



Education
Endowment
Foundation

Cognitive Science Teacher Choices Trial: Using examples to teach grammar to Year 7

Further appendices

October 2025

Katherine Aston, Andrew Smith, Jose Liht, Eleanor
Bradley, Helen Poet, Rob Ager, Michael Thomas,
Andrew Tolmie, Annabel Watson



NFER

National Foundation for
Educational Research




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:

-  Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP
-  0207 802 1653
-  info@eefoundation.org.uk
-  www.educationendowmentfoundation.org.uk

Contents

Appendix C: Text-type Specific Writing Assessment (TSWA)	3
Appendix D: Noun Phrase Grammar Assessment (NPGA)	11
Appendix E: Writing assessment markers	26
Appendix F: Teacher Guidance Materials	28
Appendix G: Optional Example Bank	56
Appendix H: Memorandum of Understanding	68
Appendix I: School and Teacher Information Sheets	71
Appendix J: Privacy Notices	81
Appendix K: Parent Withdrawal Form	98
Appendix L: Randomisation Syntax	100
Appendix M: Baseline Teacher Survey	103
Appendix N: Endpoint Teacher Survey	109
Appendix O: Sesson Log Template	117

Appendix C: Text-type Specific Writing Assessment (TSWA)



Writing

First Name: Please do not write your name on this booklet.

Last Name: Please do not write your name on this booklet.

Class Name:

Pupil ID:

Date of Birth: Do not write here.

School:

NFER Number:

Your school is taking part in research to compare different ways of teaching English in Year 7. As part of the research, we are asking you to complete this short assessment.

Your results from this assessment will not affect your English grades/reports. Your name and the name of your school will not be mentioned in our research reports. However, if we are concerned about your welfare, we might need to share what you write with a teacher at your school.

Thank you for being part of this research.

Charity Choice

Imagine that your class is going to collect some money to give to charity. Your teacher wants the class to decide which charity to support.

It could be:

A charity to help endangered animals



A charity to buy books for children in other countries



A charity to help the local children's club



Your own idea

Your task is to write a short speech to persuade your class to support your choice of charity.

PLANNING

My choice of charity is _____

Words and phrases to persuade your class about your choice:

It's a Mystery

A mystery story starts with these words:

Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside ...



Your task is to continue the beginning of the mystery story by describing what it was like through the door.

PLANNING

Think about

- describing what it was like through the door (appearance, smell, sound, atmosphere)

- how to create a feeling of mystery.

Appendix D: Noun Phrase Grammar Assessment (NPGA)



Grammar

First Name:

Last Name:

Class Name:

Pupil ID:

Date of Birth:

School:

NFER Number:

Your school is taking part in research to compare different ways of teaching English in Year 7. As part of the research, we are asking you to complete this short assessment.

Your results from this assessment will not affect your English grades/ reports. Your name and the name of your school will not be mentioned in our research reports. However, if we are concerned about your welfare, we might need to share what you write with a teacher at your school.

Thank you for being part of this research.

CSTC/NPGA/ 55128

Confidential

Instructions

Questions and Answers

In this booklet, there are different types of question for you to answer.

Most questions ask you to tick, circle or underline your answer.

For each question, read the instructions carefully so that you know how to answer.

11 7

Tick **one** box in each row to show whether the sentence is a **question**, **statement** or a **command**.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look at the trees carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientists are studying how trees can live for thousands of years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How can you tell a tree's age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



11 2

Which sentence uses the word round as an **adjective**?

Tick **one**.

The dog ran round in circles.

There was a round of applause.

The castle had a round tower.

The team has already made the final round.



|| 3 What is the grammatical term for the underlined part of this sentence?

Charlie spilt his juice, but it didn't go on his shirt.

Tick one.

an adverbial

a main clause

a noun phrase

a subordinate clause

|| 4 Which sentence uses the underlined word as a **noun**?

Tick one.

Dancers must be very fit and athletic.

Can I help you with that jigsaw?

We heard thunder, but we did not see any lightning.

The ocean is grey and angry-looking today.

please turn over

■ ■
|| 5

Insert a **pair of commas** in the correct place in the sentence below.

The African elephant the largest land mammal in the world can weigh up to 6.6 tonnes.

|| 6

Circle the **adjective** in the sentence below.

All the parents cheered the successful runner.

|| 7

Tick the **noun phrase** below.

Tick one.

the tiny insect

so quickly

had been eating

very colourful

8 Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.	<input type="checkbox"/>	<input type="checkbox"/>
Although I had cycled to school, <u>I still had the energy for my lessons</u> .	<input type="checkbox"/>	<input type="checkbox"/>
<u>We will be proud</u> if we try our best.	<input type="checkbox"/>	<input type="checkbox"/>



9 What are the **word classes** of the two underlined words in the sentence below?

The erosive force of the sea erodes the coastline.

Tick one.

noun	adjective	<input type="checkbox"/>
adjective	verb	<input type="checkbox"/>
noun	verb	<input type="checkbox"/>
adjective	adverb	<input type="checkbox"/>



please turn over

10 Tick the sentence below that has a **noun phrase**.

Tick one.

He was sleepy and tired.

He wanted to be kind.

He wore a red jumper.

He was very excited.



11 Write the correct label in each box.

verb V	noun N	conjunction C	adverb A
------------------	------------------	-------------------------	--------------------

The goalkeeper moved quickly and saved the penalty.

↑

↑

↑

↑



12 Draw a line to match each word below to its **antonym**.

Word	Antonym
near	close
cold	far
distant	hot
warm	cool



13 Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.



14 In which sentence is the word light used as a **noun**?

Tick **one**.

The feather was light and drifted in the wind.

The bird had light-coloured feathers.

He used a match to light the fire.

The kitchen light was left on most of the time.



please turn over

15 Put a tick in each row to show the type of pronoun underlined in each sentence.

Sentence	Personal pronoun	Relative pronoun	Possessive pronoun
Kim had lost her pencil but I had <u>mine</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When our class went to the museum, <u>we</u> learnt a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This is the boy <u>who</u> plays guitar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 Circle the two **noun phrases** in the sentence below.

The hungry cats looked longingly at the delicious food.

17 Circle the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the bold and determined man he was.

18 Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at break time.

11 19 Which sentence **starts** with a subordinate clause?

Tick one.

Elena, who was good at science, wanted to be a vet.

Even though it was difficult, she was determined to succeed.

Elena loved all kinds of animals, especially horses.

She wanted a dog because she enjoyed caring for animals.

11 20 Circle all **five** nouns in the sentence below.

When making the mask, Kate carefully cut the shape of eyes and a mouth.

11 21 What is the name of the underlined part of the sentence below?

We hoped to see the owls which were living in the woods.

Tick one.

relative clause

noun phrase

preposition phrase

main clause

please turn over

11 22

Circle the most **formal** option in each box below to complete the invitation.

We would like to invite you to a

catch-up
celebration
get-together

to mark this

fab
really cool
momentous

occasion.

It will

start up
commence
kick off

at 5pm.



11 23

In the sentence below, what is the word **walk**?

Seema crossed the road and continued her walk.

Tick **one**.

a preposition

an adjective

a verb

a noun



■ ■
II 24 Circle the **adjective** in the sentence below.

To make the sauce, chop the onions and add the ground spices.



II 25 Circle the four **nouns** in the sentence below.

The strength of the wind made the trees in the forest sway
and bend.



II 26 Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.



please turn over

27

Put a tick in each row to show the type of noun underlined in each sentence.

Sentence	Abstract noun	Collective noun	Common noun	Proper noun
Jo picked up the <u>bundle</u> of papers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Justice</u> has been done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They saw a zebra at the <u>zoo</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



28

Which sentence uses the **passive**?

Tick one.

The school proposed building a new playground.

The issue was discussed at a council meeting.

The council voted in favour of the proposal.

They started building the new playground last week.



29 Tick one box in each row to show the **word class** of the underlined word.

Sentence	Verb	Noun	Adverb	Adjective
They <u>measured</u> the length of the room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was a <u>measurable</u> increase in the temperature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They took <u>measurements</u> of their heights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



30 Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus fly trap is a carnivorous plant.

Tick one.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase



end



NFER research trial booklet. Includes © Crown copyright public domain
assessment materials; reproduced for the purposes of research.

Confidential



Appendix E: Writing assessment markers

Marker reliability and script numbers for text 1

Marker	Cronbach's Alpha	Scripts marked
1	0.90	249
2	0.90	217
3	0.90	223
4	0.90	98
5	0.89	73
6	0.88	196
7	0.88	223
8	0.87	247
9	0.87	271
10	0.87	172
11	0.87	79
12	0.87	198
13	0.86	217
14	0.86	25
15	0.84	221
16	0.84	172
17	0.84	189
18	0.84	99
19	0.84	149
20	0.83	200
21	0.83	197
22	0.83	221
23	0.83	219
24	0.83	247
25	0.83	198
26	0.82	25
27	0.82	149
28	0.82	148
29	0.81	174
30	0.80	242
31	0.79	248
32	0.78	275
33	0.78	125
34	0.77	220
35	0.71	25
36	0.71	98
37	0.69	183
		Total: 6512

Marker reliability and script numbers for text 2

Marker	Cronbach's Alpha	Scripts marked
1	0.91	25
2	0.91	199
3	0.89	25
4	0.89	137
5	0.89	240
6	0.89	240
7	0.89	25
8	0.89	195
9	0.88	25
10	0.88	149
11	0.88	197
12	0.88	149
13	0.88	22
14	0.87	220
15	0.87	161
16	0.87	98
17	0.87	73
18	0.87	24
19	0.87	49
20	0.86	245
21	0.86	149
22	0.86	177
23	0.86	97
24	0.86	211
25	0.86	125
26	0.85	48
27	0.84	125
28	0.84	172
29	0.84	191
30	0.84	24
31	0.84	100
32	0.83	247
33	0.82	247
34	0.82	245
35	0.82	173
36	0.81	24
37	0.81	25
38	0.81	193
39	0.80	195
40	0.80	100
41	0.80	223
42	0.79	271
43	0.75	224
44	0.75	25
45	0.74	75
46	0.74	48
47	0.74	24
48	0.72	198
49	0.67	25
50	0.63	25
		Total: 6504

Appendix F: Teacher Guidance Materials



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)

Thank you for joining this Teacher Choices trial. This research is testing three different teaching approaches to using examples to teach grammar patterns for writing.

Using your teaching approach

Your welcome email tells you which teaching approach you have been allocated. Please use this approach with each of your participating Year 7 classes. To compare the approaches, **it is very important that you use your allocated approach throughout the trial.**

For each Year 7 class, please teach twenty 15-minute sessions across 10 weeks during the summer term:

- Five weeks of teaching in the first half of term, focused on noun phrases in narrative fiction. Please allow time for a 30 minute grammar assessment after teaching is completed, and before half term.
- Five weeks of teaching in the second half of term, focused on sentences and clauses in persuasive writing. Please allow time for a 40 minute writing assessment after teaching is completed, and before the end of term.

To support your teaching, we have provided:

- **Teacher guidance** for your allocated approach, including
 - An introduction to examples and key principles
 - Practical **'dos' and 'don'ts'** for your allocated approach.
 - A **step-by-step rubric** to guide your teaching.
 - An **example session plan** based on the rubric. This will help you to plan for your other teaching sessions.
 - Optional reading/references which underly these teaching approaches.
- An optional **example bank**. This is shared across all three teaching approaches, so all participating teachers in your school have received it.

Supporting the evaluation

The evaluation activities for this Teacher Choices project are outlined below. Your ongoing involvement is crucial in generating evidence of the effects of these teaching approaches. Thank you in advance for your continued support.



Teacher Log: Please make a note of your trial teaching sessions for each class on your Excel spreadsheet log, which we will email at the start of summer term. Please update your log at the end of each week to support accurate recall.



Teacher Survey: Please complete our short teacher survey at the end of the trial period. This will help us understand your experience of testing your teaching approach.



Pupil assessments: Please arrange lesson time for your pupils to complete
(a) a short multiple-choice grammar assessment before May half-term
(b) a short writing assessment in lesson time at the end of the trial period.

In addition, your school may be invited to host a case study visit, we hope you will consider participating.

Timeline for evaluation activities

Date	Evaluation activities	Mode of completion
Weekly during the trial period (April – July)	Complete your session log (2 minutes per week).	Excel spreadsheet emailed to you.
End of May 2024	Ask your pupils to complete a short multiple-choice grammar assessment in lesson time at the end of the first 5-week teaching block.	Paper assessment delivered to your school.
May-June 2024	Take part in in-person research activities if your school is selected for a case study visit.	In-person with NFER researcher
July 2024	Ask your pupils to complete a short writing assessment in lesson time at the end of the trial period.	Paper assessment delivered to your school.
July 2024	Complete the end-of-trial online teacher survey (maximum 15 minutes).	Online via email link.

Questions?

If you have any questions about the teaching or evaluation activities for the trial which are not covered in the guidance, please email us at teacherchoices@nfer.ac.uk

Thank you for participating in our study; we really value your contribution.



Approach 1: Responsive Worked Examples Teacher Guidance

What are worked examples?

You probably already use models and modelling to scaffold learning to recognise and consciously use different aspects of grammar. The principle of 'worked examples' adds some further structure, taking students through a stepped approach to explore a particular grammatical pattern, then experiment with creating their own version.

In this project we're asking you to use worked examples to teach grammar in short episodes over a period of 10 weeks.

You have been allocated to **Approach 1: Responsive Worked Examples**. In this approach, we're asking you to use the worked examples responsively. This means that you can choose when in your lessons to use them, as long as you use them 20 times across the 10-week trial period.

Principles behind our Worked Examples

- The examples aim to develop the range of grammatical choices that students can use consciously in their work. In cognitive models, this is sometimes described as moving students from 'knowledge-telling' (i.e. splurging out their ideas) to 'knowledge-transforming,' where they focus on how they can **craft their writing** to have an impact on the reader.
- Each example is based on an **authentic text**. This helps to ensure that teaching focuses on real-world writing and connects students to the wider community of writers.
- Students are introduced to a particular grammatical pattern, with multiple examples of the pattern to help them to understand what it looks like. The focus is on being able to **adopt the pattern** in their own writing for a particular purpose, rather than being able to explain the grammatical structure.
- The worked examples are structured according to the processes defined in **cognitive models of writing**. The overarching structure of our examples is linear because of the time constraints, but in practice these processes happen in a much more flexible way. When students compose their own examples they may move between reviewing, translating and generating ideas more fluidly.
- The examples are designed to address the **National Curriculum** Grammar and Vocabulary objective: "drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects."
- While the examples on their own demonstrate how you can build particular grammatical constructions, **talk** about the examples is essential to help the students to understand how the structure can be created, what effects they can create with it, and to help them to create their **own writer intentions** to evaluate their writing against.

What to do

Do:

- ✓ Use examples 20 times during the trial period, at moments in your lessons where you can identify a specific need or opportunity to develop students' grammatical repertoire.
- ✓ Focus in the first 5 weeks on the noun phrase in writing narrative fiction.
- ✓ Focus in the second 5 weeks on sentences and clauses in persuasive writing.
- ✓ We have provided a bank of optional examples and one fully developed episode plan to act as a guide. Use the examples we've provided or your own. You will very likely find other examples more relevant to the texts or topics that you're teaching, or examples more suitable for your particular students.
- ✓ Follow the steps in the rubric each time. This is designed to be a fast-moving 15 minute episode.
- ✓ Focus on showing the grammatical pattern in action and helping students to reconstruct their own version of it, rather than on the terminology or abstract understanding of the grammatical unit.
- ✓ Make sure that you 'work' the example by showing how it can be constructed in steps. Practising this in advance is a good idea!
- ✓ Recall the grammatical patterns in examples you've used where relevant in the rest of your teaching. For example, remind students of it when you spot a similar pattern in a text that they're studying, or when there's an opportunity for them to use it in their writing.
- ✓ We would like you to use examples with all pupils in your class, including pupils with Special Educational Needs and Disabilities and pupils with English as an Additional Language.
- ✓ Note each session you deliver in your session log.

Don't:

- ✗ Overdwell on the grammatical terminology or abstract understanding of the structure.
- ✗ Spend too long generating content ideas for writing.
- ✗ Discuss the details of your allocated approach with teachers in your school who have been allocated to a different approach. (You can discuss your approach with other teachers using the same approach.)

Note: Our optional examples have a progressive logic. Noun phrase examples build from more common pre-modifying adjectives to more sophisticated post-modifying phrases and clauses. Persuasive examples start with more accessible 'short sentences' and progress towards more technical 'multi-clause sentences'. However, the examples and their grammatical focuses are not hierarchical and they can be used in any sequence, or combined with other focuses or examples that you choose.

Integrating the worked example episodes responsively into lessons

- ◆ In order to use the examples responsively, you will need to identify how to integrate them usefully into the schemes of work that you are teaching.
- ◆ You might find planned opportunities to use the examples. For example, you could use them before a writing task, to focus students on a grammatical pattern that they might like to experiment with using, or during redrafting of writing, as a prompt for them to evaluate and improve their use of phrase/clause/sentences. You could also use them during reading – when a relevant and useful example appears in a text, and there's an opportunity to explore how a writer is using grammar to convey meaning and experiment with imitating it. Alternatively, you could use an example from our bank to compare to the writer's style in a text that you're studying.
- ◆ You might also see opportunities to use them on a more ad hoc basis when you see students not grasping a particular structure. For example, many students struggle with the idea that you can put adjectives directly after a noun but *before* the main verb, and intuitively insert a verb (e.g. writing 'The man was tall and dark' rather than 'The man, tall and dark, was....'). If you see students doing this and want to seize the opportunity to show them a different way to shape their writing, you could use a worked example at that point.
- ◆ If you are teaching narrative fiction or persuasive writing (reading or writing) it should be relatively easy to slot the episodes in. If you're not, you may need to be a bit more creative in how you find learning opportunities for the worked examples withing your lessons. You may want students to establish a particular story idea or persuasive topic to be a running theme for their own writing during the episodes in each 5 week block, so that some of their content, purpose and audience decisions don't have to be repeated each time. You may need to use the worked example focuses as a counterpoint or contrast to other texts or learning focuses. For example, if you're studying *A Midsummer Night's Dream*, you could ask pupils to write extracts from a narrative fiction version of the story told from Puck's perspective during the episodes in block 1, and ideas for a speech from Hermia to Egeus arguing for her freedom in block 2.

