82]
Year 5	-2.6	[-5.30, 0.10]
Intervention (vs Control): Year 3	4.35	[0.81, 7.90]
Intervention (vs Control): Year 4	5.08	[1.64, 8.52]
Intervention (vs Control): Year 5	6.91	[3.40, 10.42]

Table 3. Front-Loaded LSCWC intervention effects within each year group

Year Group	**Intervention**		**Control**		**Total**		
	Number of participants	*Post-test score Mean (95% CI)*	*Number of Participants*	*Post-test score Mean (95% CI)*	*Number of Participants*	*Hedges g (95% CI)*	*P-Value*
Year 2	10	10.20 [6.70, 13.70]	10	12.50 [9.11, 15.89]	20 (10; 10)	-0.353 [-1.689, 0.983]	0.695
Year 3	54	10.48 [8.56, 12.40]	53	9.98 [8.04, 11.92]	107 (54; 53)	0.108 [-0.462, 0.679]	0.613
Year 4	85	9.60 [8.30, 10.90]	89	8.28 [7.05, 9.51]	174 (85; 89)	0.332 [0.055, 0.608]	<0.001
Year 5	54	13.98 [12.50, 15.47]	58	9.41 [7.88, 10.95]	112 (54; 58)	0.605 [0.026, 1.183]	0.056

Interaction analysis by Free School Meal Status

The analysis explored whether the effect of the intervention differed according to Free School Meal (FSM) eligibility. Results from the interaction model are presented in Table 4. The interaction term between FSM status and intervention was -0.17 (95% CI [-1.84, 1.51]), indicating that the effect of the intervention did not differ between pupils eligible for FSM and those who were not. For exploratory purposes, estimated effects were also calculated separately for FSM and non-

FSM pupils. These results are presented in Table 5. The estimated effect size for FSM-eligible pupils was 0.30 (95% CI [-0.09, 0.69]), indicating a positive but uncertain effect, as the confidence interval includes zero. For non-FSM pupils, the estimated effect size was 0.30 (95% CI [0.00, 0.59]), suggesting a small positive effect. The results provide no evidence that the impact of the intervention differed by FSM status. However, these subgroup analyses should be interpreted with caution, as the study was not powered to detect differences in effects between subgroups.

Table 4. Interaction analysis of Front-Loaded LSCWC intervention effects by FSM status

Term	**Estimate**	**95% CI**
Pre-test Score	0.85	[0.78, 0.92]
Free.School.Meal.StatusY	-0.9	[-2.17, 0.37]
Intervention (vs Control)	1.89	[0.77, 3.00]
Free.School.Meal.StatusY:Intervention (vs Control)	-0.17	[-1.84, 1.51]

Table 5. Front-Loaded LSCWC intervention effects for FSM and non-FSM pupils

Sub group	**Intervention**		**Control**		**Total**		
	Number of participants	*Post-test score Mean (95% CI)*	*Number of Participants*	*Post-test score Mean (95% CI)*	*Number of Participants*	*Hedges g (95% CI)*	*P-Value*
PP Students	64	9.86 [8.14, 11.58]	49	5.41 [3.91, 6.91]	113 (64; 49)	0.299 [-0.087, 0.686]	0.022
Non-PP Students	139	11.57 [10.54, 12.59]	161	10.39 [9.44, 11.33]	300 (139; 161)	0.297 [0.004, 0.591]	0.028

Intraclass Correlation Coefficient (ICC) Value

An empty multilevel model was first estimated to examine the proportion of variance attributable to differences between schools. In the model including the treatment variable as a fixed effect and treatment and school ID as random effects, the estimated intraclass correlation coefficient (ICC) was 0.294, indicating that approximately 29% of the variance in outcomes was attributable to differences between schools. When additional covariates were included in the full model, the ICC decreased to 0.152, suggesting that around 15% of the remaining variance in outcomes was explained by between-school differences after accounting for the variables included in the model.

