



Education
Endowment
Foundation

English Mastery

Further Appendices

September 2026

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**Sheffield
Hallam
University**
Knowledge Applied



The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, colleges, and early years settings to improve teaching and learning for 2- to 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 this 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 socioeconomically disadvantaged backgrounds; and
- **putting evidence to use**—supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

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English
Mastery



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Memorandum of Understanding for participation in the English Mastery efficacy trial

Thank you for agreeing to participate in the English Mastery efficacy trial in partnership with the Education Endowment Foundation (EEF). The following agreement outlines the commitments of English Mastery, the external evaluators Sheffield Hallam University (SHU) and your school.

Please read this document and provide an e-signature at the bottom. The signed Memorandum of Understanding will be uploaded automatically, and a signed copy of this document will be shared with you for your records.

School Name: _____

School Postcode: _____

1. Aims of the trial

English Mastery is a KS3 curriculum and teacher development programme aiming to transform the way that English is taught in schools. The programme promotes a mastery approach to learning and includes a fully resourced, knowledge-rich KS3 curriculum, an integrated assessment model and subject-specific professional development provision.

English Mastery is based on four pedagogical pillars: a cumulative knowledge-rich curriculum; discrete grammar teaching; systematic instruction of tier two vocabulary; and the use of standardised, norm-referenced student work. The curriculum is taught in two distinct pathways according to students' KS2 attainment levels: 1) the traditional curriculum for students reaching age-related expectations; and 2) the foundation curriculum for those working below age expectations.

The overall objective of this trial is to assess the impact of English Mastery on student progress in English across Years 7 and 8. It will also consider how English Mastery can contribute to reducing teacher workload. By taking part in this research, your school will make an important contribution to understanding how we can best teach English to future students.

This EEF project is part of a wider DfE funded programme called the 'Accelerator Fund'. As part of this project, schools will be able to access a range of EEF funded programmes.

Taking part in this programme does not disqualify schools from taking part in other EEF-funded training programmes, projects or trials (see eligibility criteria on page 3).

The EEF is commissioning an independent evaluator to study the EEF's Accelerator Fund activity to gather and share useful lessons. The evaluator may contact the headteacher and school staff participating in this project to ask if they would like to take part in that evaluation. This is a separate evaluation and is not a requirement of taking part in the English Mastery trial.

2. Evaluation design

The research design is a randomised controlled trial and will recruit 120 secondary schools across England to participate in the two-year research. Schools who agree to take part in the trial will be randomly assigned by SHU into one of two groups:

- 1) **The ‘intervention’ group**, who will receive the English Mastery programme for two years for a subsidised fee of £900 per academic year; and
- 2) **The ‘control’ group**, who will not receive the English Mastery programme, and will receive £1,250 for completing all testing and data requirements as specified in this document.

There will be an equal number of schools between the two groups, with half of schools being randomly assigned to the ‘intervention group’ and the other half to the ‘control group’. Random assignment of schools is essential to the evaluation as it allows us to test the impact of the programme rigorously. It is important that schools understand and consent to random allocation.

Schools will be notified of which group they have been randomly assigned to by summer half-term 2022, according to when they have submitted their signed Memorandum of Understanding and fulfilled all other entry requirements as set out in this document.

All schools must agree to take part in the following evaluation activities:

1. **Completing a baseline teacher survey (Summer 2021/22)**

Year 7 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey before being informed of allocation to the intervention or control group.

2. **Sharing project information with parents (September 2022)**

Schools will inform parents and students about data processing using a template letter provided by SHU. Parents will be given two weeks to withdraw their child from the research. Schools will also provide SHU with the number of students in each Year 7 class using a secure upload form.

3. **Sharing student data (September – October 2022, September – October 2023)**

Once parents and students have been informed about the research and data processing, schools will be asked to share the Unique Pupil Number (UPN), date of birth, first name and surname for each Y7 pupil (unless they have been withdrawn by their parent /carer) with SHU via secure transfer. An update will also be required in Year 8.