Some ideas for responsive use of examples:

Writing focused lessons	
Before a writing task	Choose a pattern that might be useful in the writing task students are doing, and teach the worked example episode at the start of the lesson. Ask students to consider using that pattern in the writing that they do later. You could also discuss who used it and how after they've completed their writing.
Before or during redrafting	Choose a pattern that might be useful for writing that students have done already. Teach the worked example episode whenever you reach a relevant point in the lesson, and ask students to see whether they've already used that pattern in their work, and what impact it is having if they have. Ask all students to experiment with adding the pattern into their written work.
During or after self/peer assessment of writing	If you're feeling confident, ask students to identify a good example of a relevant pattern in their own writing or the writing of a peer (remembering the focus on noun phrases in fiction and sentence/clause patterns in argument writing). Use the student writing as your starting 'authentic example' for a worked example with the whole class.
Reading focused lessons	
Before reading in class	Choose a pattern that you know students are going to encounter soon in their reading, and teach the worked example ahead of that encounter. Afterwards, ask the students to look out for the pattern in the text they're reading, and when you reach it, discuss the writer's use of it and what the impact is on the reader.
During reading in class	Stop reading at the point that you encounter a relevant pattern being used effectively. Teach the worked example at that point, using the text you're reading as the initial 'authentic example'.
As a comparison or extension to a main theme in a scheme of learning	Introduce students to the fact that they will be working on a piece of writing alongside their main scheme of learning, building up ideas through short episodes over the next 5 weeks. For example, if they are studying poetry, they will also be writing the opening of a short story and a persuasive speech, each based on one of the poems. Use the worked example episodes to build up a short piece of writing, and link it to the learning in the rest of the scheme where you can, for example when you will find examples of interesting noun phrases or clause patterns in poems.

RUBRIC

Step	Action	Example
<p>Step 1: Planning - Understanding the pattern and how it can be used</p> <p><i>What pattern am I going to experiment with?</i> <i>How do other writers use it?</i></p>	<p>Read authentic example</p> <p>Briefly discuss context / content</p> <p>Examine the grammatical pattern with a focus on the effect / impact it has rather than on understanding grammatical terminology.</p>	<p>This is an extract from ... in which the writer is describing....</p> <p>This underlined section is a ...(e.g. expanded noun phrase / prepositional phrase etc).</p> <p>What do you think the writer wants the reader to imagine/think/feel at this point? How is the writer doing this?</p> <p>I think this choice is ...(e.g. making the reader wait in suspense/ emphasising the panic / creating a sense of calm)</p>
<p>Step 2: Planning - Establish your writing goal</p> <p>Key questions: <i>What am I writing about?</i> <i>Who am I writing for?</i> <i>What genre conventions do I need to follow?</i> <i>What do I want to make the reader think or feel?</i></p>	<p>Display/recap the writing goal</p> <p>Ask students to decide /recap the particular impact they want to have on their reader.</p>	<p>You are writing a short ghost story for young adult readers.</p> <p>What did you write about last time? What atmosphere or image were you trying to build?</p> <p>You're going to try out using this pattern...(e.g. where we put prepositional phrases after a noun to add some visual detail, describing where something is, or what's happening around it).</p>
<p>Step 3: Planning - Generating ideas</p> <p><i>What might I write about?</i></p>	<p>Allow the students a couple of minutes to think about and jot down ideas of what they want to write about.</p> <p>Scaffold via whole class shared writing of ideas / word bank if necessary.</p>	<p>What might you add to your description this time? Note down any ideas you might include. Any objects, people, things, sounds, smells etc</p>
<p>Step 4: Translating - turning the ideas into text</p> <p><i>How can I mimic this construction?</i></p>	<p>Give the students copies of further examples and handouts to help them 'see' the pattern they're creating. Encourage them to magpie ideas from these and from the worked example that you're going to guide them through.</p> <p>Take the students through stages to construct the pattern. Use the example and further examples to help this.</p> <p>You will need to think about how to break down the pattern and help students to build it back up again. It's a good idea to practise this in advance of the episode so that you know how you're going to approach it.</p>	<ol style="list-style-type: none"> 1. We're going to start with our favourite noun from the ideas we just came up with. We're going to mimic the example to create a vivid image by adding some detail after the noun by using prepositional phrases – the example we looked at uses phrases that start with 'in' 'with' and 'down' – but you could use others too. So you need to choose something that you can describe as though you're looking at it. 2. The example has the main clause first: '<i>Through it came a small fat toddler</i>'. We can copy that verb '<i>came</i>' and write '<i>Along came a xxx</i>' Or we can simplify it to be something like '<i>There was a xxxx</i>' or '<i>There is a xxxx</i>', '<i>There lay a xxxx</i>', '<i>There stood a xxxx</i>'. 3. Now we need to build that visual detail with the prepositions – describe what your person or thing is wearing or doing, or where they are. Start your phrases with a preposition like 'in' 'of' 'with' 'behind' 'beside' 'under' 'at' 'by'. 4. Experiment with how many you want to add to build up the picture. Check that you've not written a separate sentence – have you stuck to just adding prepositional phrases?
<p>Step 5: Review</p> <p><i>Which of these do I like best?</i> <i>Which fit my writing goal?</i></p>	<p>Ask the students to review their work by focusing on the effect they wanted to achieve at the start. How well has it worked?</p>	<p>Now remember what you wanted your reader to imagine, think or feel. How well do you think you've achieved that? If you've got more than one example, choose your favourite and see if you can explain to your partner why you like it.</p>

Appendix 1: Sample Episode Plan

Learning Objective: developing descriptive imagery by pre-modifying nouns with adjectives.

Authentic Model: Exodus, by Julie Bertagna

The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed streets run straight into the churning, cold-boiled ocean.

Notes for the teacher:

- This is the opening of the novel. The focus is just on a couple of specific noun phrases where nouns are pre-modified by a repeating pattern of adjectives.
- The opening sentence has little elaboration or modification- it's punchier, which foregrounds the enigma of what has happened, how the village has been destroyed.
- This is followed by elaborated descriptions which hint at what has happened – the impact of the sea eroding the land - and create a sense of threat.
- The repetition in the focus phrases might suggest threat and danger. The rhythmic repetition might reflect waves of the sea. The layering of adjectives creates intensity in the description.
- “cold-boiled” as an oxymoron invites the reader to linger on it and imagine what it might look and/or feel like – the roiling motion of a freezing cold sea.

Restricted

<p><i>Exodus</i>, by Julie Bertagna</p> <p>Step 1: Planning - Understanding the pattern and how it can be used</p> <p>3-4 minutes</p>	<p>Read the authentic example and lead whole class discussion (with think/pair/share if appropriate):</p> <ol style="list-style-type: none"> 1. What do you think has happened to the village? Why? 2. What feeling / atmosphere does the passage create? <p>Show highlighted pre-modified noun phrases. Tell students that these are noun phrases - the nouns are underlined and we're going to look at how the adjectives in front of them are used to create the atmosphere we've just discussed.</p> <p><i>The people of Wing are gathering in what's left of their village. Downhill, <u>the salty, sea-lashed streets</u> run straight into <u>the churning, cold-boiled ocean</u>.</i></p> <ol style="list-style-type: none"> 3. Looking at the first two highlighted sections, which follow the same pattern - what's the effect of these descriptive phrases? 4. What does 'cold-boiled' make you imagine? <p>This part of the episode will need to be relatively focused to enable enough time for the writing later.</p>
<p>Step 2: Establish your writing goal</p> <p>2 minutes</p>	<p>Explain your own example. "I'm writing...."</p> <ul style="list-style-type: none"> • a spooky forest setting for an adventure story • a forest in winter, 3rd person past tense • children's fiction readers • aiming to create a sinister/dark atmosphere <p>Give students time to devise or recap their own intentions.</p>
<p>Step 3: Generating ideas</p> <p>2 minutes</p>	<p>Model freewriting ideas to write about (in this case nouns). Students come up with their own bank of nouns to describe or you can generate a shared word bank on the board:</p> <p>trees, shadows, wind, sunlight, branches, roots, twigs, coldness, stumbling, grabbing, frost, wind</p>
<p>Step 4: Translating: turning the ideas into text</p> <p>5 minutes</p>	<p>Provide a couple of further examples of the pattern to students as handouts to help them see how the pattern works.</p> <p>Model the process of constructing the pattern while prompting/helping students to come up with their own versions. If they are struggling you may need to do this as a shared writing activity, with ideas on the board for</p>

<p>Follow the pattern:</p> <p><i>Part 1: build the hyphenated adjectives. If this is hard, think of a noun that you want to describe from your list of ideas first, and come up with any adjectives to describe it</i></p> <p><i>Part 2: link the adjectives to nouns</i></p> <p><i>Part 3: add another adjective to intensify the description</i></p>	<p>them to select from. Encourage them to 'maggie' ideas from the examples too.</p> <p>hair-snagging foot-snarling foot-entangling frost-laden frost-fingered ice-breathing ice-laden</p> <p>hair-snagging branches foot-snarling roots foot-entangling roots frost-laden breeze frost-fingered breeze ice-breathing wind ice-laden wind</p> <p>twisting, foot-entangling roots dense, hair-snagging branches grasping, hair-tangling branches bitter, ice-laden wind</p>
<p>Step 5: Review</p> <p>2-3 minutes individual writing while teacher models</p>	<p>Model review of your own examples by explaining which you like best and why.</p> <p>Students underline their favourite examples and write a sentence explaining what effect they think their choices have.</p> <p>grasping, hair-tangling branches howling, ice-breathing wind</p> <p>"I like how these sound alive, making it seem as though the forest is living and dangerous."</p>

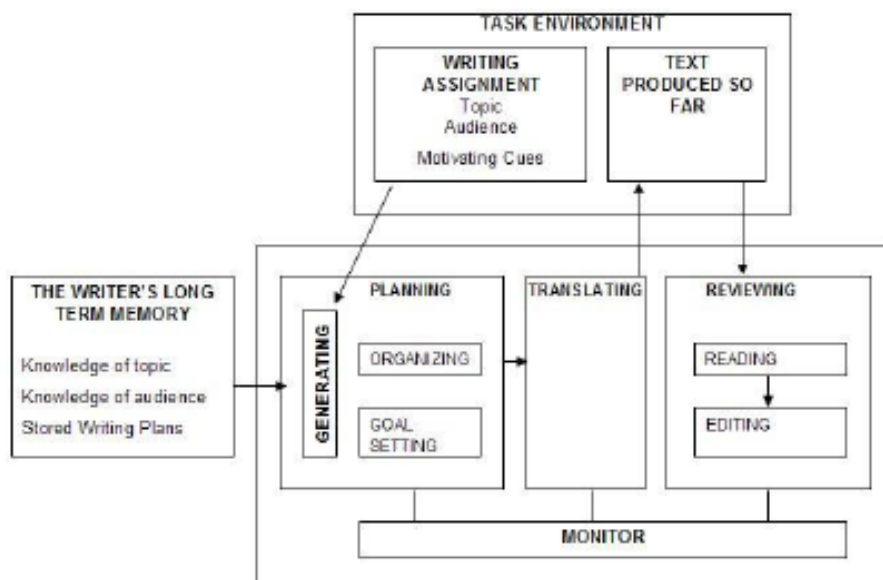
Appendix 2: Explanatory Notes

Topics for the examples

The grammatical constructions chosen for these examples are based on what we know from studies of student writing are likely to be useful structures to learn. There is evidence that this varies by genre - so the focuses for narrative fiction are different than those for persuasive writing. Our knowledge of grammatical features of different genres in school writing is limited, but basing each topic on an authentic example helps to make sure that the grammar focus is relevant for the genre.

Cognitive models of writing

Cognitive models of writing have explored the different processes that are involved in the very complex activity of creating a text. The fundamental processes are planning (everything that you do to generate aims and ideas), translating (the act of formulating the text) and reviewing (evaluating and revising the text). They can be broken down into further subsets (e.g. planning is often separated into generating ideas, establishing what you want to achieve (goal setting) and organizing ideas). This model from Hayes and Flower shows how these central processes draw on long term memory, are affected by the environment in which writers are working, and are monitored metacognitively. While we don't use these in a linear way when we write (e.g. the act of 'translating' can spark new ideas, or we might decide to shift our 'goals' while we're 'reviewing'), separating out the processes can help to scaffold student writing. Development in writing includes developing 'schema' of different forms, genres, audiences. Knowledge about language in general - including implicit and explicit knowledge of grammatical structures - feeds into those schema.



Source: *Cognitive Model of the Writing Process*, from Hayes and Flower 1981.

Some of our key references – if you want to find out more:

Durrant, P., & Brenchley, M. (2023). Development of noun phrase complexity across genres in children's writing. *Applied Linguistics*, 44(2), 239-264.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.

Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1), 1-26.

Myhill, D. (2021). Grammar re-imagined: foregrounding understanding of language choice in writing. *English in Education*, 55(3), 265-278. p.270.

Myhill, D., Lines, H., & Jones, S. (2018). Texts that teach: Examining the efficacy of using texts as models. *L1-Educational Studies in Language and Literature*, 1-24.



Approach 2: Systematic Worked Examples Teacher Guidance

What are worked examples?

You probably already use models and modelling to scaffold learning to recognise and consciously use different aspects of grammar. The principle of 'worked examples' adds some further structure, taking students through a stepped approach to explore a particular grammatical pattern, then experiment with creating their own version.

In this project we're asking you to use worked examples to teach grammar in short episodes over a period of 10 weeks.

You have been allocated to **Approach 2: Systematic Worked Examples**. In this approach, we're asking you to use the worked examples systematically, which means teaching the episodes at the start of lessons, twice a week, in two 5 week blocks.

Principles behind our Worked Examples

- The examples aim to develop the range of grammatical choices that students can use consciously in their work. In cognitive models, this is sometimes described as moving students from 'knowledge-telling' (i.e. splurging out their ideas) to 'knowledge-transforming,' where they focus on how they can craft their writing to have an impact on the reader.
- Each example is based on an **authentic text**. This helps to ensure that teaching focuses on real-world writing and connects students to the wider community of writers.
- Students are introduced to a particular grammatical pattern, with multiple examples of the pattern to help them to understand what it looks like. The focus is on being able to **adopt the pattern** in their own writing for a particular purpose, rather than being able to explain the grammatical structure.
- The worked examples are structured according to the processes defined in **cognitive models of writing**. The overarching structure of our examples is linear because of the time constraints, but in practice these processes happen in a much more flexible way. When students compose their own examples they may move between reviewing, translating and generating ideas more fluidly.
- The examples are designed to address the **National Curriculum Grammar and Vocabulary objective**: "drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects."
- While the examples on their own demonstrate how you can build particular grammatical constructions, **talk about the examples is essential** to help the students to understand how the structure can be created, what effects they can create with it, and to help them to create their own **writer intentions** to evaluate their writing against.

Restricted

What to do

Do:

- ✓ Use worked examples twice a week at the start of a lesson, in a 15 minute episode.
- ✓ Each week you should teach a different pattern, so you'll teach each one twice. We have provided a bank of optional examples and one fully developed episode plan to act as a guide.
- ✓ Focus in the first 5 weeks on the noun phrase in writing narrative fiction.
- ✓ Focus in the second 5 weeks on sentences and clauses in persuasive writing.
- ✓ Use the examples we've provided or your own. You may find other examples more relevant to the texts or topics that you're teaching, or examples more suitable for your particular students.
- ✓ Follow the steps in the rubric each time. This is designed to be a fast-moving 15 minute episode.
- ✓ Focus on showing the grammatical pattern in action and helping students to reconstruct their own version of it, rather than on the terminology or abstract understanding of the grammatical unit.
- ✓ Make sure that you 'work' the example by showing how it can be constructed in steps. Practising this in advance is a good idea!
- ✓ Consider whether it would be helpful for students to choose a particular story idea or persuasive topic to be the theme of their writing in these episodes in each 5 week block. You may wish to give them additional time to do this before the first episode. There may be a content focus relevant to what you're teaching them that would help to make the writing they do in these episodes more meaningful. It will save time if they don't have to establish new topics, audience and intentions each time.
- ✓ Recall the grammatical patterns in examples you've used where relevant in the rest of your teaching. For example, remind students of it when you spot a similar pattern in a text that they're studying, or when there's an opportunity for them to use it in their writing.
- ✓ We would like you to use examples with all pupils in your class, including pupils with Special Educational Needs and Disabilities and pupils with English as an Additional Language.
- ✓ Note each session you deliver in your session log.

Don't:

- ✗ Overdwell on the grammatical terminology or abstract understanding of the structure.
- ✗ Spend too long generating content ideas for writing.

- ☒ Discuss the details of your allocated approach with teachers in your school who have been allocated to a different approach. (You can discuss your approach with other teachers using the same approach.)

Note: Our optional examples have a progressive logic. Noun phrase examples build from more common pre-modifying adjectives to more sophisticated post-modifying phrases and clauses. Persuasive examples start with more accessible 'short sentences' and progress towards more technical 'multi-clause sentences'. However, the examples and their grammatical focuses are not hierarchical and they can be used in any sequence, or combined with other focuses or examples that you choose.

RUBRIC

Step	Action	Example
<p>Step 1: Planning - Understanding the pattern and how it can be used</p> <p><i>What pattern am I going to experiment with?</i> <i>How do other writers use it?</i></p>	<p>Read authentic example</p> <p>Briefly discuss context / content</p> <p>Examine the grammatical pattern with a focus on the effect / impact it has rather than on understanding grammatical terminology.</p>	<p>This is an extract from ... in which the writer is describing....</p> <p>This underlined section is a ...(e.g. expanded noun phrase / prepositional phrase etc).</p> <p>What do you think the writer wants the reader to imagine/think/feel at this point? How is the writer doing this?</p> <p>I think this choice is ...(e.g. making the reader wait in suspense/ emphasising the panic / creating a sense of calm)</p>
<p>Step 2: Planning - Establish your writing goal</p> <p>Key questions: <i>What am I writing about?</i> <i>Who am I writing for?</i> <i>What genre conventions do I need to follow?</i> <i>What do I want to make the reader think or feel?</i></p>	<p>Display/recap the writing goal</p> <p>Ask students to decide /recap the particular impact they want to have on their reader.</p>	<p>You are writing a short ghost story for young adult readers.</p> <p>What did you write about last time? What atmosphere or image were you trying to build?</p> <p>You're going to try out using this pattern...(e.g. where we put prepositional phrases after a noun to add some visual detail, describing where something is, or what's happening around it).</p>
<p>Step 3: Planning - Generating ideas</p> <p><i>What might I write about?</i></p>	<p>Allow the students a couple of minutes to think about and jot down ideas of what they want to write about.</p> <p>Scaffold via whole class shared writing of ideas / word bank if necessary.</p>	<p>What might you add to your description this time? Note down any ideas you might include. Any objects, people, things, sounds, smells etc</p>
<p>Step 4: Translating - turning the ideas into text</p> <p><i>How can I mimic this construction?</i></p>	<p>Give the students copies of further examples and handouts to help them 'see' the pattern they're creating. Encourage them to magpie ideas from these and from the worked example that you're going to guide them through.</p> <p>Take the students through stages to construct the pattern. Use the example and further examples to help this.</p> <p>You will need to think about how to break down the pattern and help students to build it back up again. It's a good idea to practise this in advance of the episode so that you know how you're going to approach it.</p>	<ol style="list-style-type: none"> 1. We're going to start with our favourite noun from the ideas we just came up with. We're going to mimic the example to create a vivid image by adding some detail after the noun by using prepositional phrases – the example we looked at uses phrases that start with 'in' 'with' and 'down' – but you could use others too. So you need to choose something that you can describe as though you're looking at it. 2. The example has the main clause first: '<i>Through it came a small fat toddler</i>'. We can copy that verb '<i>came</i>' and write '<i>Along came a xxx</i>' Or we can simplify it to be something like '<i>There was a xxxx</i>' or '<i>There is a xxxx</i>', '<i>There lay a xxxx</i>', '<i>There stood a xxxx</i>'. 3. Now we need to build that visual detail with the prepositions – describe what your person or thing is wearing or doing, or where they are. Start your phrases with a preposition like 'in' 'of' 'with' 'behind' 'beside' 'under' 'at' 'by'. 4. Experiment with how many you want to add to build up the picture. Check that you've not written a separate sentence – have you stuck to just adding prepositional phrases?
<p>Step 5: Review</p> <p><i>Which of these do I like best?</i> <i>Which fit my writing goal?</i></p>	<p>Ask the students to review their work by focusing on the effect they wanted to achieve at the start. How well has it worked?</p>	<p>Now remember what you wanted your reader to imagine, think or feel. How well do you think you've achieved that? If you've got more than one example, choose your favourite and see if you can explain to your partner why you like it.</p>

Appendix 1: Sample Episode Plan

Learning Objective: developing descriptive imagery by pre-modifying nouns with adjectives.