Results: Incremental LSCWC Trials

Intention-To-Treat Analysis

Table 6 presents the ITT analysis for the Incremental LSCWC trials. The analysis includes 45 pupils in the intervention group and 48 pupils in the control group. Pupils in the intervention group achieved higher scores on the outcome measure than those in the control group. The estimated mean difference between groups was 5.01 points, corresponding to an effect size (Hedges' g) of 0.70. The 95% confidence interval for the effect size ranges from 0.37 to 1.03. As the confidence interval does not include zero, this provides evidence of a positive effect of the intervention, although the interval indicates some uncertainty about the precise magnitude of the effect.

Table 6. ITT analysis for Incremental LSCWC Trials

Intervention		**Control**		**Total**		**P-value**
45	12.49 [10.49, 14.49]	48	9.00 [7.10, 10.90]	93 (45; 48)	0.699 [0.367, 1.032]	0.073

Interaction analysis by year group

An interaction analysis was conducted to examine whether the effect of the intervention differed between Year 2 and Year 5 pupils. An interaction term between intervention status and year group was added to the primary model. The results of this analysis are presented in Table 7. The interaction term (Intervention × Year 5) was 5.12 (95% CI [-5.44, 15.67]), and the confidence interval includes zero. This indicates that the effect of the intervention did not differ between the two year groups included in the Incremental LSCWC trials. Although the coefficient for Year 5 pupils was -5.60 (95% CI [-11.62, 0.42]), suggesting lower post-test scores relative to the reference group (Year 2), the confidence interval also includes zero. Overall, the results suggest that the estimated impact of the intervention was similar across the two year groups, although the relatively wide confidence intervals indicate uncertainty in the estimates.

Table 7: Interaction analysis of Incremental LSCWC intervention effects by year group

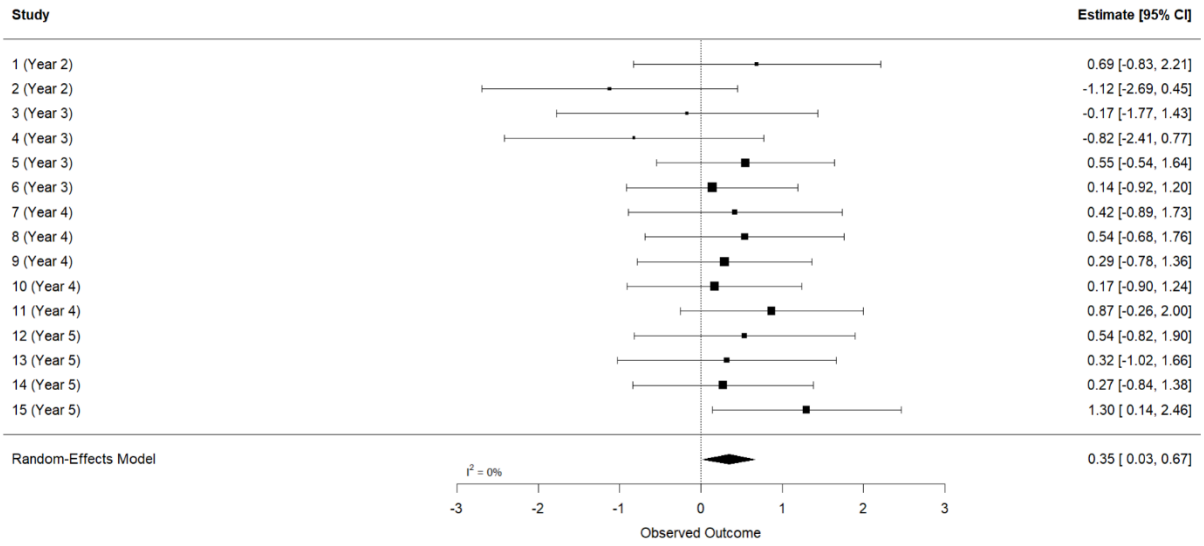
Term	**Estimate**	**95% CI**
Pre-test Score	0.61	0.46, 0.77
Intervention (vs Control)	-0.12	-9.77, 9.52
Year 5	-5.60	-11.62, 0.42
Intervention (vs Control): Year 5	5.12	-5.44, 15.67