Authentic Model: Exodus, by Julie Bertagna

The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed streets run straight into the churning, cold-boiled ocean.

Notes for the teacher:

- This is the opening of the novel. The focus is just on a couple of specific noun phrases where nouns are pre-modified by a repeating pattern of adjectives.
- The opening sentence has little elaboration or modification- it's punchier, which foregrounds the enigma of what has happened, how the village has been destroyed.
- This is followed by elaborated descriptions which hint at what has happened – the impact of the sea eroding the land - and create a sense of threat.
- The repetition in the focus phrases might suggest threat and danger. The rhythmic repetition might reflect waves of the sea. The layering of adjectives creates intensity in the description.
- "cold-boiled" as an oxymoron invites the reader to linger on it and imagine what it might look and/or feel like – the roiling motion of a freezing cold sea.

Restricted

<p><i>Exodus</i>, by Julie Bertagna</p> <p>Step 1: Planning - Understanding the pattern and how it can be used</p> <p>3-4 minutes</p>	<p>Read the authentic example and lead whole class discussion (with think/pair/share if appropriate):</p> <ol style="list-style-type: none"> 1. What do you think has happened to the village? Why? 2. What feeling / atmosphere does the passage create? <p>Show highlighted pre-modified noun phrases. Tell students that these are noun phrases - the nouns are underlined and we're going to look at how the adjectives in front of them are used to create the atmosphere we've just discussed.</p> <p><i>The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed <u>streets</u> run straight into <u>the churning, cold-boiled ocean</u>.</i></p> <ol style="list-style-type: none"> 3. Looking at the first two highlighted sections, which follow the same pattern - what's the effect of these descriptive phrases? 4. What does 'cold-boiled' make you imagine? <p>This part of the episode will need to be relatively focused to enable enough time for the writing later.</p>
<p>Step 2: Establish your writing goal</p> <p>2 minutes</p>	<p>Explain your own example. "I'm writing...."</p> <ul style="list-style-type: none"> • a spooky forest setting for an adventure story • a forest in winter, 3rd person past tense • children's fiction readers • aiming to create a sinister/dark atmosphere <p>Give students time to devise or recap their own intentions.</p>
<p>Step 3: Generating ideas</p> <p>2 minutes</p>	<p>Model freewriting ideas to write about (in this case nouns). Students come up with their own bank of nouns to describe or you can generate a shared word bank on the board:</p> <p>trees, shadows, wind, sunlight, branches, roots, twigs, coldness, stumbling, grabbing, frost, wind</p>
<p>Step 4: Translating: turning the ideas into text</p> <p>5 minutes</p>	<p>Provide a couple of further examples of the pattern to students as handouts to help them see how the pattern works.</p> <p>Model the process of constructing the pattern while prompting/helping students to come up with their own versions. If they are struggling you may need to do this as a shared writing activity, with ideas on the board for</p>

<p>Follow the pattern: <i>Part 1: build the hyphenated adjectives. If this is hard, think of a noun that you want to describe from your list of ideas first, and come up with any adjectives to describe it</i></p> <p><i>Part 2: link the adjectives to nouns</i></p> <p><i>Part 3: add another adjective to intensify the description</i></p>	<p>them to select from. Encourage them to 'magpie' ideas from the examples too.</p> <p>hair-snagging foot-snarling foot-entangling frost-laden frost-fingered ice-breathing ice-laden</p> <p>hair-snagging branches foot-snarling roots foot-entangling roots frost-laden breeze frost-fingered breeze ice-breathing wind ice-laden wind</p> <p>twisting, foot-entangling roots dense, hair-snagging branches grasping, hair-tangling branches bitter, ice-laden wind</p>
<p>Step 5: Review</p> <p>2-3 minutes individual writing while teacher models</p>	<p>Model review of your own examples by explaining which you like best and why.</p> <p>Students underline their favourite examples and write a sentence explaining what effect they think their choices have.</p> <p>grasping, hair-tangling branches howling, ice-breathing wind</p> <p>"I like how these sound alive, making it seem as though the forest is living and dangerous."</p>

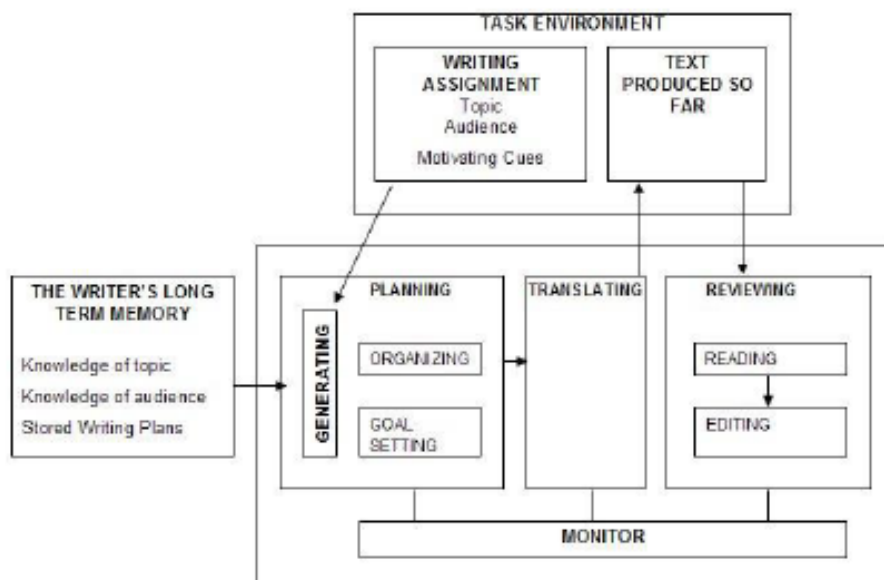
Appendix 2: Explanatory Notes

Topics for the examples

The grammatical constructions chosen for these examples are based on what we know from studies of student writing are likely to be useful structures to learn. There is evidence that this varies by genre - so the focuses for narrative fiction are different than those for persuasive writing. Our knowledge of grammatical features of different genres in school writing is limited, but basing each topic on an authentic example helps to make sure that the grammar focus is relevant for the genre.

Cognitive models of writing

Cognitive models of writing have explored the different processes that are involved in the very complex activity of creating a text. The fundamental processes are planning (everything that you do to generate aims and ideas), translating (the act of formulating the text) and reviewing (evaluating and revising the text). They can be broken down into further subsets (e.g. planning is often separated into generating ideas, establishing what you want to achieve (goal setting) and organizing ideas). This model from Hayes and Flower shows how these central processes draw on long term memory, are affected by the environment in which writers are working, and are monitored metacognitively. While we don't use these in a linear way when we write (e.g. the act of 'translating' can spark new ideas, or we might decide to shift our 'goals' while we're 'reviewing'), separating out the processes can help to scaffold student writing. Development in writing includes developing 'schema' of different forms, genres, audiences. Knowledge about language in general - including implicit and explicit knowledge of grammatical structures - feeds into those schema.



Source: *Cognitive Model of the Writing Process*, from Hayes and Flower 1981.

Some of our key references – if you want to find out more:

Durrant, P., & Brenchley, M. (2023). Development of noun phrase complexity across genres in children's writing. *Applied Linguistics*, 44(2), 239-264.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.

Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1), 1-26.

Myhill, D. (2021). Grammar re-imagined: foregrounding understanding of language choice in writing. *English in Education*, 55(3), 265-278. p.270.

Myhill, D., Lines, H., & Jones, S. (2018). Texts that teach: Examining the efficacy of using texts as models. *L1-Educational Studies in Language and Literature*, 1-24.



Approach 3: Non-Worked Examples Teacher Guidance

What do we mean by grammar examples?

You probably already use models and modelling to scaffold learning to recognise and consciously use different aspects of grammar. We think that such examples will help students learn to analyse how a particular grammatical construction can function in a text, articulating the relationship between form and effect.

In this project we're asking you to use examples to teach grammar in short episodes over a period of 10 weeks.

You have been allocated to **Approach 3: Non-Worked Examples**. In this approach, we're asking you to use examples to teach grammar, but not to use these examples as models for students' own writing.

Principles behind our Examples

- The examples aim to develop the range of grammatical choices that students can use consciously in their work. In cognitive models, this is sometimes described as moving students from 'knowledge-telling' (i.e. splurging out their ideas) to 'knowledge-transforming,' where they focus on how they can **craft their writing** to have an impact on the reader.
- Each example is based on an **authentic text**. This helps to ensure that teaching focuses on real-world writing and connects students to the wider community of writers.
- Students are introduced to a particular grammatical pattern, with multiple examples of the pattern to help them to understand what it looks like. The focus is on being able to **understand how writers' choices have an impact on the reader**, rather than being able to explain the grammatical structure.
- By examining these examples, young writers should become more aware of the ways in which they can shape language for effect, and **some might be able to transfer knowledge** by experimenting with similar patterns in their own writing.
- The examples are designed to help students to **understand the relationship between form and effect: to understand and be able to explain specific ways in which grammatical choices create meaning**. This addresses the first part of the National Curriculum Grammar and Vocabulary objective: "drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects."
- While the examples on their own demonstrate particular grammatical patterns, **talk about the examples** is essential to help the students to understand how the pattern is constructed and what effects writers can create with it.

Restricted

What to do

Do:

- ✓ Use examples twice a week at the start of a lesson, in a 15 minute episode.
- ✓ Each week you should teach a different pattern, so you'll teach each one twice. We have provided a bank of optional examples and one fully developed episode plan to act as a guide.
- ✓ Focus in the first 5 weeks on the noun phrase in writing narrative fiction.
- ✓ Focus in the second 5 weeks on sentences and clauses in persuasive writing.
- ✓ Use the examples we've provided or your own. You may find other examples more relevant to the texts or topics that you're teaching, or examples more suitable for your particular students.
- ✓ Use the approaches outlined in the rubric each time to guide the episode.
- ✓ Focus on showing the grammatical pattern in action and helping students to explain the impact that they think it has on the reader, rather than on the terminology or abstract understanding of the grammatical unit.
- ✓ We would like you to use examples with all pupils in your class, including pupils with Special Educational Needs and Disabilities and pupils with English as an Additional Language.
- ✓ Note each session you deliver in your session log.

Don't:

- ✗ Overdwell on the grammatical terminology or abstract understanding of the structure.
- ✗ Use the examples as models for students' own writing. You might see students transferring the patterns into their writing of their own accord, but this shouldn't be a focus for your teaching as this is an important difference between this 'arm' of the experimental trial and the other arms.
- ✗ Discuss the details of your allocated approach with teachers in your school who have been allocated to a different approach. (You can discuss your approach with other teachers using the same approach.)

Note: Our optional examples have a progressive logic. Noun phrase examples build from more common pre-modifying adjectives to more sophisticated post-modifying phrases and clauses. Persuasive examples start with more accessible 'short sentences' and progress towards more technical 'multi-clause sentences'. However, the examples and their grammatical focuses are not hierarchical and they can be used in any sequence, or combined with other focuses or examples that you choose.

RUBRIC

This outlines the general approach you should take to exploring and discussing the examples. You might switch the order of these around or tweak the activities (e.g. you might want to show the focus construction in the authentic example before asking students to notice it in the further examples).

Suggested Activities	Example
Read the passage and discuss the content / context to ensure that students understand what is happening.	This is an extract from ... in which the writer is describing... What has happened to...? How do you know? What sort of person is...? How do you know?
Students annotate the passage to notice/identify the focus construction. You can scaffold this as necessary (e.g. if you underline the nouns it's easier for students to identify adjectives that go with them)	See if you can find all of the adjectives and underline them. What do you notice about how the writer is using adjectives?
Draw students' attention to the specific focus construction. Discuss the impact/effect of the focus construction on the reader.	This underlined section is a ... (e.g. expanded noun phrase / prepositional phrase etc). What do you think the writer wants the reader to imagine/think/feel at this point? I think this choice is ...(e.g. making the reader wait in suspense/ emphasising the panic / creating a sense of calm)
Students look at multiple examples of the same pattern, linked to a particular writer's intention. They select examples to explain the effect that it has on the reader.	Below are some examples of the same pattern being used for different purposes. Choose your favourite phrase from each set of examples and explain what you think it makes the reader imagine or feel.
Use questioning to probe students' thinking and prompt them to articulate their judgements.	Which examples did you find most effective? Why? What about the word xxxx, how does that add to the sense of fear/peace/etc? What about the repetition of... How does that repetition reinforce the image of...? How does the order of words emphasise that feeling? When might you choose to use this pattern in your own writing?

Restricted

Appendix 1: Sample Episode Plan

Learning Objective: developing descriptive imagery by pre-modifying nouns with adjectives.

Authentic Model: Exodus, by Julie Bertagna

The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed streets run straight into the churning, cold-boiled ocean.

Notes for the teacher:

- This is the opening of the novel. The focus is just on a couple of specific noun phrases where nouns are pre-modified by a repeating pattern of adjectives.
- The opening sentence has little elaboration or modification- it's punchier, which foregrounds the enigma of what has happened, how the village has been destroyed.
- This is followed by elaborated descriptions which hint at what has happened – the impact of the sea eroding the land - and create a sense of threat.
- The repetition in the focus phrases might suggest threat and danger. The rhythmic repetition might reflect waves of the sea. The layering of adjectives creates intensity in the description.
- "cold-boiled" as an oxymoron invites the reader to linger on it and imagine what it might look and/or feel like – the roiling motion of a freezing cold sea.

<p><i>Exodus, by Julie Bertagna</i></p> <p>Read the passage and discuss the content / context to ensure that students understand what is happening.</p> <p>3 minutes</p>	<p>Whole class discussion (with think/pair/share if appropriate):</p> <p><i>The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed streets run straight into the churning, cold-boiled ocean.</i></p> <ol style="list-style-type: none"> 1. What do you think has happened to the village? Why? 2. What feeling / atmosphere does the passage create?
<p>Students annotate the passage to notice/identify the focus construction. You can scaffold this as necessary (e.g. if you underline the nouns it's easier for them to identify adjectives that go with them)</p> <p>3 minutes</p>	<p>Pairs, with prompt questions on the board OR whole class if students need more scaffolding:</p> <ol style="list-style-type: none"> 3. Find and circle any adjectives in the extract. 4. What do the adjectives make you imagine? 5. Do you notice any repeated patterns in how the writer is using the adjectives?

Restricted

<p>Draw students' attention to the specific focus construction. Discuss the impact/effect of the focus construction on the reader.</p> <p>3 minutes</p>	<p>Whole class feedback / discussion:</p> <p>Show highlighted pre-modified noun phrases. Tell students that these are noun phrases - the nouns are underlined and we're going to look at how the adjectives in front of them are used to create the atmosphere we've just discussed.</p> <p><i>The people of Wing are gathering in what's left of their village. Downhill, <u>the salty, sea-lashed streets</u> run straight into <u>the churning, cold-boiled ocean</u>.</i></p> <ol style="list-style-type: none"> 6. Looking at the first two highlighted sections, which follow the same pattern - what's the effect of these descriptive phrases? 7. What does 'cold-boiled' make you imagine? What about sea-lashed?
<p>Students look at multiple examples of the same pattern, linked to a particular writer's intention. They select examples to explain the effect that it has on the reader.</p> <p>3 minutes</p>	<p>Pairs, with prompt questions on the board.</p> <p>These are three more examples which use the same pattern. Find and underline the pattern in the sentences.</p> <ol style="list-style-type: none"> 8. What image or feeling do you think the author is trying to convey in their descriptions? 9. Which is your favourite and why? What effect do the adjectives have?
<p>Discussion, using follow-up probe questions to prompt students to elaborate and justify their answers.</p> <p>3 minutes</p>	<p>Whole class feedback</p>

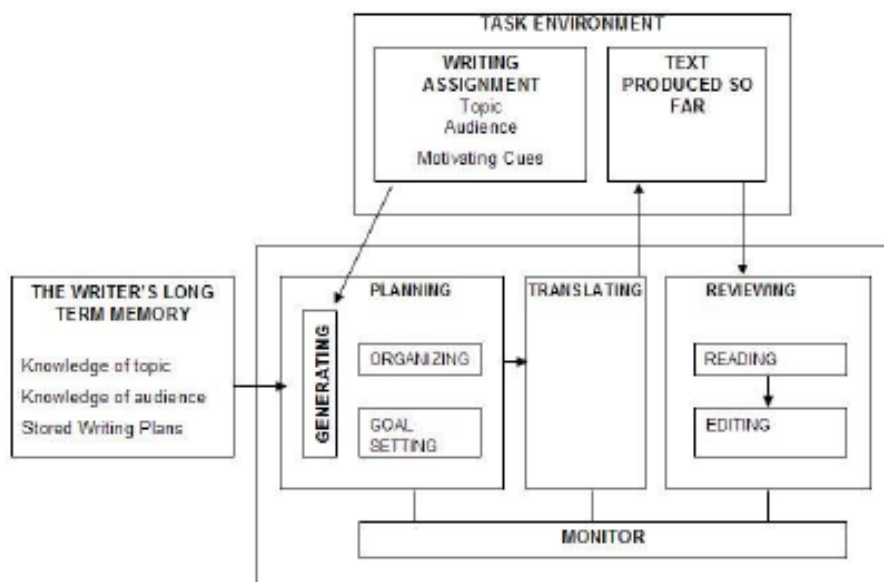
Appendix 2: Explanatory Notes

Topics for the examples

The grammatical constructions chosen for these examples are based on what we know from studies of student writing are likely to be useful structures to learn. There is evidence that this varies by genre - so the focuses for narrative fiction are different than those for persuasive writing. Our knowledge of grammatical features of different genres in school writing is limited, but basing each topic on an authentic example helps to make sure that the grammar focus is relevant for the genre.