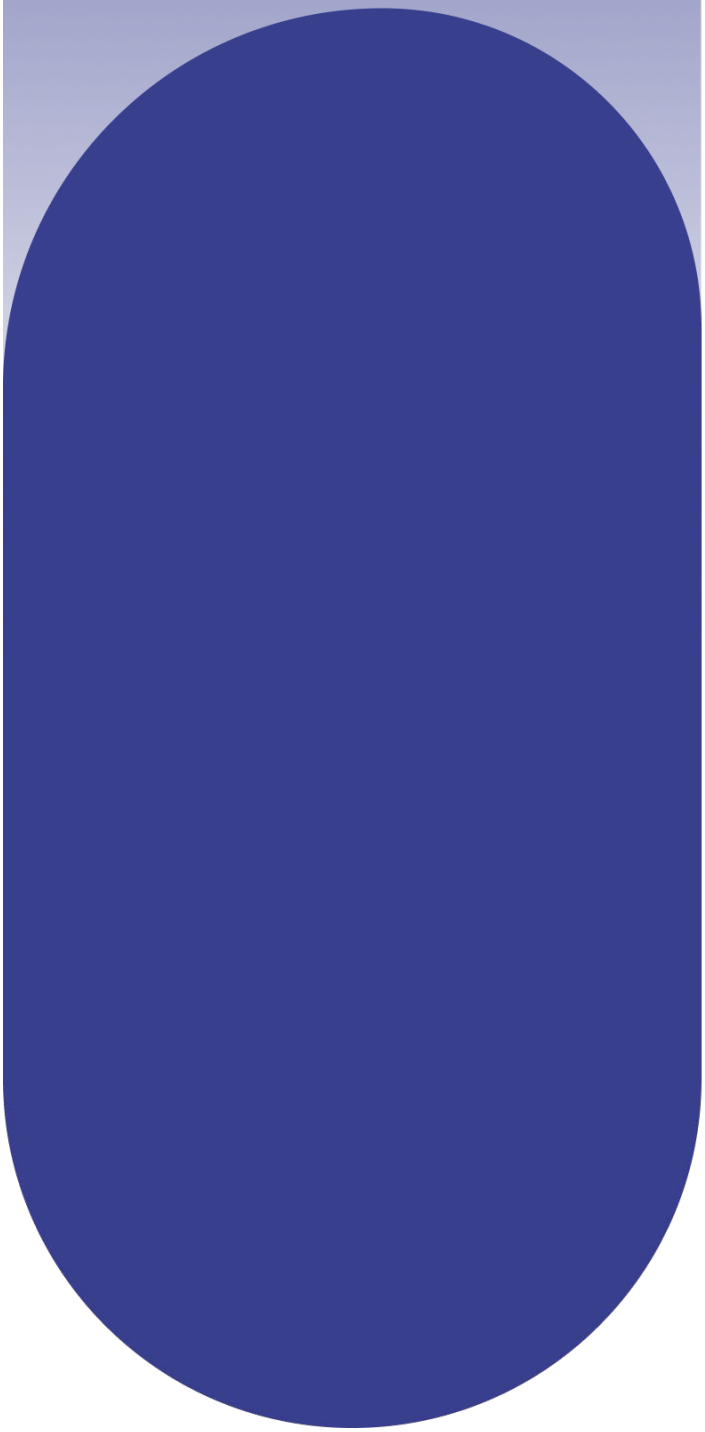
Intraclass Correlation Coefficient (ICC) Value