Cognitive models of writing

Cognitive models of writing have explored the different processes that are involved in the very complex activity of creating a text. The fundamental processes are planning (everything that you do to generate aims and ideas), translating (the act of formulating the text) and reviewing (evaluating and revising the text). They can be broken down into further subsets (e.g. planning is often separated into generating ideas, establishing what you want to achieve (goal setting) and organizing ideas). This model from Hayes and Flower shows how these central processes draw on long term memory, are affected by the environment in which writers are working, and are monitored metacognitively. While we don't use these in a linear way when we write (e.g. the act of 'translating' can spark new ideas, or we might decide to shift our 'goals' while we're 'reviewing'), separating out the processes can help to scaffold student writing. Development in writing includes developing 'schema' of different forms, genres, audiences. Knowledge about language in general - including implicit and explicit knowledge of grammatical structures - feeds into those schema.



Source: *Cognitive Model of the Writing Process*, from Hayes and Flower 1981.

Some of our key references – if you want to find out more:

Durrant, P., & Brenchley, M. (2023). Development of noun phrase complexity across genres in children's writing. *Applied Linguistics*, 44(2), 239-264.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.

Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1), 1-26.

Myhill, D. (2021). Grammar re-imagined: foregrounding understanding of language choice in writing. *English in Education*, 55(3), 265-278. p.270.

Myhill, D., Lines, H., & Jones, S. (2018). Texts that teach: Examining the efficacy of using texts as models. *L1-Educational Studies in Language and Literature*, 1-24.

Appendix G: Optional Example Bank



▲ Example bank (for optional use)

Narrative Fiction

The examples for narrative fiction focus on five grammar patterns.

1. Pre-modifying nouns with adjectives
2. Post-modifying nouns with adjectives
3. Post-modifying with adjectival prepositional phrases
4. Post-modifying with relative clauses in a noun phrase
5. Choice of noun

The authentic examples are drawn from a wide range of child and young adult fiction. The further examples here are themed around particular descriptive settings with consistent intentions.

- Further Example 1: Forest in winter, 3rd person past tense, aiming to create a sinister/dark atmosphere
- Further Example 2: Desert, 1st person past tense, aiming to create tension/suspense and a sense of battling the landscape
- Further Example 3: Underwater coral reef, 3rd person past tense, aiming to create a sense of tranquillity/beauty

<p>1a: Pre-modifying nouns with adjectives</p> <p>Learning Objective: developing descriptive imagery by pre-modifying nouns with adjectives.</p>	
<p>Authentic Model: The Dark is Rising, by Susan Cooper</p>	<p><i>He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight.</i></p>
<p>Further examples based on this pattern.</p>	<p><u>Twisting roots</u> and <u>twisting branches</u> threatened to trip and ensnare the unwary.</p>
	<p><u>Scouring sandstorms</u> were driven through the <u>scouring heat</u>.</p>
	<p><u>Dancing clownfish</u> darted through the <u>dancing sunbeams</u>.</p>

<p>1b: Pre-modifying nouns with adjectives</p> <p>Learning Objective: developing descriptive imagery by pre-modifying nouns with adjectives.</p>	
<p>Authentic Model: Exodus, by Julie Bertagna</p>	<p><i>The people of Wing are gathering in what's left of their village. Downhill, the salty, sea-lashed streets run straight into the churning, cold-boiled ocean. The oldest islanders can remember a time when Wing's folding hills sheered away to sandstone cliffs that plunged on to a wide and rocky shore.</i></p>
<p>Further examples based on this pattern.</p>	<p><u>Grasping, hair-tangling branches</u> reached for her. The <u>howling, ice-breathing wind</u> whipped the trees into a frenzy.</p>
	<p><u>Deserted, sun-baked dunes</u> stretched ahead forever. I fought against the <u>blasting, skin-scouring wind</u>.</p>
	<p>Amongst the coral, <u>glinting, shadow-diving fish</u> darted here and there. Tiny creatures nestled amongst <u>shining, jewel-toned coral</u>.</p>

2a: Post-modifying nouns with adjectives	
Learning Objective: Adding emphasis to descriptive vocabulary by post-modifying nouns with adjectives	
<i>Authentic Model: Arthur High King of Britain by Michael Morpurgo</i>	The crypt was cold and dimly lit, and smelt musty, of ancient times. Row by row, through the chamber, stood the burial caskets of people long since dead, knights and their ladies. Cobwebs shivered in a shaft of moonlight piercing the gloom. Then, out of the darkness, came a lady, dark-haired and beautiful , wearing a gown of wine-red.
Further examples based on this pattern.	She heard <u>a voice, hissing and crackling</u> .
	Ahead of me stood <u>a figure, tall and still</u> , with a scarf wrapped tightly around its face.
	From a crevice in the rocky seabed came <u>an eel, twisting and writhing</u> , winding across the sand.

2b: Post-modifying nouns with adjectives	
Learning Objective: Adding emphasis to descriptive vocabulary by post-modifying nouns with adjectives	
<i>Authentic Model: The Girl of Ink and Stars by Kiran Millwood Hargrave</i>	The leaves hung on their stalks, skeletal and black , yet still attached. The broken bushes oozed black sap, as if the trees were feeding off darkness instead of water.
Further examples based on this pattern.	<u>Twigs</u> snapped underfoot, <u>dried out and withered</u> .
	<u>Sand</u> blasted my skin, <u>harsh and relentless</u> .
	<u>Sunbeams</u> shot through the water, <u>rippling and radiant</u> .

3a: Post-modifying with adjectival prepositional phrases

Learning Objective: Adding visual detail to a description by adding prepositional phrases after a noun.

<p>Authentic Model: <i>The House of Many Ways</i> by Diana Wynne Jones</p>	<p>The door of the parlour opened. Through it came a small, fat toddler <u>in a grubby blue suit, with tears rolling down his face.</u></p>
<p>Further examples based on this pattern.</p>	<p>There stood a dark-haired woman <u>in a red cape, with shadows moving across her face.</u></p> <p>Ahead stood the shelter, <u>in the distance, with the dunes rising in front of it.</u></p> <p>There lay a treasure chest, <u>amongst the thick waving kelp, with tiny fish darting to and fro above it.</u></p>

3b: Post-modifying with adjectival prepositional phrases

Learning Objective: Adding detail (imagery) to a description by adding prepositional phrases after the noun.

<p>Authentic Model: <i>The Subtle Knife</i> by Philip Pullman</p>	<p>All through the day the witches came, like flakes <u>of black snow on the wings of a storm,</u> filling the skies with the darting flutter <u>of their silk</u> and the swish <u>of air through the needles of their cloud-pine branches.</u></p>
<p>Further examples based on this pattern.</p>	<p>The wind howled like the chorus <u>of a wolf pack on a hunt through the forest.</u></p> <p>The sand baked like the coals <u>in the heart of the heat of a furnace.</u></p> <p>The shadows danced like butterflies <u>in a meadow under the heat of midsummer.</u></p>

4a: Post-modifying with relative clauses in a noun phrase

Learning Objective: Building visual details through relative clauses

<p>Authentic Model: <i>The Weirdstone of Brisingamen</i> by Alan Garner</p>	<p>But Colin was staring at the old man, and seemed not to have heard. He saw an old man, true, but one <u>whose body was as firm and upright as a youth's; whose keen, grey eyes were full of the sadness of the wise; whose mouth, though stern, was kind and capable of laughter.</u></p>
<p>Further examples based on this pattern.</p>	<p>She was a woman <u>whose eyes were mysterious; whose bearing was proud; whose slight smile gave little clue as to her purpose.</u></p>
	<p>It was a figure <u>whose face was hidden behind a mask of scarves wrapped against the dust storms; whose topaz blue robes blew back to reveal the ornate sword strapped to its waist; whose hand now reached to me.</u></p>
	<p>Out from beneath came writhing eels, <u>whose tails undulated with a hypnotic rhythm, whose black eyes were bulging and curious, and whose mouths were gaping as though gulping the water.</u></p>

4b: Post-modifying with relative clauses in a noun phrase

Learning Objective: Building visual details through relative clauses

<p>Authentic Model: <i>Great Expectations</i> by Charles Dickens</p>	<p>A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man <u>who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.</u></p>
<p>Further examples based on this pattern.</p>	<p>From under her cloak crept a timid fox. A fox <u>which had been scratched by thorns and dragged through brambles, and scraped by stones and smothered in mud.</u></p>
	<p>It held out a sheet a paper. Paper <u>which had been scrawled on in ink, and crumpled in pockets, and torn by time, and kept for me.</u></p>
	<p>It was treasure <u>which had been lost in azure depths, and guarded by swift-darting damselfish, and hidden by swaying seaweed, and waiting to be found.</u></p>

<p>5a: Choice of noun</p> <p>Learning Objective: Conveying information with careful choice of nouns</p>	
<p><i>Authentic Model: A Hat Full of Sky by Terry Pratchett</i></p>	<p>In truth, most witches could get through their whole life without having to do serious, undeniable magic (making shambles and curse-nets and dreamcatchers didn't really count, being rather more like arts-and-crafts, and most of the rest of it was practical medicine, common sense and the ability to look stern in a pointy hat).</p>
<p>Further examples based on this pattern.</p>	<p>Victim, hunter, dream-walker, night-stalker, demon, shadow-walker</p> <p>Were they <u>victim</u> or <u>hunter</u>? <u>Night-stalker</u> or <u>dream-walker</u>?</p>
	<p>Explorer, adventurer, desert-dweller, plains-walker, sand-dweller, warrior</p> <p>I realised this was a <u>plains-walker</u>: a <u>warrior desert-dweller</u> which I had only before encountered in legend.</p>
	<p>Hoard, haul, riches, cache, wealth, treasure, stash</p> <p>This great <u>hoard</u>, a <u>cache</u> of riches, had lain here who knows how long?</p>

<p>5b: Choice of noun</p> <p>Learning Objective: Conveying information with careful choice of nouns</p>	
<p><i>Authentic Model: The Monsters of Rookhaven by Pádraig Kenny</i></p>	<p>"This is your home now," she whispered. "This is the House of Rookhaven. Outside these walls is the Glamour which keeps our kind safe from the outside world. No one can come in here without our permission. You came from the Ether, and now you're here with us, and we welcome you."</p>
<p>Further examples based on this pattern.</p>	<p>the Endless, the Wasted Forest, the Forest of the Lost, the Forest of Night</p> <p>In <u>the Forest of Night</u>, they were all <u>the Lost</u>.</p>
	<p>the Outlands, the Lost Plains, the Sand Sea, the Fire Ocean, the Sea of Fire</p> <p>So here I was, in <u>the Outlands</u>, at the edge of <u>the Sea of Fire</u>.</p>
	<p>the Deeps, the Fathoms, the Twilight corals, the Starlight Reef, the Sunset Reef</p> <p>It had waited there for centuries, hidden in <u>the Sunset Reef</u>, nestled in <u>the Twilight Corals</u>.</p>

Persuasive Speeches: Examples

The examples for persuasive speeches focus on five grammar patterns.

1. Short sentences
2. Parallel Sentences
3. Minor Sentences
4. Direct Address
5. Long multiclausal sentences

The further examples here are based on relatively low-stakes / low-content-demand topics. The authentic examples are significantly more emotive and deal with far more complex topics. If you wish to explore the content of the speeches and the issues they deal with in lessons outside of the worked example time, please do. Similarly, if you want to enable students to research and write about a topic they're passionate about and have the capacity to build that into your lesson time outside of these short episodes, please do.

- Further Example 1: There should be no homework
- Further Example 2: All students should study foreign languages until GCSE level
- Further Example 3: The school fair should raise money for your chosen charity (Shelter)

<p>1a: Short sentences</p> <p>Learning Objective: conveying impactful opinions with short sentences (opening statements)</p>	
<p>Authentic Model: Greta Thunberg's Speech to the UN Climate Action Summit</p>	<p>This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean.</p>
<p>Further examples based on this pattern.</p>	<p><u>We are all tired. School is too much.</u> We should be able to spend more time doing the things that we love and which fulfil us.</p>
	<p><u>Language is fundamental. It's how we understand our world.</u> Learning languages allows us to expand our whole way of thinking, naming and understanding our universe.</p>
	<p><u>We should help others. This is our chance!</u> We have the opportunity to make a difference and this shouldn't be wasted.</p>

<p>1b: Short sentences</p> <p>Learning Objective: conveying impactful opinions with short sentences (closing statements)</p>	
<p>Authentic Model: Malala Yousafzai: 16th birthday speech at the United Nations</p>	<p>One child, one teacher, one pen and one book can change the world. Education is the only solution. Education first.</p>
<p>Further examples based on this pattern.</p>	<p><u>Change is the only answer. Change now!</u></p>
	<p><u>Communication is the answer. Communication first.</u></p>
	<p><u>Safety is a human right. Safety for all.</u></p>

2a: Parallel Sentences	
Learning Objective: Building an argument by repeating clause structures.	
Authentic Model: Greta Thunberg's Speech to the UN Climate Action Summit	People are suffering. People are dying. Entire ecosystems are collapsing.
Further examples based on this pattern.	<u>Children need rest.</u> <u>Children need space.</u> <u>A generation needs a break.</u>
	<u>We need to break out of our bubbles.</u> <u>We need to understand the wider world.</u> <u>The world needs us to get better at communicating across cultural divides.</u>
	<u>People are living with uncertainty.</u> <u>People are living without hope.</u> <u>More and more people are living lost and cut off from the systems that should be supporting them.</u>

2b: Parallel Sentences	
Learning Objective: Building an argument by repeating clause structures.	
Authentic Model: Malala Yousafzai: 16th birthday speech at the United Nations	<u>We call upon all governments to ensure</u> free compulsory education for every child all over the world. <u>We call upon all governments to fight</u> against terrorism and violence, to protect children from brutality and harm. <u>We call upon the developed nations to support</u> the expansion of educational opportunities for girls in the developing world. <u>We call upon all communities to be</u> tolerant — to reject prejudice based on cast, creed, sect, religion or gender.
Further examples based on this pattern.	<u>We call upon all teachers to challenge</u> their ideas. <u>We call upon all carers to protect</u> their children's time. <u>We call upon school leaders to listen</u> to our needs. <u>We call upon our school community to support</u> change.
	<u>I'm asking you to become</u> an ambassador for our country. <u>I'm asking you to experience</u> the joy of learning not just a new way of thinking, but a new way of speaking. <u>I'm asking our teachers to do their best</u> to support and motivate us. <u>I'm asking our government to provide</u> targeted funding for language learning.
	<u>With our help, Shelter can be</u> a lifeline. <u>With our help, people can be</u> protected. <u>With the community's help, we can make</u> a real difference. <u>With everyone's help, homelessness can be</u> beaten.

<h3>3a: Minor Sentences</h3> <p>Learning Objective: Developing an argument by using repetitive minor sentences.</p>	
<p>Authentic Model: Malala Yousafzai: 16th birthday speech at the United Nations</p>	<p>I raise up my voice — not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.</p>
<p>Further examples based on this pattern.</p>	<p>We speak not just for ourselves, but for the generations that will follow us. We are fighting for their freedom. <u>Their right to time to follow their own interests. Their right to rest. Their right to independence.</u></p>
	<p>It's not an easy task, but it's something of which we can always be proud. <u>Proud of our efforts. Proud of our persistence. Proud when we can make that connection with others.</u></p>
	<p>We have opportunities that others do not. <u>The chance to take action. The chance to make a difference. The chance to change lives.</u></p>

<h3>3b: Minor Sentences</h3> <p>Learning Objective: Developing an argument by using repetitive minor sentences.</p>	
<p>Authentic Model: COP26 President-Designate Alok Sharma's virtual opening speech at the Youth4Climate2021: Driving Ambition Event</p>	<p>All over the planet, young people are leading the charge for action to combat climate change. Fighting for their future. Fighting for our futures.</p>
<p>Further examples based on this pattern.</p>	<p>Across the country, students are standing up for what they believe in. <u>Fighting for our needs. Fighting for our wellbeing.</u></p>
	<p>We can all be successful if we have the right help. <u>Support to practise. Support to persist.</u></p>
	<p>This is our opportunity to give people a lifeline. <u>Hope for the moment. Hope for the future.</u></p>

<h3>4a: Direct Address</h3> <p>Learning Objective: Appealing to the reader's emotions by using direct address</p>	
<p>Authentic Model: Greta Thunberg's Speech to the UN Climate Action Summit</p>	<p>You are failing us, but the young people are starting to understand your betrayal. The eyes of all future generations are upon you and if you choose to fail us, I say: We will never forgive you.</p>
<p>Further examples based on this pattern.</p>	<p><u>We</u> are the future, and they must listen to <u>us</u>. Generations will thank <u>us</u> if we fight for <u>our</u> futures.</p>
	<p>It might be a hard road, but I know that <u>you</u> will be successful. <u>You</u> will persist, and <u>you</u> will reap the rewards.</p>
	<p><u>We</u> are failing those most in need if we fail to act. Now is <u>our</u> chance. <u>Each one of us</u> can make a difference. <u>You</u> can make a difference.</p>

<h3>4b Direct Address</h3> <p>Learning Objective: Appealing to the reader's emotions by using direct address</p>	
<p>Authentic Model: Malala Yousafzai: 16th birthday speech at the United Nations</p>	<p>Dear sisters and brothers, we realise the importance of light when we see darkness.</p> <p>Dear sisters and brothers, now it's time to speak up.</p>
<p>Further examples based on this pattern.</p>	<p><u>To everyone here</u>, united we are unstoppable.</p>
	<p><u>To everyone here</u>, now's the time to take a stand.</p>
	<p><u>My fellow students</u>, have confidence in yourself.</p>
	<p><u>My fellow students</u>, set your sights high.</p>
	<p><u>My excellent peers</u>, it's time to think of others.</p> <p><u>My excellent peers</u>, remember what we can achieve when we work together.</p>

5a: Long multclause sentences	
Learning Objective: Conveying informative details using long multclause sentences	
Authentic Model: COP26 President-Designate Alok Sharma's virtual opening speech at the Youth4Climate2021: Driving Ambition Event	Across the world, young people are leading the charge on climate action. We see this in projects like Resilient40, which is amplifying the voices of over 60 youth leaders, from 29 African countries in vital climate change discussions.
Further examples based on this pattern.	<u>We spend around 380 hours each year on homework, which is the equivalent of more than 20 days per year. Imagine what we could do with that time!</u>
	<u>It's vital for our status in the world that we improve our learning of languages. Almost 2 billion people speak Mandarin, Hindi and Spanish as their first languages, which is one and a half billion more than people whose first language is English.</u>
	<u>Over 250,000 people are currently homeless. This includes around 2,500 people who are sleeping rough on any given night, which is a fraction of the quarter of a million people who are living in temporary accommodation – often families.</u>

5b: Long multclause sentences	
Learning Objective: Conveying informative details using long multclause sentences	
Authentic Model: Greta Thunberg's Speech to the UN Climate Action Summit	The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.
Further examples based on this pattern.	<u>The amount of homework we do exceeds the amount of time we spend on extracurricular activities by almost 300%, and the impact on opportunities to follow our passions is clear.</u>
	<u>The idea that everyone speaks English is false, and an improvement in our language abilities could increase UK exports annually by 19 billion pounds.</u>
	<u>The expectation that everybody has a safe, secure and stable place to live is sadly unrealised, and the fact that there are more than one hundred and twenty thousand children living in temporary accommodation is shameful.</u>

Appendix H: Memorandum of Understanding



INTRODUCTION – Show to all

Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial) Memorandum of Understanding

Thank you for agreeing to participate in this randomised controlled trial.

This 'Teacher Choices' project is about using cognitive science approaches in the classroom. Using worked examples is a teaching approach grounded in cognitive science, with a strong evidence base in maths and science education. English teachers commonly use examples and many are interested in using cognitive science in their teaching. This trial seeks to understand how cognitive science principles can support English teachers in using examples. It compares different grammar teaching approaches which use examples to enhance writing in Year 7 English.

This form sets out the responsibilities of The National Foundation for Educational Research (NFER) and schools that participate in this research. Please read the school information sheet and Privacy Notices provided by NFER before agreeing to this Memorandum of Understanding (MoU):

<https://www.nfer.ac.uk/for-schools/participate-in-research/using-examples-to-teach-grammar-to-year-7/>

As this form asks for agreement on behalf of your school to share data, we request that the headteacher completes this form.

If you have any questions, please contact us at teacherchoices@nfer.ac.uk

Use of data

All data gathered during this research project will be held in accordance with the Data Protection Act 2018, and GDPR, and will be treated in the strictest confidence by NFER. NFER may share personal details from selected teachers with their partner the University of Exeter so they can informally trial materials with teachers/schools. NFER will not share any teacher data with the University of Birkbeck or UCL. EEF will receive pseudonymised teacher and pupil-level data as part of the archiving process (see Privacy Notice for details).

All teacher- and pupil-level data shared by schools with NFER will be via a secure school portal. For the purposes of the research project, all pupils will have an individual ID number.

No school, teacher or pupil will be named in any report arising from this work.

A Privacy Notice for the study is available here: [<add link>](#)

Please click 'next' to start filling in the form. It will take around 10 minutes to complete.

Please use the buttons at the bottom of the page to move through the form, please **do not** use your browser's forward and back buttons.

Please note that if the form is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion.

QX – SR, Ask all, Mandatory				
QX	QX Could you confirm you are completing this form for <<School Name>>?	(please select one only)	1	Yes
			2	No

Submit page – Text, Show IF QX=2

Thank you for your interest in completing this form. Unfortunately, you might have received this link in error. Please contact teacherchoices@nfer.ac.uk to request the correct link. Thank you for your support.

Q1 – SR, Ask all, Mandatory	
Memorandum of Understanding: Responsibilities	
The NFER will:	
<ul style="list-style-type: none"> • Provide a key contact who will be able to support schools with the project. • Provide a parent opt out letter to schools once the MoU is completed. • Provide a secure means and templates for schools to provide all requested data including teacher and pupil data. • Provide information on which grammar teaching approach has been randomly allocated to each teacher. • Provide guidance for each teacher to be able to apply their randomly allocated grammar teaching approaches to their Year 7 English class during the first ten weeks of the summer term. • Access the Department for Education’s (DfE) National Pupil Database (NPD) to collect the pupils’ gender, Key Stage 2 (KS2) English attainment data, free-school meal (FSM) eligibility, and English as an Additional Language (EAL) status. • Analyse all data from the project using secure systems. • Provide schools with test scores from the assessments via the school portal. • Provide schools with research findings. • Provide schools with a thank you payment of £100 per participating teacher. 	
Our overall expectations of your school:	
<p>The following outlines our expectations from schools and teachers taking part in the project. For your school to be eligible to participate, you must agree to the following. Please also print and keep a copy of this form for your own reference:</p>	
The school will:	
<ul style="list-style-type: none"> • Nominate a Key Contact for the project (we assume Head of English but could be another appropriate member of staff) who has sufficient capacity to liaise with NFER to provide the information required for the project. The school will inform NFER if this contact needs to change, for instance if they leave the school. • Be a point of contact for parents/carers, including providing them with information about the project and informing NFER about any pupil withdrawal requests from parents. • Provide the following information for all participating Year 7 English pupils: <ul style="list-style-type: none"> ○ name ○ date of birth ○ unique pupil number (UPN) ○ name of English class ○ ability grouping in English. • Provide the following information for all participating Year 7 English teachers: <ul style="list-style-type: none"> ○ name ○ email address ○ work telephone number. ○ which Year 7 classes taught • Agree that each participating Year 7 English teacher will: <ul style="list-style-type: none"> ○ Use examples in line with their randomly allocated grammar teaching approach. 	

<ul style="list-style-type: none"> o Teach grammar patterns for expanding noun phrases in narrative description (5 weeks, April – May 2024), and grammar patterns for clauses/sentences in persuasive writing (5 weeks, June – July 2024). o Teach grammar patterns twice a week, with each session lasting 15 minutes. o Complete a brief online form each week on how frequently the approach was used in lessons. • Administer the following assessments to each participating Year 7 pupil: <ul style="list-style-type: none"> o A short grammar assessment halfway through the term, based on teaching up to that point, and return the completed assessments to NFER. o A bespoke writing test towards the end of the summer term and return the completed test papers to NFER. • Provide research data by way of teacher surveys as requested. • Where invited, consider taking part in a case study visit in which NFER researchers would visit the school to interview some teachers and pupils about the activities and observe sessions. 				
	<p>Please confirm that your school is willing to take part in the trial and agrees to the responsibilities stated in the Memorandum of Understanding and the conditions stated below:</p> <ol style="list-style-type: none"> 1. I confirm that I have read and understood the information provided about the trial and I have passed a link to the school information sheet to my designated named contact and a link to the teacher information sheet to all participating teachers. I have had the opportunity to ask questions and have had these answered satisfactorily. 2. I understand that my school's participation is voluntary and that I am free to withdraw my school at any time, until 1 September 2024. I will let NFER know if I choose to withdraw from the research. 3. I will contact teacherchoices@nfer.ac.uk if I have any concerns about the project. 	(please select to confirm participation)	1	My school will take part in this research and agrees to the responsibilities stated in the Memorandum of Understanding, and the conditions stated above.

Appendix I: School and Teacher Information Sheets



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)

School Information Sheet

What is this Teacher Choices Trial?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) as part of their 'Teacher Choices' programme. 'Teacher Choices' trials explore the everyday choices teachers make when planning lessons and supporting pupils. The aim of Teacher Choices research is to investigate the impact of these different day-to-day pedagogical practices on pupil learning and to generate evidence that can be readily applied by teachers in the classroom. This is a new and developing strand of EEF projects.

This 'Teacher Choices' project is about using cognitive science approaches in the classroom. Using worked examples is a teaching approach grounded in cognitive science, with a strong evidence base in maths and science education. English teachers commonly use examples and many are interested in using cognitive science in their teaching. This trial seeks to understand how cognitive science principles can support English teachers in using examples. It compares different ways to use examples to teach grammatical constructions to enhance writing in Year 7 English. The trial will compare three different approaches to using examples in short lesson segments in English classes to determine which one is most effective:

Approach	Description
Systematic Worked Examples	Structured use of worked examples, taught as a separate 'starter' twice a week. Pupils will learn to purposefully construct each grammar pattern using a sequence of steps.
Responsive Worked Examples	Responsive use of worked examples, with teachers integrating worked examples within their teaching sequence, based on curriculum and pupil needs. Pupils will learn to purposefully construct each grammar pattern using a sequence of steps.
Non-worked Examples	Structured use of non-worked examples, taught as a separate 'starter' twice a week. Pupils will learn to analyse examples to identify grammatical patterns and explore their effect on the reader.

Year 7 teachers and pupils in English departments in schools in England will take part. The trial will recruit from January 2024, and the approaches will be implemented in school during the summer term of 2024.

Who is conducting the study?

The EEF has commissioned and funded this study. The NFER is conducting the evaluation and working in partnership with the University of Exeter, and with the University of Birkbeck and University College of London (UCL) through the Centre for Educational Neuroscience.

What will the project involve for teachers, schools and pupils?

Year 7 teachers will be randomly allocated by NFER to one of the three approaches and asked to implement the approach for each of their Year 7 English classes. Teachers will be given a short teacher guide to enable them to implement the approach.



During the summer term 2024, Year 7 teachers will be expected to use examples to teach Year 7 grammar for ten weeks as follows:

- content: grammar patterns for expanding noun phrases in narrative description (5 weeks, April – May 2024), and grammar patterns for clauses/sentences in persuasive writing (5 weeks, June – July 2024).
- frequency: twice a week, with each session lasting 15 minutes.
- use of examples: in line with their randomly allocated approach (see 'What is this Teacher Choices Trial project' for details of each approach).

Schools will be asked to administer a bespoke writing test towards the end of the summer term to help assess which of the three approaches to teaching grammar is most effective. To support the analysis, there will also be a short grammar assessment halfway through the term, based on teaching up to that point. There will be no specific cost to schools for participating apart from staff time to support the trial. At the end of the trial, schools will receive a payment of £100 per participating teacher as a 'Thank You' for the time taken in being involved in the trial.

Which schools and teachers can take part?

The trial will involve Year 7 teachers in English departments from 65 state-funded secondary schools. We would ideally like all Year 7 English teachers and classes in each school to participate (including where a teacher teaches more than one Year 7 English class). However, we appreciate the many burdens on schools and if you would like to participate with some but not all of your teachers please still get in touch.

In the trial, each participating teacher will be allocated to a single grammar teaching approach. Where classes are taught by more than one English teacher, we will check whether this allows teachers to be allocated to a single approach, and will contact you to discuss any classes where this is not possible.

To join the trial, the headteacher will sign up, with the head of English or another appropriate colleague being the main contact, and individual Year 7 English teachers will then take part. See 'Joining the trial' for further details.

How will my school and teachers benefit from taking part?

The trial aims to provide evidence that will be useful for teachers, departments and schools when making decisions about their teaching. Your school's participation will help to strengthen the evidence of the relationship of teachers' choices to pupils' attainment.

By participating in the trial, teachers will receive example texts to support the teaching of grammar patterns for writing, and written guidance to support your allocated teaching approach. Teachers will also receive the trial report which will describe how these different approaches related to pupil attainment. We hope these resources will be useful for guiding teaching in the future.

Schools that complete all the trial requirements will receive a payment of £100 per participating teacher.

What will the evaluation involve for teachers and schools?

Joining the trial: At each school the headteacher will sign the online Memorandum of Understanding (MoU) and nominate their head of English department or another appropriate colleague as the point of contact for the trial.



Pupil and teacher data: NFER will provide a template on the secure school portal for teachers to provide the data required for the trial. This will include Year 7 class lists for each teacher involved in the trial, information about ability groupings, teacher details, and UPN, name, date of birth for each pupil in the selected classes. The UPN provided will be used by NFER to collect the pupil's gender, Key Stage 2 (KS2) English attainment data, free-school meal (FSM) eligibility, and English as an Additional Language (EAL) status from the Department of Education's (DfE) National Pupil Database (NPD).

Random allocation: Teachers will be randomly allocated by the NFER to one of the three approaches to be used with each of their Year 7 classes twice per week for the first ten weeks of the summer term. This means that teachers in the same school may be asked to use different approaches. It is very important that teachers do not switch approaches with another teacher in their school. This is to ensure that we can properly understand the impact of each approach.

Follow-up data: Teachers will be asked to administer a bespoke English writing test, devised by NFER, to participating pupils towards the end of the summer term. Teachers will also be asked to undertake a short assessment (20-30 minutes) with their class halfway through the term, based on teaching up to that point, and to provide the results to NFER. It is important to have assessment data for every participating pupil in the trial. NFER will share the results from the assessments with each participating school.

Evaluation materials: All participating teachers will be asked to complete a short survey before the summer term and another survey at the end to give their perspective. Teachers will be expected to complete a brief online form each week on how frequently the approach was used in lessons.

Some teachers and heads of English departments will also be invited to take part in case studies where NFER researchers will visit the school to observe delivery of their assigned approach to inform contextual understanding. The visits will also gather views from teachers and pupils on the approaches being piloted and their experience of being part of the trial.

When will my school need to get involved?

Date	School activities	NFER activities
January – February 2024	<p>Headteacher to sign-up to the trial via the MoU (the MoU will also request the key contact's name and contact details).</p> <p>Schools to share letters with parents of pupils in the relevant classes prior to sharing pupil data with NFER.</p> <p>School to share pupil names, date of birth and UPN for all participating pupils, as well as teacher details and information about ability groupings.</p>	<p>NFER to provide schools with a letter for parents that explains the research and gives them the opportunity to withdraw their child from the data collection for the study.</p> <p>NFER to provide a template to schools for providing teacher and pupil data.</p>



Date	School activities	NFER activities
March 2024	<p>Teachers to complete a short survey on their current classroom practice and on their confidence in teaching grammar.</p> <p>Participating English teachers to prepare lesson plans for the summer term using the guidance document according to their allocated approach.</p>	<p>NFER will send a short online survey link directly to participating teachers.</p> <p>NFER to randomise the approach to teaching grammar to each teacher and share the random allocation and provide the teachers' guide.</p> <p>NFER will approach schools via an email to find out whether they have any queries on the guidance document and approaches to teaching grammar.</p>
April – July 2024	<p>Teachers use examples to teach Year 7 grammar for ten weeks in the summer term as follows:</p> <ul style="list-style-type: none"> • content: grammar patterns for expanding noun phrases in narrative description (5 weeks, April – May 2024), and grammar patterns for clauses/sentences in persuasive writing (5 weeks, June – July 2024). • frequency: twice a week, with each session lasting 15 minutes. • use of examples: in line with their randomly allocated approach (see 'What is this Teacher Choices Trial project' for details of each approach). <p>Teachers to complete a brief form every week about how frequently they have delivered the approach to teaching grammar.</p>	<p>NFER to support schools with the delivery of the approaches.</p>
May 2024	<p>Halfway through the term, classes complete a short grammar assessment (20-30 minutes) and send the test papers to NFER.</p>	<p>NFER will provide information to schools on how to access the short assessment.</p>
June - July 2024	<p>Schools to administer the bespoke English writing test (30-40 minutes) to participating pupils.</p> <p>Teachers to complete a short online survey on implementing the approach to teaching grammar.</p>	<p>NFER will provide the bespoke English writing test for each participating pupil.</p> <p>NFER will send a short online survey link directly to participating teachers.</p>
August 2024 – February 2025		<p>Trial data analysis and report writing undertaken by NFER.</p>
September 2024	<p>Payment of £100 per participating teacher made to all schools once the trial requirements are fulfilled.</p>	<p>NFER will provide the assessment scores to schools for all of the participating pupils.</p>



Date	School activities	NFER activities
March 2025	Schools will receive the summary report from the trial.	

How will the findings be used?

All teachers involved will receive a summary of the trial findings and this will also be freely available on the NFER and the EEF websites.

Who needs to give agreement for participation in the trial?

Schools will join the trial once their headteacher has signed the MoU. We will provide you with an information sheet to be passed on to your Year 7 English teachers.

We will provide schools with a letter for parents to inform them about the study and their child's participation. Schools should share the letter with parents/carers of the pupils in the participating Year 7 classes.

Note that in an RCT all pupil data is important. It would be really helpful if we could collect data about all relevant pupils taught by the teacher involved. The trial team really appreciate schools' and participants' support for the data collection.

What happens if a school, teacher or pupil wants to withdraw from the trial?

A school or teacher can withdraw from the trial and/or from their data being used in the trial at any time until 1 September 2024, at which point the data will have been pseudonymised and analysed. Schools must notify the NFER of any teachers who withdraw from the study.

Similarly, parents can choose to withdraw their child from the data collection of the trial at any time until 1 September 2024. They can do this by returning the form on the bottom of the parent letter to their school. Schools must not provide data about children whose parents withdraw them from the data collection. If the withdrawal takes place after the study commences, schools must notify NFER of such pupils to be removed from datasets and subsequent analysis immediately.

How will the NFER use and protect the data collected?

All data gathered during the trial will be held in accordance with the Data Protection Act 2018, and GDPR and will be treated in the strictest confidence by the NFER.

No teacher or pupil-level data will be shared with the EEF.

No school, teacher or pupil will be named in any report arising from this work.

A School and Teacher Privacy Notice for the study is available [here](#).

A Parent/Carer Privacy Notice for the study is available [here](#).

Who can I contact for more information?

If you want any further information, please contact Sarah Millar, the NFER Researcher at teacherchoices@nfer.ac.uk.



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)

Teacher Information Sheet

What is this Teacher Choices Trial?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) as part of their 'Teacher Choices' programme. 'Teacher Choices' trials explore the everyday choices you as a teacher make when planning lessons and supporting pupils. The aim of Teacher Choices research is to investigate the impact of these different day-to-day pedagogical practices on pupil learning and to generate evidence that can be readily applied by teachers in the classroom. This is a new and developing strand of EEF projects.

This 'Teacher Choices' project is about using cognitive science approaches in the classroom. Using worked examples is a teaching approach grounded in cognitive science, with a strong evidence base in maths and science education. English teachers commonly use examples and many are interested in using cognitive science in their teaching. This trial seeks to understand how cognitive science principles can support English teachers in using examples. It compares different ways to use examples to teach grammatical constructions to enhance writing in Year 7 English. The trial will compare three different approaches to using examples in short lesson segments in English classes to determine which one is most effective:

Approach	Description
Systematic Worked Examples	Structured use of worked examples, taught as a separate 'starter' twice a week. Pupils will learn to purposefully construct each grammar pattern using a sequence of steps.
Responsive Worked Examples	Responsive use of worked examples, with teachers integrating worked examples within their teaching sequence, based on curriculum and pupil needs. Pupils will learn to purposefully construct each grammar pattern using a sequence of steps.
Non-worked Examples	Structured use of non-worked examples, taught as a separate 'starter' twice a week. Pupils will learn to analyse examples to identify grammatical patterns and explore their effect on the reader.

Year 7 teachers and pupils in English departments in schools in England will take part. The trial will recruit from January 2024, and the approaches will be implemented in school during the summer term of 2024.

Who is conducting the study?

The EEF has commissioned and funded this study. The NFER is conducting the evaluation and working in partnership with the University of Exeter, and with the University of Birkbeck and University College of London (UCL) through the Centre for Educational Neuroscience.

What will the project involve?

You will be randomly allocated by NFER to one of the three approaches and asked to implement the approach with each of your Year 7 English classes. You will be given a short teacher guide to enable you to implement the approach.



During the summer term 2024, you will be expected to use examples to teach Year 7 grammar for ten weeks as follows:

- content: grammar patterns for expanding noun phrases in narrative description (5 weeks, April – May 2024), and grammar patterns for clauses/sentences in persuasive writing (5 weeks, June – July 2024).
- frequency: twice a week, with each session lasting 15 minutes.
- use of examples: in line with your randomly allocated approach (see 'What is this Teacher Choices Trial project' for details of each approach).

You will be asked to administer a bespoke writing test towards the end of the summer term to help assess which of the three approaches to teaching grammar is most effective. To support the analysis, there will also be a short grammar assessment halfway through the term, based on teaching up to that point. There will be no specific cost to schools for participating apart from staff time to support the trial. At the end of the trial, schools will receive a payment of £100 per participating teacher as a 'Thank You' for the time taken in being involved in the trial.