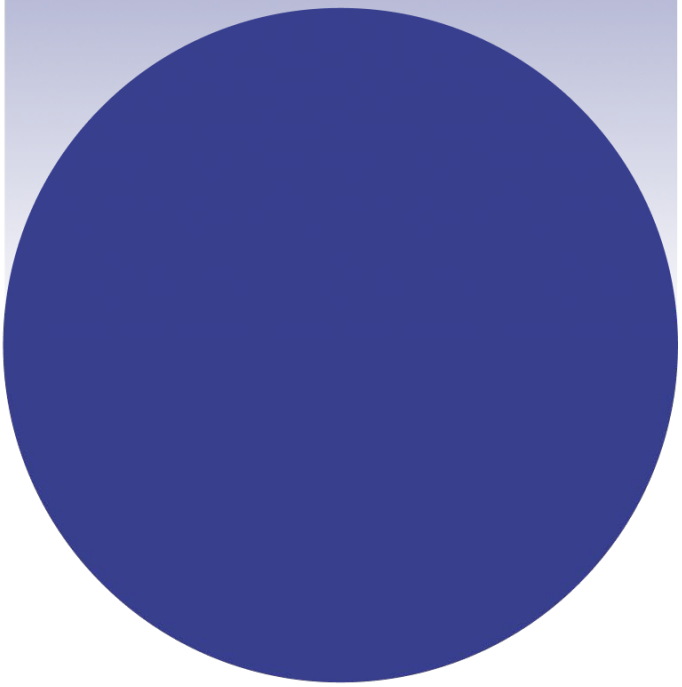
An empty multilevel model, including school ID as a random effect and no fixed-effect predictors, was first estimated to examine the proportion of variance attributable to differences between schools. In this model, the estimated intraclass correlation coefficient (ICC) was 0.379, indicating that approximately 38% of the variance in outcomes was attributable to differences between schools. When the full model, including the study covariates, was estimated, the ICC decreased to 0.264, suggesting that around 26% of the remaining variance in outcomes was associated with between-school differences after accounting for the variables included in the model.

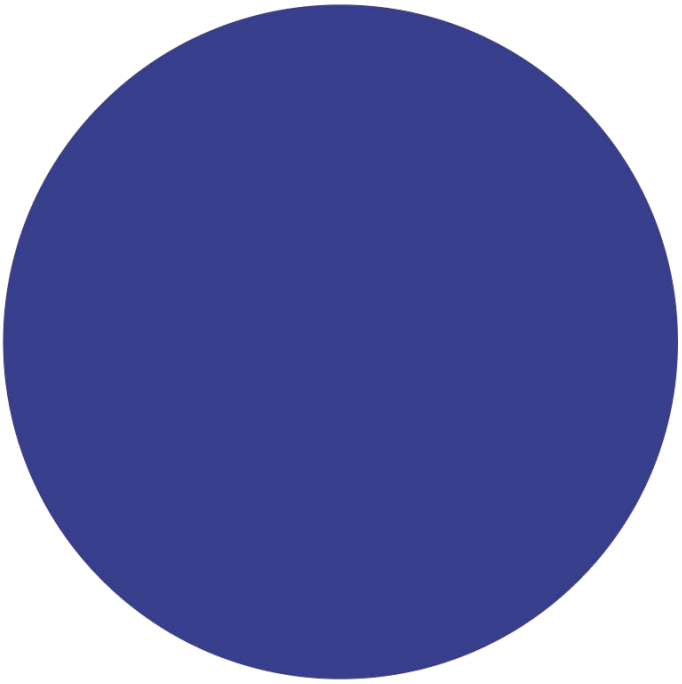
Random -Effects Meta-Analysis Forest Plot

The meta-analysis of 15 Front-Loaded LSCWC trials demonstrated a pooled effect estimate of 0.35 (95% CI 0.03 to 0.67) under the random-effects model, suggesting a positive and significant effect. Despite individual study estimates ranging from −1.12 to 1.30, between-study heterogeneity was absent (I^2 = 0%), indicating a high degree of consistency in the direction and magnitude of effect across studies spanning Years 2 to 5.









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