Which schools and teachers can take part?

The trial will involve Year 7 teachers in English departments from 65 state-funded secondary schools.

This trial requires every participating teacher to be allocated to a single grammar teaching approach. Where classes are taught by more than one English teacher, we will check whether this allows teachers to be allocated to a single approach, and will contact your school to discuss any classes where this is not possible.

To join the trial, your headteacher will sign up, with the head of English or another appropriate colleague being the main contact, and individual Year 7 English teachers will then take part. See 'Joining the trial' for further details.

How will you benefit from taking part?

The trial aims to provide evidence that will be useful for teachers, departments and schools when making decisions about their teaching. Your participation will help to strengthen the evidence of the relationship of teachers' choices to pupils' attainment.

By participating in the trial, you will receive example texts to support the teaching of grammar patterns for writing, and written guidance to support your allocated teaching approach. You will also receive the trial report which will describe how these different approaches related to pupil attainment. We hope these resources will be useful to you in the future.

Schools that complete all the trial requirements will receive a payment of £100 per participating teacher.

What will the evaluation involve for me?

Joining the trial: At your school the headteacher will sign the online Memorandum of Understanding (MoU) to join the trial.

Teacher details for joining the trials: NFER will provide a template on the secure school portal to collect details about participating teachers (to be completed by the main contact). This will include your name, contact details, job role and Year 7 classes.

Random allocation: You will be randomly allocated by the NFER to one of the three approaches to be used with each of your Year 7 classes twice per week for the first ten weeks of the summer term 2024. This means that teachers at your school may be asked to use



different approaches. It is very important that you do not switch approaches with another teacher in your school. This is to ensure that we can properly understand the impact of each approach.

Follow-up data: You will be asked to administer a bespoke English writing test (30-40 minutes), devised by NFER, to participating pupils towards the end of the summer term. You will also be asked to undertake a short assessment (20-30 minutes) with your class(es) halfway through the term, based on teaching up to that point, and to provide the results to NFER. It is important to have assessment data for every participating pupil in the trial. NFER will share the results from the assessments with your school. Further details on this will be communicated with the head of English.

Evaluation materials: You will be asked to complete a short survey before the summer term and another survey at the end to give your perspective. You will be expected to complete a brief online form each week on how frequently the approach was used in lessons.

You and your head of English may also be invited to take part in case studies where NFER researchers will visit the school to observe delivery of their assigned approach to inform contextual understanding. The visits would also gather views from teachers and pupils on the approaches being piloted and their experience of being part of the trial.

When will I need to get involved?

Date	Teacher activities	NFER activities
January – February 2024	Headteacher to sign-up to the trial. Details of participating teachers shared with NFER.	NFER to provide a template to schools for providing teacher and pupil data.
March 2024	Complete a short survey on your current classroom practice and on your confidence in teaching grammar. Prepare lesson plans for the summer term using the guidance document.	NFER will send a short online survey link. NFER to randomise the approach to teaching grammar to each teacher and share the random allocation and provide the teachers' guide. NFER will approach schools via an email to find out whether they have any queries on the guidance document and approaches to teaching grammar.
April – July 2024	Teachers use examples to teach Year 7 grammar for ten weeks in the summer term as follows: <ul style="list-style-type: none"> • content: grammar patterns for expanding noun phrases in narrative description (5 weeks, April – May 2024), and grammar patterns for clauses/sentences in persuasive writing (5 weeks, June – July 2024). • frequency: twice a week, with each session lasting 15 minutes. • use of examples: in line with their randomly allocated approach (see 'What 	NFER to support schools with the delivery of the approaches.



Date	Teacher activities	NFER activities
	<p>is this Teacher Choices Trial project' for details of each approach).</p> <p>Teachers to complete a brief form every week about how frequently they have delivered the approach to teaching grammar.</p>	
May 2024	Halfway through the term, classes complete a short grammar assessment (20-30 minutes) and send test papers to NFER.	NFER will provide information to schools on how to access the short assessment.
June - July 2024	<p>Administer the bespoke English writing test (30-40 minutes) to participating pupils.</p> <p>Complete a short online survey on implementing the approach to teaching grammar.</p>	<p>NFER will provide the bespoke English writing test for each participating pupil.</p> <p>NFER will send a short online survey link directly to participating teachers.</p>
September 2024	Payment of £100 per participating teacher made to all schools once the trial requirements are fulfilled.	NFER will provide the assessment scores to schools for all of the participating pupils.
March 2025	Schools will receive the summary report from the trial.	

How will the findings be used?

All teachers involved will receive a summary of the trial findings and this will also be freely available on the NFER and the EEF websites.

What happens if a school, teacher or pupil wants to withdraw from the trial?

A school or teacher can withdraw from the trial and/or from data being used in the trial at any time until 1 September 2024, at which point the data will have been pseudonymised and analysed. To withdraw, you must notify your school, as they are responsible for notifying NFER of any pupils or teachers who wish to withdraw from the study.

Similarly, parents can choose to withdraw their child from the data collection of the trial at any time until 1 September 2024. They can do this by returning the form on the bottom of the parent letter to their school. Schools must not provide data about children whose parents withdraw them from the data collection. If the withdrawal takes place after the study commences, schools must notify NFER of such pupils to be removed from datasets and subsequent analysis immediately.

How will the NFER use and protect the data collected?

All data gathered during the trial will be held in accordance with the Data Protection Act 2018, and GDPR and will be treated in the strictest confidence by the NFER.

No teacher or pupil-level data will be shared with the EEF.

No school, teacher or pupil will be named in any report arising from this work.

A School and Teacher Privacy Notice for the study is available [here](#).

A Parent/Carer Privacy Notice for the study is available [here](#).



Who can I contact for more information?

If you want any further information, please contact Sarah Millar, the NFER Researcher at teacherchoices@nfer.ac.uk.

Appendix J: Privacy Notices

School Expression of Interest Privacy Notice



Using examples to teach grammar to Year 7: A Teacher Choices Trial School Privacy Notice

1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) in their 'Teacher Choices' programme. 'Teacher Choices' trials explore the everyday choices teachers make when planning lessons and supporting pupils. The aim of Teacher Choices research is to investigate the impact of these different day-to-day pedagogical practices on pupil learning and to generate evidence that can be readily applied by teachers in the classroom. This is a new and developing strand of EEF projects.

This 'Teacher Choices' project is about using cognitive science approaches in the classroom. It compares different ways to use examples in teaching grammar patterns which support writing, in Year 7 English. The trial will compare three different approaches to using examples in short lesson segments in English classes to determine which one is most effective. This document outlines how school staff's personal data will be collected and processed during the expressions of interest stage.

NFER decides what happens to personal data as part of the trial, as outlined in this document, and is the Data Controller. NFER is working in partnership with the University of Exeter and with the University of Birkbeck and University College of London (UCL) through their Centre for Educational Neuroscience. Partners may be data processors of personal data.

2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that the RCT fulfils one of the NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving classroom practice.

The trial cannot be done without processing personal data, but processing does not override the data subject's interests. To mitigate the risks to the rights and freedoms of the individual data subjects, as far as possible, NFER has put in place the technical and organisational measures set out in this privacy notice.



3 How will personal data be obtained?

Personal data will be collected directly from participating schools.

NFER will use an online survey via Questback to collect expressions of interest to take part in the trial.

Further personal data about teachers will be collected throughout the trial from participating schools (full details to be outlined in an updated version of the privacy notice).

4 What personal data is being collected by this project?

NFER's expression of interest will collect the contact details and role of the individual completing the form who will serve as the key contact. It will also ask for some information about the school and how they heard about the trial.

5 Who will personal data be shared with?

At this stage of the trial, NFER may share personal details from selected schools with their partner the University of Exeter so they can arrange a meeting to informally trial materials with teachers/schools. Additional data may be shared at a later date; this privacy notice will be updated and re-shared when that information has been added.

NFER will not share any teacher data with EEF.

NFER uses Questback to provide online surveys.

See https://www.questback.com/assets/uploads/Survey_Privacy_Policy.pdf for further information.

6 Is personal data being transferred outside of the European Economic Areas (EEA)?

NFER will not transfer data outside of the EEA.

7 How long will personal data be retained?

All personal data collected from schools, as part of the expressions of interest process, that do not participate in the trial will be deleted by April 2024.



8 How is the security of my data maintained?

NFER have put in place appropriate measures to prevent your personal information from being accidentally lost, used, or accessed in an unauthorised way, altered, or disclosed. NFER has been certified to ISO / IEC 27001 2013 (GB17/872763) the international standard for information security and holds Cyber Essentials Plus (details available on request). NFER operates Microsoft Windows Operating Systems and industry standard enterprise software such as databases and email, all managed to recognised industry standards with a full patching regime. All NFER laptops and mobile storage devices are encrypted and accessed with PIN-codes and strong passwords. Annual penetration tests are carried out by a CHECK-accredited supplier and remediation undertaken. We use a replicated disaster recovery service (RDRS) which allows the business to continue to operate in the event of failure. Any personal data which is shared with us is transferred using our secure portal and is encrypted in transit (HTTPS and TLS 1.2).

9 Can I stop my personal data being used?

School staff can withdraw from the project and/or from their data being used in the project at any time by contacting NFER at teacherchoices@nfer.ac.uk.

However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If your school/you withdraw from the research, unless otherwise instructed, we will use any data we have collected up to that point in our analysis.

Under certain circumstances, you have the right:

- to request access to information that we hold about you (subject access request)
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you.

To exercise these rights, please contact our Compliance Officer, compliance@nfer.ac.uk

10 Who can I contact about this project?

NFER is responsible for the day-to-day management of the trial. If you have any queries about the trial, please contact Sarah Millar by email at teacherchoices@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see the details above). If you are still dissatisfied,



you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

11 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. We recommend that you revisit this information from time to time. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

Informal Trialling Privacy Notice



Informal trialling of assessments (Cognitive Science Teacher Choices) Privacy Notice

1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised control trial (RCT) which will compare three common approaches to teaching grammar to determine which is the most effective. To support this RCT, NFER is developing two assessments (adaptions of pre-existing material) which NFER researchers will need to trial informally with small groups of pupils in schools. The results of the informal trialling will be used by NFER researchers to help make any final adjustments necessary to the assessments.

NFER decides what happens to personal data collected in this activity, as outlined in this document, and is the Data Controller. NFER is working in partnership with the University of Exeter and with the University of Birkbeck and University College of London (UCL) through their Centre for Educational Neuroscience, but no data will be shared with these research institutions and they have no data protection role.

2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that the RCT fulfils one of the NFER's core business purposes (undertaking research, evaluation and information activities). The development, trialling and delivering of the assessments for the RCT is a core task for NFER; it is therefore in our legitimate interest to undertake this processing.

The project has broader societal benefits and will contribute to improving classroom practice. The trial cannot be done without processing personal data, but NFER ensures that your rights are protected at all times (see section 8 for further information).

3 How will personal data be obtained?

Teachers' personal data (names, contact details and job roles) will be collected directly from schools agreeing to participate in informal trialling.

The informal trial will not intentionally collect the personal data of pupils participating. NFER researchers will actively remind them not to write their names or other details on the assessment. However, if completing the writing composition assessment, they could choose to include personal information in their writing, so some may be collected directly from them.

4 What personal data is being collected by this project?

We will collect the name, contact details and job role for headteachers agreeing to their school's participation, and the member of staff involved in arranging the visit.

No names or contact details will be collected from pupils participating in the informal trialling. However, as pupils are required to produce pieces of writing, there is the possibility that pupils may include personal data within their pieces of writing.

5 Who will personal data be shared with?

Any personal data processed as part of informal trialling will not be included in any report arising from the research. Any personal data will not be shared with any of our partners (University of Exeter, Birkbeck College, UCL) or with EEF.

6 Is personal data being transferred outside of the United Kingdom?

NFER will not transfer data outside of the UK.

7 How long will personal data be retained?

Teacher personal data will be deleted by April 2024, once the school visit is complete.

If collected, any pupil personal data will be deleted by May 2024, once assessments have been finalised.

8 Can I stop my personal data being used?

NFER will handle personal data in accordance with the rights given to individuals under data protection legislation. Please contact NFER at teacherchoices@nfer.ac.uk if you wish to withdraw data from this research or correct errors in the data we hold.

Under certain circumstances, you have the right:

- to request access to information that we hold about your child/children (subject access request)
- to have your child/children's personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your child/children's personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on your child/children.

To exercise these rights, please contact our Compliance Officer, compliance@nfer.ac.uk

9 Who can I contact about this project?

NFER is responsible for the day-to-day management of the project. If you have any queries, please contact Katherine Aston by email at teacherchoices@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see the details above). If you are still dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

10 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. We recommend that you revisit this information from time to time. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

School and Teacher Privacy Notice



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial) School and Teacher Privacy Notice

1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) in their 'Teacher Choices' programme. 'Teacher Choices' trials explore the everyday choices teachers make when planning lessons and supporting pupils. The aim of Teacher Choices research is to investigate the impact of these different day-to-day pedagogical practices on pupil learning and to generate evidence that can be readily applied by teachers in the classroom. This is a new and developing strand of EEF projects.

This 'Teacher Choices' project is about using cognitive science approaches in the classroom. It compares different ways to use examples in teaching grammar patterns which support writing, in Year 7 English. The trial will compare three different approaches to using examples in short lesson segments in English classes to determine which one is most effective. This document outlines how the personal data of school staff will be collected and processed during this trial.

The trial also collects and analyses pupil data. For information about how it is processed please see the privacy notice covering pupil data [here](#).

NFER decides what happens to personal data as part of the trial, as outlined in this document, and is the Data Controller. NFER is working in partnership with the University of Exeter and with the University of Birkbeck and University College London (UCL) through their Centre for Educational Neuroscience. The University of Exeter is a data processor of personal data from school staff but not pupils. The University of Birkbeck and UCL will not see personal data and have no data protection role.

2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that the RCT fulfils one of the NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving classroom practice. The trial cannot be done without processing personal data, but NFER ensures that your rights (see section 9 for further information) are protected at all times.



3 How will personal data be obtained?

Personal data will be collected directly from participating schools.

NFER will use an online survey via Questback to share the memorandum of understanding for schools (MoU) to sign-up to the trial.

Further personal data about teachers will be collected throughout the trial, including through online surveys (using Questback), observations, and interviews (see section 4 for full details). Some of these activities will be carried out in person by NFER researchers visiting schools or remotely (using video conferencing tools). Interviews with teachers will be audio recorded with agreement from the participant.

4 What personal data is being collected by this project?

During the project, we will collect the following personal data for teachers involved in the trial.

As part of the sign-up process, NFER will collect the following data from headteachers and the nominated trial lead:

- name
- contact details
- job role.

NFER will collect the following data for teachers participating in the trial:

- name
- contact details
- job role
- gender
- degree subject
- number of years' teaching experience
- working pattern (% full time equivalent)
- main teaching subject
- activity records (for example, recording how many times and when they used the approaches to teaching grammar)
- current classroom practice and confidence in teaching grammar
- attitudes and views about the grammar approach and about the trial
- views about the trial materials.

The University of Exeter will ask a small number of teachers to review the trial materials in advance, collecting information about their views on these.

5 Who will personal data be shared with?

No individual will be named in any report arising from this work.



NFER uses Questback to provide online surveys. See https://www.questback.com/assets/uploads/Survey_Privacy_Policy.pdf for further information.

Microsoft Teams or Zoom may be used for interviews which cannot be undertaken in person. Privacy notices for both online communication tools are available:

Microsoft Teams – <https://docs.microsoft.com/en-us/microsoftteams/teams-privacy>

Zoom - <https://explore.zoom.us/en/privacy/>

NFER may share personal details from selected teachers with their partner the University of Exeter so they can informally trial materials with teachers/schools. NFER will not share any teacher data with the University of Birkbeck or UCL.

EEF will receive pseudonymised data as part of the archiving process (see below for details).

Specific variables from the teacher surveys that will be included in the moderation analysis will also be linked to the pupil-level dataset. The full dataset of pseudonymised¹ pupil and teacher data will be archived. During the archiving process, the dataset will be matched with other information from the National Pupil Database (NPD) and shared with the DfE, the EEF, the EEF's archive manager, the Office for National Statistics (ONS) and potentially other research teams. Further matching to NPD and other administrative data may take place during subsequent research.

At the point of archiving, EEF will have the data controller responsibilities for the archived data. Please see EEF's privacy notice for more information on how EEF processes and will use your pseudonymised data: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/evaluation-guidance-and-resources/archiving-evaluation-data>

6 Is personal data being transferred outside of the European Economic Areas (EEA)?

NFER will not transfer data outside of the EEA.

If communications between schools are conducted by video conference software (Microsoft Teams or Zoom), the software provider may transfer data outside the EEA. However, this is safeguarded by use of the appropriate standard contractual safeguards.

7 How long will personal data be retained?

Audio recordings from teacher interviews will be transcribed and deleted within one month of the interview date.

¹ Pseudonymisation is a technique that replaces or removes information (like names or other meaningful identifiers) in a data set that identifies an individual.



All other personal data will be deleted within one year of publication of the final report of the Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial), currently expected to be spring 2025.

8 How is the security of my data maintained?

NFER have put in place appropriate measures to prevent your personal information from being accidentally lost, used, or accessed in an unauthorised way, altered, or disclosed. NFER has been certified to ISO / IEC 27001 2013 (GB17/872763), the international standard for information security and holds Cyber Essentials Plus (details available on request). NFER operates Microsoft Windows Operating Systems and industry standard enterprise software such as databases and email, all managed to recognised industry standards with a full patching regime. All NFER laptops and mobile storage devices are encrypted and accessed with PIN-codes and strong passwords. Annual penetration tests are carried out by a CHECK-accredited supplier and remediation undertaken. We use a replicated disaster recovery service (RDRS) which allows the business to continue to operate in the event of failure. Any personal data which is shared with us is transferred using our secure portal and is encrypted in transit (HTTPS and TLS 1.2).

9 Can I stop my personal data being used?

School staff can withdraw from the project and/or from their data being used in the project at any time until 1 September 2024, at which point the data will have been pseudonymised and analysed, by contacting NFER at teacherchoices@nfer.ac.uk.

However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If your school/you withdraw from the research, unless otherwise instructed, we will use any data we have collected up to that point in our analysis.

Under certain circumstances, you have the right:

- to request access to information that we hold about you (subject access request)
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you.

To exercise these rights, please contact our Compliance Officer, compliance@nfer.ac.uk



10 Who can I contact about this project?

NFER is responsible for the day-to-day management of the trial. If you have any queries about the trial, please contact Sarah Millar by email at teacherchoices@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see the details above). If you are still dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

11 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. We recommend that you revisit this information from time to time. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

Parent and Carer Privacy Notice



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)

Parent/Carer Privacy Notice

1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) in their 'Teacher Choices' programme. 'Teacher Choices' trials explore the everyday choices teachers make when planning lessons and supporting pupils. This trial will compare three common approaches to teaching grammar to determine which is the most effective. Your child will be taught using one of the three approaches for a small part of two English lessons per week during the summer term. This document outlines how your child's personal data will be collected and processed as part of the project.

NFER decides what happens to personal data as part of the trial, as outlined in this document, and is the Data Controller. NFER is working in partnership with the University of Exeter and with the University of Birkbeck and University College of London (UCL) through their Centre for Educational Neuroscience, but no pupil data will be shared with these research institutions and they have no data protection role in relation to pupil data.

2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that the RCT fulfils one of the NFER's core business purposes (undertaking research, evaluation and information activities). The project has broader societal benefits and will contribute to improving classroom practice. The trial cannot be done without processing personal data, but NFER ensures that your and your child's rights (see section 9 for further information) are protected at all times.

The legal basis for processing pupils' special personal data is covered by GDPR Article 9 (2) (j) which states that '*processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) (as supplemented by section 19 of the 2018 Act) based on domestic law which shall be proportionate to the aim pursued, respect the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject*'.



We do not believe this processing will cause damage or distress to the pupils. The outcomes of the evaluation will not result in the creation of measures or decisions being made about individual pupils.

3 How will personal data be obtained?

If your school participates in this trial, we will ask the school to provide pupil data via a secure online portal.

Pupils may also be observed in the classroom environment and asked via a group discussion about their experience of and attitudes towards the approach to teaching grammar they have experienced. These activities will be carried out in person by NFER researchers visiting schools. If your child is invited to take part in a group discussion, you and your child will be informed in advance, and will have the opportunity to withdraw if they do not wish to participate.

NFER will also ask schools to administer a short assessment to pupils halfway through the summer term, based on teaching up to that point, and a bespoke English assessment devised and marked by NFER at the end of term.

4 What personal data is being collected by this project?

NFER will collect personal data about pupils from participating schools. This includes:

- name
- date of birth
- unique pupil number (UPN)
- information on ability grouping
- responses from the short assessment and bespoke English assessment
- attitudes towards the grammar approaches via group discussions with a sample of pupils.

NFER will also match the pupils to the Department for Education's (DfE's) National Pupil Database (NPD) to gain their gender, Key Stage 2 (KS2) English attainment data, free-school meal (FSM) eligibility, and English as an Additional Language (EAL) status* to inform the analysis.

*considered to be special category personal data.

5 Who will personal data be shared with?

We will not use your child's name or the name of the school in any report arising from the research.

NFER will not share any pupil data with our partners the University of Exeter, the University of Birkbeck and UCL.

EEF will receive pseudonymised pupil data as part of the archiving process (see below for details).



To be able to access the pupil data listed in section 4 from the DfE's NPD, NFER will share pupil names, dates of birth and UPNs via DfE's secure email system in a password-protected file and the data will then be encrypted and saved to secure servers. DfE will match the data with information about the pupils from the NPD and transfer the matched de-identified dataset to the Secure Research Service (SRS) for analysis.

For the purposes of research and archiving, the pseudonymised¹ pupil data will be linked with information about the pupils from the National Pupil Database (NPD) and shared with the DfE, the EEF, the EEF's archive manager, the Office for National Statistics (ONS) and potentially other research teams. Further matching to NPD and other administrative data may take place during subsequent research.

At the point of archiving, EEF will have the data controller responsibilities for the archived data. Please see [EEF's privacy notice](#) for more information on how EEF processes and will use your child's data: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/evaluation-guidance-and-resources/archiving-evaluation-data>

6 Is personal data being transferred outside of the European Economic Areas (EEA)?

NFER will not transfer data outside of the EEA.

7 How long will personal data be retained?

Audio recordings from group discussions will be transcribed and deleted within one month of the focus group date (group discussions are due to take place in June/July 2024).

All personal data will be deleted within one year of publication of the final report of the Using examples to teach grammar to Year 7 (Cognitive Sciences Teacher Choices Trial), currently expected to be spring 2025.

8 How is the security of my data maintained?

The NFER have put in place appropriate measures to prevent your personal information from being accidentally lost, used, or accessed in an unauthorised way, altered, or disclosed. NFER has been certified to ISO / IEC 27001 2013 (GB17/872763) the international standard for information security and holds Cyber Essentials Plus (details available on request). NFER operates Microsoft Windows Operating Systems and industry standard enterprise software such as databases and email, all managed to recognised industry standards with a full patching regime. All NFER laptops

¹ Pseudonymisation is a technique that replaces or removes information (like names or other meaningful identifiers) in a data set that identifies an individual.

and mobile storage devices are encrypted and accessed with PIN-codes and strong passwords. Annual penetration tests are carried out by a CHECK-accredited supplier and remediation undertaken. We use a replicated disaster recovery service (RDRS) which allows the business to continue to operate in the event of failure. Any personal data which is shared with us is transferred using our secure portal and is encrypted in transit (HTTPS and TLS 1.2).

9 Can I stop my child's/children's personal data being used?

We expect that your child will enjoy their involvement in the project but you can withdraw your child/children from the data collection of the trial at any time until 1 September 2024 (at which point the data will have been pseudonymised and analysed). However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If you withdraw your child/children's data from the evaluation, unless otherwise instructed, we will use any data we have collected up to that point in our analysis. Note that withdrawing your child's data from the evaluation will not impact their involvement in classroom activities around the project.

NFER will handle your child/children's personal data in accordance with the rights given to individuals under data protection legislation. Details of how to withdraw are set out in a letter about the project or you can contact NFER at teacherchoices@nfer.ac.uk if you wish to withdraw your child/children's data from this research evaluation (at any time until 1 September 2024) or correct errors in the data we hold.

Under certain circumstances, you have the right:

- to request access to information that we hold about your child/children (subject access request)
- to have your child/children's personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your child/children's personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on your child/children.

To exercise these rights, please contact our Compliance Officer, compliance@nfer.ac.uk

10 Who can I contact about this project?

NFER is responsible for the day-to-day management of the trial. If you have any queries about the trial, please contact the Teacher Choices team by email at teacherchoices@nfer.ac.uk.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see the details above). If you are still dissatisfied,



you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

11 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. We recommend that you revisit this information from time to time. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

The privacy notice was updated in July 2024 to clarify the categorization of some categories of pupil characteristics obtained from the NPD.

Appendix K: Parent Withdrawal Form



Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)

Parent withdrawal form

Dear Parent / Guardian,

We are writing to let you know that your child's school has agreed to be part of a research project: 'Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial)'. This randomised controlled trial will compare three common approaches to teaching grammar to determine which is the most effective. The Education Endowment Foundation has commissioned and funded this study as part of the Teacher Choices programme. The National Foundation for Educational Research (NFER) is conducting the evaluation.

What will the research involve for my child?

The trial will involve your child being taught using one of the three approaches for a small part of two English lessons per week during the summer term, and undertaking two English assessments during lesson time. Further information about the trial is available at <https://www.nfer.ac.uk/for-schools/participate-in-research/using-examples-to-teach-grammar-to-year-7/>

To evaluate how the three grammar approaches impact outcomes in your child's classroom, the school will share personal data about your child with the NFER. This includes:

- Name, date of birth and unique pupil number (UPN).
- Information on ability grouping.
- Responses from two short English assessments.

NFER will also match your child's data to the Department for Education's (DfE's) National Pupil Database (NPD) to gain their gender, Key Stage 2 (KS2) English attainment data, free-school meal (FSM) eligibility, and English as an Additional Language (EAL) status to inform the analysis.

Your child may also be invited to take part in a discussion group about their experience of the teaching approaches. If so, you and your child will receive a separate invitation for the discussion group and will be asked for your consent to participate. Focus groups will collect data about pupils' attitudes towards the grammar approaches, and will collect pupils' spoken voice captured as an audio recording (with the consent of you and your child).

What are the benefits of my child taking part?

The trial aims to provide evidence that will be useful for teachers when they are planning their lessons. Your child's participation will help to strengthen the evidence on the impact that teachers' choices can have on pupil attainment. There are no expected direct benefits or negative impacts to your child in taking part.

How will the findings be used?

A summary of findings will be shared with participating schools, and will be freely available on the NFER and EEF websites.



How will NFER use and protect the data collected?

We have summarised how we will collect, use and protect personal data collected during this study in a privacy notice, which is available at <https://www.nfer.ac.uk/for-schools/participate-in-research/participate-in-research-projects/using-examples-to-teach-grammar-to-year-7/>. This document also includes details about the type of personal data and who it will be shared with. NFER have robust procedures in place to make sure that we comply with GDPR requirements. **No school, teacher or pupil will be named in any report arising from this work.**

How can I withdraw my child from the trial?

If you are happy for your child's data to be used for this research, **you do not need to do anything**. However, please inform your child's teacher if you would like to withdraw your child's data from the evaluation at any subsequent stages. You can withdraw your child/children from the data collection of the trial at any time until 1 September 2024, at which point the data will have been pseudonymised and analysed. However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If you withdraw your child/children from the project, unless otherwise instructed, we will use any data we have collected up to that point in our analysis. Note that withdrawing your child's data from the evaluation will not impact their involvement in classroom activities around the project.

If you would prefer your child's data not to be shared, stored and used for this research, please complete the form below and return it to your child's school.

Who can I contact for further information?

If you have any queries please contact us via email at teacherchoices@nfer.co.uk

Yours sincerely,

Kathryn Hurd
Evaluation and Survey Operations Lead
National Foundation for Educational Research

Using examples to teach grammar to Year 7 (Cognitive Science Teacher Choices Trial) – Parent withdrawal Form

You only need to complete this form if you DO NOT wish your child's data to be shared, stored and used for this research.

I **DO NOT** give permission for data about my child that is collected as part of the 'Using examples to teach grammar to Year 7' trial to be shared, stored or used for research purposes.

Your child's name.....Child's class:.....

Name of school.....

Your full name.....

Your telephone number (optional).....

Your signature..... Date.....

Appendix L: Randomisation Syntax

```
# Randomisation code

library(tidyverse)

options(scipen = 999)

# Import data
dataf <- readxl::read_xlsx("FOR_JL_CSTC-File For Randomisation_C.xlsx")

# Reduce and deduplicate
datag <- dataf[,c("school_no", "TCU")]
datah <- datag[!duplicated(datag),]
length(unique(datah$school_no))

# Set seed
set.seed(999)

# Generate df for unique school with random number
datau <- NULL
datau$uni_sch <- unique(datah$school_no)
datau$uni_sch_ran <- sample(x= 1:54, size = 54)
datau <- as.data.frame(datau)

# Generate df for unique TCU with random number
datat <- NULL
datat$uni_tcu <- unique(datah$TCU)
datat$uni_tcu_ran <- sample(x= 1:222, size = 222)
datat <- as.data.frame(datat)

# Merge random numbers
datax <- merge.data.frame(datah,
  datau,
  all.x = TRUE,
  by.x = "school_no",
  by.y = "uni_sch")

datay <- merge.data.frame(datax,
  datat,
  all.x = TRUE,
  by.x = "TCU",
  by.y = "uni_tcu")

# Check unique numbers correspond to number of schools and TCUs
length(unique(datay$uni_sch_ran))
length(unique(datay$uni_tcu_ran))

# Sort data in randomised order
datay <- datay %>%
  arrange(uni_sch_ran, uni_tcu_ran)
```

```
# Assign treatments
treatments <- c("Systematic use of worked examples",
               "Responsive use of worked examples",
               "Use of non-worked examples")

datay$treatment <- rep(treatments, 74)

# Merge to original data
dataw <- merge.data.frame(dataf,
                          datay,
                          by = "TCU",
                          all.x = TRUE)

# Checks
table(datay$treatment)
table(dataw$treatment)

# Write data with assignments
xlsx::write.xlsx(x = dataw,
                 file = "randomisation_02_01.xlsx",
                 row.names = FALSE,
                 append = FALSE,
                 showNA = FALSE)

#####
# Additional school
rm(list = ls())

options(scipen = 999)
library(tidyverse)

# Import data
dataf <- readxl::read_xlsx("FOR_JL_ADDIT_SCHOOL_CSTC-File For Randomisation_C.xlsx")

# Reduce and deduplicate
datag <- dataf[,c("school_no", "TCU")]
datah <- datag[!duplicated(datag),]
length(unique(datah$school_no))

# Set seed
set.seed(999)

# Generate df for unique school with random number
#datau <- NULL
#datau$uni_sch <- unique(datah$school_no)
#datau$uni_sch_ran <- sample(x= 1:54, size = 54)
#datau <- as.data.frame(datau)

# Generate df for unique TCU with random number
datat <- NULL
datat$uni_tcu <- unique(datah$TCU)
```

```
datat$uni_tcu_ran <- sample(x= 1:6, size = 6)
datat <- as.data.frame(datat)
names(datat) <- c("TCU", "uni_tcu_ran")

# Merge random numbers
#datax <- merge.data.frame(datah,
#      datau,
#      all.x = TRUE,
#      by.x = "school_no",
#      by.y = "uni_sch")

datay <- merge.data.frame(datah,
      datat,
      all.x = TRUE,
      by.x = "TCU",
      by.y = "TCU")

# Check unique numbers correspond to number of schools and TCUs
head(datay)
length(unique(datay$uni_sch_ran))
length(unique(datay$uni_tcu_ran))

# Sort data in randomised order
datay <- datay %>%
  arrange(uni_tcu_ran)

# Assign treatments
treatments <- c("Systematic use of worked examples",
  "Responsive use of worked examples",
  "Use of non-worked examples")

datay$treatment <- rep(treatments, 2)

# Merge to original data
dataw <- merge.data.frame(dataf,
  datay,
  by = "TCU",
  all.x = TRUE)

# Checks
table(datay$treatment)
table(dataw$treatment)

# Write data with assignments
xlsx::write.xlsx(x = dataw,
  file = "randomisation_02_01_ADDIT_SCHOOL_C.xlsx",
  row.names = FALSE,
  append = FALSE,
  showNA = FALSE)
```

Appendix M: Baseline Teacher Survey

INTRODUCTION – Show to all

Using examples to teach grammar to support writing in Year 7

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a trial comparing different ways to use examples in teaching grammar patterns which support writing, in Year 7 English.

This survey is being sent to all Year 7 English teachers (as per the Memorandum of Understanding) who are participating in the trial, to understand your teaching experience, views and practice at the start of the trial. The survey should take around 10 minutes to complete. Please complete the survey by **28 March 2024**.

You and your school will not be identified in any reports produced from this research. Your personal details and individual responses will not be shared with anyone outside NFER and no one within your school will be able to see your answers. You can find a copy of our privacy notice [here](#).

If you have any queries about completing this survey or would like further information about the evaluation, please do not hesitate to contact: teacherchoices@nfer.ac.uk

Thank you for your help with this important research.

Please use the buttons at the bottom of the page to move through the survey, please do not use your browser's forward and back buttons.

Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to return to the survey. If you exit the survey before the end, any answers that you have given may still be analysed.

Background

We would like to start by asking you some background questions.

SR, Ask all, soft prompt

1	What is your current job role?	Please select one answer	1.1	Classroom teacher
			1.2	Deputy/Assistant Head of English
			1.3	Head of English (including acting Head)
			1.4	Other (please specify)

Ask all, Numeric, soft prompt

2	By the end of this school year, how many years will you have been teaching altogether? Do not include any extended periods of leave (e.g. parental leave) Please round to the nearest whole number.	[allow numerical response only; allow integers 0-50]
---	--	--

Ask all, SR, soft prompt				
3	What is your working pattern, compared with full-time? Please choose the closest answer	Please select one answer	3.1	100% (full time)
			3.2	90%
			3.3	80% (4 days a week)
			3.4	70%
			3.5	60% (3 days a week)
			3.6	50%
			3.7	40% (2 days a week)
			3.8	30%
			3.9	20% (1 day a week)
			3.10	10%

Ask all, SR, soft prompt		
4	Which subject will you spend the most hours teaching in the current academic year (2023/24)?	Please select one answer
		4.1 English
		4.2 Drama
		4.3 Media Studies
		4.4 Art / Music / Dance
		4.5 Business
		4.6 Computing
		4.7 Design and Technology
		4.8 Geography
		4.9 History
		4.10 <u>Maths</u>
		4.11 Modern Foreign Languages (MFL)
		4.12 Physical Education (PE)
		4.13 Religious Education (RE)
		4.14 Science
4.15 Other (please specify)		

Ask all, SR, soft prompt		
5	Which of the following best describes your undergraduate degree subject?	Please select one answer
		5.1 English Language
		5.2 English Language and Literature
		5.3 English Literature
		5.4 Linguistics
		5.5 Other English-based degree
		5.6 Other subject (please specify)

Ask all, SR, soft prompt		
6	Which of the following best describes you?	Please select one answer
		6.1 I have QTS and trained as a teacher of Secondary English
		6.2 I have QTS and trained as a teacher of another subject or phase
		6.3 I don't have QTS

Teaching grammar

We would like to ask about your current approaches to teaching grammar, and how confident you feel about this.

Ask all, SR, soft prompt		
7	How do you most commonly teach Year 7 grammar?	Please select one answer
		7.1 Integrated into other lesson content
		7.2 As a separate activity within a lesson (e.g. starter)
		7.3 As a separate lesson or scheme of work
		7.4 I don't teach about grammar explicitly

Ask all, Grid SR per row, soft prompt				
8	On average, how often do you do the following in your lessons for a Year 7 English class?	Never	Less than once a week	At least once a week
		8.1	Point out a grammatical feature in a text	
8.2	Analyse the effect of a grammatical feature on the reader			
8.3	Ask pupils to experiment with using a specific grammatical feature in their writing			
8.4	Model how to construct a specific grammatical pattern step by step			
8.5	Ask pupils to follow a <u>step by step</u> process to construct a grammatical pattern			

Ask all, grid, soft prompt, randomise order						
9	In <u>your</u> Year 7 teaching, how important are the following uses of grammar? Please select one answer per row.	Very important	Moderately important	Somewhat important	Not at all important	Don't know/ not sure
9.1	Helping students to consciously craft their writing					
9.2	Making students more aware of the choices they make in their writing					
9.3	Giving students a 'toolkit' for thinking about, talking about, and manipulating language					
9.4	Helping students to understand writing as a process					
9.5	Helping students to learn grammar rules					
9.6	Improving the accuracy of students' writing					

Ask all, grid, soft prompt						
10	To what extent do you agree or disagree with the following statements? Please select one answer per row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10.1	I have a confident understanding of the grammatical forms and terminology included in the National Curriculum KS2 English Appendix 2: Vocabulary, grammar and punctuation					
10.2	I have the subject knowledge required to teach grammar effectively.					
10.3	I have the pedagogical knowledge required to teach grammar effectively.					
10.4	I have the subject knowledge required to teach writing effectively.					
10.5	I have the pedagogical knowledge required to teach writing effectively.					

Ask all, grid, soft prompt						
Please indicate how strongly you agree or disagree with the following statements. Please select one answer per row.						
11	I am confident in my ability to:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11.1	identify and explain grammatical forms.					
11.2	support pupils to identify and explain grammatical forms.					
11.3	identify and explain how grammatical forms in real texts communicate meaning and have impact on readers.					
11.4	support pupils to analyse the impact of grammatical forms on the reader.					
11.5	model how to deliberately make impactful grammatical choices in writing.					
11.6	support pupils to make impactful grammatical choices in their writing.					

Ask all, MR, soft prompt		
12	Thinking about any examples you use in Year 7 grammar teaching, where do these come from?	Please select all that apply
		12.1 Authentic texts
		12.2 Work by pupils in the class
		12.3 Work <u>by</u> other pupils (e.g. previous pupils)
		12.4 Examples I have written myself
		12.5 Resources developed by colleagues/my department
		12.6 External curriculum resources
		12.7 Generative AI (e.g. ChatGPT)
		12.8 I don't use examples in my Year 7 grammar teaching (MUTUALLY EXCLUSIVE to ALL ABOVE)

Ask all, grid, soft prompt, randomise order					
13	Which, if any, of the following topics do you feel you would benefit from additional support with? Please select one priority level for each topic.	High priority	Medium priority	Lower priority	Not needed
13.1	Specific training or CPD on grammar				
13.2	Effective example texts or resources to model writing and grammar				
13.3	Lesson plans and/or activity ideas for grammar lessons				
13.4	Explicit methods for teaching grammar in lessons				
13.5	Assessment tools and techniques for evaluating writing and grammar				
13.6	Strategies for supporting EAL learners in writing and grammar				
13.7	Integration of technology in writing instruction				
13.8	Techniques for providing effective feedback on writing				
13.9	Fostering creativity, voice and/or motivation in writing				
13.10	Resources for teaching specific writing genres and/or approaches				

SUBMIT PAGE – Show to all

You have reached the end of the survey. Thank you for sharing your school details.

Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.

CLOSING STATEMENT – Show to all

Survey Complete

Thank you for taking the time to complete this survey. The information you have provided will be used to help us understand teaching practice and views. We will not report anything that can identify individual schools or teachers.

We will be in touch soon with information about which teaching approach you have been allocated to and guidance for next steps. Thank you for participating in the project.

Appendix N: Endpoint Teacher Survey

INTRODUCTION – Show to all				
Using examples to teach grammar to support writing in Year 7				
<p>This survey is being sent to all Year 7 English teachers who are participating in the Cognitive Science Teacher Choices trial, commissioned by the Education Endowment Foundation (EEF) and undertaken by the National Foundation for Educational Research (NFER).</p> <p>The survey aims to understand your experience and views of the teaching approaches tested in the trial and should take about 15 minutes to complete.</p> <p>You and your school will not be identified in any reports produced from this research. Your personal details and individual responses will not be shared with anyone outside NFER and no one within your school will be able to see your answers. You can find a copy of our privacy notice here.</p> <p>If you have any queries about completing this survey or would like further information about the evaluation, please do not hesitate to contact: teacherchoices@nfer.ac.uk</p> <p>Thank you for your help with this important research. Please use the buttons at the bottom of the page to move through the survey, please do not use your browser's forward and back buttons.</p>				
<p>Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to return to the survey. If you exit the survey before the end, any answers that you have given may still be analysed.</p>				

Ask All, SR, mandatory				
A	Confirmation Details			
A.1	Please confirm that you are [Insert teacher name].	Yes (1)	No (2)	If A.1 = No (2) then the survey should be closed – please see close screen A.1 below.

CLOSE SCREEN = A.1 = No (2) and email to TeacherChoices@nfer.ac.uk				
We have now <u>closed</u> this survey. Please contact TeacherChoices@nfer.ac.uk to let us know that you have received an incorrect survey link.				

Ask All, SR, mandatory				
A	Confirmation Details			
A.2	Did you teach any grammar sessions as part of the Cognitive Science Teacher Choices trial?	Yes (1)	No (2)	If A.1 = No (2) then the survey should be closed – please see close screen A.1 below.

CHECK SCREEN = A.2 = No(2)

Thank you for your response. This survey should only be completed by teachers who taught at least one grammar session as part of the Cognitive Science Teacher Choices trial.

If you did teach one or more sessions, please use the 'back' button at the bottom of the screen to go back and check your previous responses are accurate.

If you did not teach any sessions, please continue by clicking 'submit'.

CLOSE SCREEN = A.2 = No (2)

Thank you for confirming that you did not teach any grammar sessions in this trial. We have now closed this survey.

Ask all, SR, Soft prompt				
1	Your allocated teaching approach was: [allocation]	<i>Please select one answer</i>	1.1	Yes
			1.2	Sometimes
			1.3	No
Overall, were you able to follow this approach in the grammar sessions you taught?				

Ask if Q1 = 1.2 or 1.3, MR, Soft prompt				
2	You said you weren't always able to follow the allocated teaching approach. What are the reasons for this?	<i>Please select all that apply</i>	2.1	The approach took too long.
			2.2	The approach was not accessible for my class.
			2.3	The approach did not fit with our teaching scheme.
			2.4	I used another teaching approach from the trial.
			2.5	Other (please specify)

Ask all, grid SR per row, soft prompt						
3	<p>Considering the sessions you taught for the <u>trial</u>, in what proportion did you do the following?</p> <p><i>Please consider only the trial sessions, not the whole of your teaching.</i> <i>This question lists elements from all three teaching approaches, so some may not be part of your approach. Please read carefully and answer honestly about your own teaching.</i></p>					
<i>Please select one response for each statement.</i>		No sessions	Less than half of sessions	About half of sessions	Most sessions	All sessions
3.1	Taught the grammar session as a separate activity in the lesson					
3.2	Used a grammar example from an authentic text					
3.3	Provided multiple examples of the grammar pattern					
3.4	Talked about the effect of the grammar choices on the reader					
3.5	Showed pupils step-by-step how to construct the grammar pattern					
3.6	Asked pupils to write text including the grammar pattern					
3.7	Asked pupils to consider the effect of their text on the reader					

Ask all, MR, Soft prompt				
Show items 3, 4 and 5 if [allocation] = 'Systematic Worked Examples' or 'Non-Worked Examples'				
4	<p>In using your allocated teaching approach, did you make any adaptations compared with the teacher guidance? <i>Please be honest as this tells us about how you adapted the approaches for your teaching/classes. No one at your school will see your answers, and it will not affect your trial participation.</i></p>	<p><i>Please select all that apply</i></p>	4.1	Shortened session length (less than 10 minutes)
			4.2	Increased session length (more than 15 minutes)
			4.3	Spent fewer than two sessions on a grammar pattern (e.g. because pupils had mastered it)
			4.4	Spent more than two sessions on a grammar pattern (e.g. to reinforce with pupils)
			4.5	Taught sessions with <u>a different</u> spacing (not twice a week)
			4.6	Other (please specify)
			4.7	I have not made any adaptations [mutually exclusive]

Ask all, SR per row, randomise , soft prompt							
5	To what extent do you agree with the following statements about your allocated teaching approach?						
	<i>Please select one response for each statement.</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/ don't want to say
5.1	My allocated teaching approach was like my usual teaching.						
5.2	My allocated teaching approach was easy to use.						
5.3	My allocated teaching approach was new for my pupils.						
5.4	I enjoyed using my allocated teaching approach.						
5.5	Compared with other grammar teaching, my pupils have engaged well with the allocated teaching approach.						
5.6	The focus on noun phrases in narrative fiction aligned with my Year 7 curriculum/topics.						
5.7	The focus on clauses/sentences in persuasive writing aligned with my Year 7 curriculum/topics.						
5.8	I will continue using my allocated teaching approach after the trial.						
5.9	I would recommend my allocated teaching approach to another teacher.						

BL Q10 Ask all, grid, soft prompt						
6	To what extent do you agree or disagree with the following statements? Please select one answer per row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6.1	I have a confident understanding of the grammatical forms and terminology included in the National Curriculum KS2 English Appendix 2: Vocabulary, grammar and punctuation					
6.2	I have the subject knowledge required to teach grammar effectively.					
6.3	I have the pedagogical knowledge required to teach grammar effectively.					
6.4	I have the subject knowledge required to teach writing effectively.					
6.5	I have the pedagogical knowledge required to teach writing effectively.					

BL Q11 Ask all, grid, soft prompt						
Please indicate how strongly you agree or disagree with the following statements. Please select one answer per row.						
7	I am confident in my ability to:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
7.1	identify and explain grammatical forms.					
7.2	support pupils to identify and explain grammatical forms.					
7.3	identify and explain how grammatical forms in real texts communicate meaning and have impact on readers.					
7.4	support pupils to analyse the impact of grammatical forms on the reader.					
7.5	model how to deliberately make impactful grammatical choices in writing.					
7.6	support pupils to make impactful grammatical choices in their writing.					

Ask all, SR per row, <u>Soft</u> prompt							
8	What impact have you noticed on pupils':						
<i>Please select one response for each statement.</i>		Large negative impact	Slight negative impact	No impact	Slight positive impact	Large positive impact	I don't know
8.1	Ability to identify grammatical features						
8.2	Awareness of grammatical terms						
8.3	Ability to explain grammatical forms (with or without terms)						
8.4	Ability to <u>analyse</u> the impact of grammatical forms on the reader						
8.5	Ability to consciously craft their writing						
8.6	Sophistication of grammar choices in their writing						
8.7	Confidence in writing						

Ask all, SR per row, randomise , soft prompt						
9	For each of the pupil groups below, please indicate whether you think they have <u>benefitted</u> more than, equally to, or less than other pupils.					
<i>Please select one response per row</i>						
		These pupils <u>benefitted more than</u> other pupils.	These pupils <u>benefitted equally with</u> other pupils.	These pupils benefitted <u>less than</u> other pupils.	I am not sure	My class(es) do not include any pupils from this group.
9.1	Pupils eligible for Free School Meals					
9.2	Pupils with low prior attainment in English					
9.3	Pupils with EAL					
9.4	Pupils with SEND					

Ask all, SR per row, soft prompt							
10	Please rate each of the following teacher materials in terms of supporting you to teach your allocated approach.						
<i>Please select one response for each statement.</i>		Very useful	Useful	Neutral/ mixed views	Not very useful	Not at all useful	I didn't use this
10.1	The overall teacher guidance document for my approach						
10.2	The step-by-step outline for my approach in the teacher guidance document						
10.3	The example teaching episode plan in the teacher guidance document						
10.4	The optional grammar patterns (e.g. pre-modifying nouns with adjectives)						
10.5	The optional example texts (grammar pattern examples)						

Ask all, SR per row, <u>randomise</u> , soft prompt						
11	Please <u>rate</u> your confidence to do the following in the future.					
<i>Please select one response for each statement.</i> I am confident in my ability to:		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11.1	Teach the same sessions to a different class, using this teaching approach.					
11.2	Use the same teaching approach to teach other grammar patterns.					
11.3	Find examples of grammar patterns (e.g. in class texts).					
11.4	Write examples of grammar patterns.					
11.5	Describe the teaching approach to another teacher.					

Ask all, SR, Soft prompt				
12	Did your school test out more than one teaching approach? <i>Overall, the trial tested three approaches: Systematic Worked Examples, Responsive Worked Examples and Non-Worked Examples</i>	<i>Please select one answer</i>	12.1	Yes
			12.2	No
			12.3	I don't know

Ask all, show 13.1 and 13.2 if 12 =12.1, SR per row, <u>randomise</u> , soft prompt							
13	We are interested in your experience of participating in the trial. To what extent do you agree or disagree with the following statements?						
<i>Please select one response for each statement.</i>		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/don't want to say
13.1	Trying out more than one teaching approach in our department has been helpful.						
13.2	It has been difficult to try out more than one teaching approach in our department.						
13.3	Participating in the trial has significantly increased my lesson planning workload.						
13.4	Participating in the trial meant I had to drop/reduce content elsewhere.						
13.5	I received enough information/support to participate in the trial.						
13.6	I used the optional example texts (grammar pattern examples) without adapting them.						

Ask all, open	
14	<p>Is there anything else about your experience of participating in this trial that you would like to share? <i>Please note that we will not be able to respond to comments shared in the survey. To get in touch directly, please email TeacherChoices@nfer.ac.uk</i></p> <p>Maximum 100 words [600 characters]</p>

SUBMIT PAGE – Show to all	
<p>Thank you, you have reached the end of the survey.</p> <p>Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.</p>	

CLOSING STATEMENT – Show to all	
<p>Survey Complete</p> <p>Thank you for taking the time to complete this survey. The information you have provided will be used to help us understand your views and experience from participating in this trial. We will not report anything that can identify individual schools or teachers.</p> <p>Thank you for participating in the project.</p>	

Appendix O: Session Log Template

Teacher Session Delivery Log – Using examples in KS3 English

As part of this research project, we are asking you to keep a log of each time you teach a session for the trial during the summer term. We are very grateful for your support in completing this log.

There will be one tab for each of your participating Year 7 classes.

If you share any classes, we have chosen one teacher to return the log for that class, to avoid duplication. Please check in with your co-teacher, or share the file as needed, to complete a full record of the class's teaching.

To log a session, please

- enter the date of the session in the class's tab
- confirm whether you used your allocated approach (yes/no)

Please complete this log for each class each week. It should take no more than 2 minutes per week.

You are asked to teach 20 sessions in total across the term. If you teach fewer or more sessions, please record this (use additional rows if needed). Accurately weekly recording of your teaching will help us evaluate the different approaches.

If you have any queries about this session delivery log, please contact teacherchoices@nfer.ac.uk.

The information you provide in this session delivery log will only be used as part of the research and we will not share your answers with anyone at your school. We will not identify individual teachers or schools in the report. You can find more details about the research and how we will use the data you provide on the project webpage.

NFER Number	
School Name	
Teacher ID	
Teacher Name	
Class name	

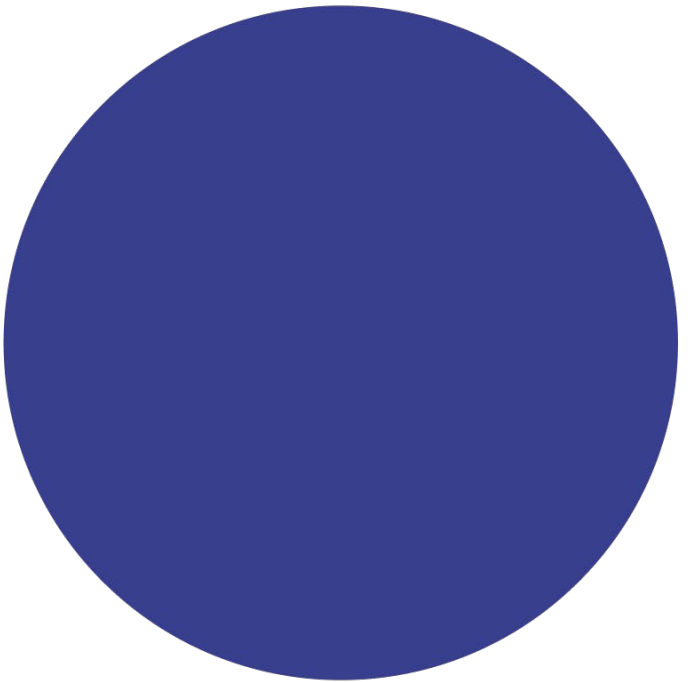
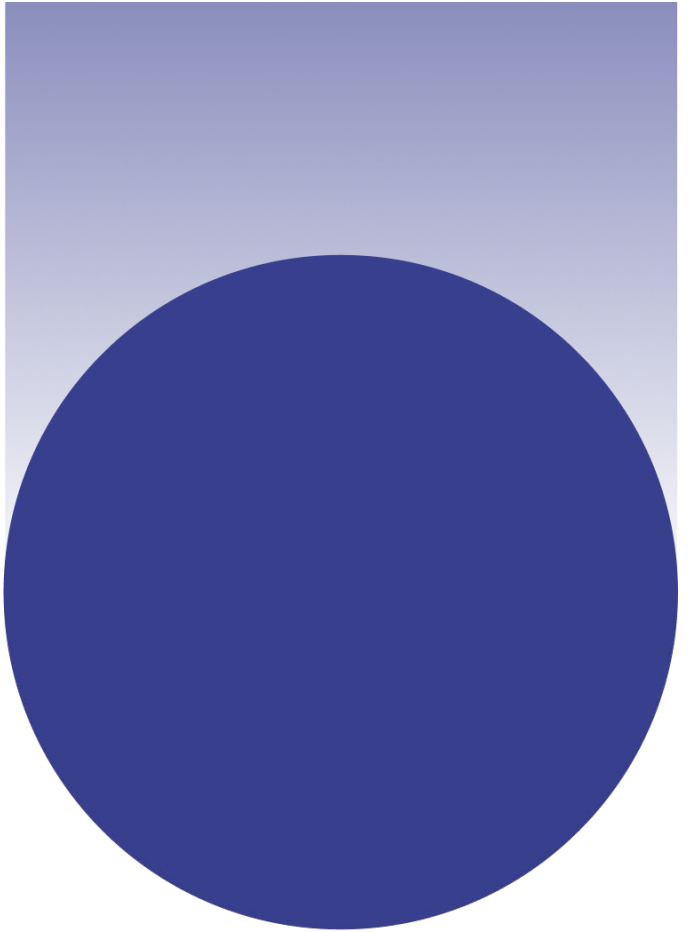
Teacher Session Delivery Log		
Session	Date of session (DD/MM/YY)	Did you use your allocated approach during this session? (Yes/No)
Session 1	[restrict to date format]	[drop down with yes/no]
Session 2	[restrict to date format]	[drop down with yes/no]
Session 3	[restrict to date format]	[drop down with yes/no]
Session 4	[restrict to date format]	[drop down with yes/no]
Session 5	[restrict to date format]	[drop down with yes/no]
Session 6	[restrict to date format]	[drop down with yes/no]
Session 7	[restrict to date format]	[drop down with yes/no]
Session 8	[restrict to date format]	[drop down with yes/no]
Session 9	[restrict to date format]	[drop down with yes/no]
Session 10	[restrict to date format]	[drop down with yes/no]
Session 11	[restrict to date format]	[drop down with yes/no]
Session 12	[restrict to date format]	[drop down with yes/no]
Session 13	[restrict to date format]	[drop down with yes/no]
Session 14	[restrict to date format]	[drop down with yes/no]
Session 15	[restrict to date format]	[drop down with yes/no]
Session 16	[restrict to date format]	[drop down with yes/no]
Session 17	[restrict to date format]	[drop down with yes/no]
Session 18	[restrict to date format]	[drop down with yes/no]
Session 19	[restrict to date format]	[drop down with yes/no]
Session 20	[restrict to date format]	[drop down with yes/no]
Session 21	[restrict to date format]	[drop down with yes/no]
Session 22	[restrict to date format]	[drop down with yes/no]

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0.

To view this licence, visit <https://nationalarchives.gov.uk/doc/open-government-licence/version/3> or email: psi@nationalarchives.gsi.gov.uk

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned. The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

This document is available for download at <https://educationendowmentfoundation.org.uk>



Education
Endowment
Foundation

The Education Endowment Foundation
5th Floor, Millbank Tower
21-24 Millbank
London
SW1P 4QP

<https://educationendowmentfoundation.org.uk>

 @EducEndowFoundn

 [Facebook.com/EducEndowFoundn](https://www.facebook.com/EducEndowFoundn)