4. **Participating in teacher interviews and observations (2022-2024)**

SHU will select a sample of schools and Year 7 and 8 English teachers to be involved in research interviews and classroom observations. Participation will be voluntary. Names and personal details of teachers and students will not be included in any reporting.

5. **Completing an end of trial teacher survey (June 2024)**

Year 8 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey and request completion prior to testing.

6. **Supporting the administration of a standardised English test (June 2024)**

Students will take part in an assessment (GL Progress Test in English) at the end of the trial. Schools will need to schedule the test, book suitable rooms and ensure the selected students are able to take the test under supervision. Test papers and guidance will be sent by the evaluation team. The test scores will be used to evaluate the impact of English Mastery on pupil attainment.

In addition to this, all **intervention schools** agree to **implementing the English Mastery programme**. Using the training and resources provided by English Mastery in June 2022, schools in the intervention group will deliver the English Mastery curriculum to Year 7 in 2022-23 and to Year 8 in 2023-24.

By signing this MoU, schools are agreeing to follow the requirements for the group to which they are assigned.

The evaluation conducted by Sheffield Hallam University will aim to:

- Compare English attainment scores between intervention and control groups at the end of Year 8, adjusting for prior attainment;
- Compare teacher workload between the intervention and the control groups;
- Investigate how the impact of English Mastery differs by prior attainment and pupil gender, FSM; EAL and SEN status.
- Gather teachers' perspectives about how the programme changes their teaching practice and how it benefits students.

3. School eligibility criteria

1. State Secondary schools in England are eligible for this trial
2. Schools must not have delivered the English Mastery programme in the past.

4. School Responsibilities

All schools participating in the trial (whether assigned to intervention or control group) are expected to:

- **Comply with the requirements of the intervention or control group** as randomly allocated by the evaluation team.
- **Have named key contacts to support the evaluation activities:** these contacts have already been provided by schools as part of the trial application form. These members of staff will be the main point of contact for the Sheffield Hallam University research team and will provide support to schedule and carry out evaluation activities.
- **Distribute data processing information letters to parents and students:** inform parents and students about the school's participation in the trial and how student data will be processed, and offer them the opportunity to withdraw from research within two weeks.
- **Commit to taking part in all stages of the evaluation:** as specified in the list above. This will require the named contacts at the school to provide pupil data to the evaluation team in Autumn 2022 and again in 2023/2024, coordinate the completion of teacher surveys, help organise teacher interviews and observations for the evaluation research, and, for schools in the treatment group, implement the programme.
- **Be responsive:** respond to requests from Sheffield Hallam University for information and complete the evaluation tasks, aiming to respond to emails within a week.

Intervention group schools are expected to:

1. Commit to participating in the two years of the trial.
2. Pay a subsidised programme fee of £900 in year 1 (2022-23) and again in year 2 (2023-24).
3. Deliver the English Mastery programme as intended, across all Year 7 classes in 2022-23 and all Year 8 classes in 2023-24.
 - a. Delivery must cover all three key components of the English Mastery curriculum - Literary Heritage, Writing Mastery, and Reading for Pleasure.
 - b. Deliver a minimum of three hours a week of English.
4. Separate students into two ability pathways – Foundation or Traditional – based on their key stage two SATs score. Further guidance will be given to schools on this.
5. Nominate an SLT Champion to oversee the programme in your school.
6. Nominate an English Mastery Lead (EML) to lead the programme implementation in your school. The EML must teach timetabled English lessons during the delivery period.
7. Release staff to fulfil the English Mastery training requirements.
 - a. All teachers delivering English Mastery and the SLT Champion are required to attend one day of mandatory induction training. This will be two mandatory days for the EML.
 - b. The EML must also attend the three termly Assessing for Mastery days.
 - c. Termly subject-specific professional development sessions will be available via online modules to all teachers delivering the programme and attendance is recommended.
8. Purchase the curriculum study texts needed for English Mastery.
9. Follow the English Mastery assessment model, ensuring students sit the termly end of unit assessments.
10. Timetable regular co-planning sessions for the department. One hour per week is the recommended frequency.
11. Host English Mastery support visits, which must always include a meeting with the SLT Champion.

5. Sheffield Hallam University responsibilities

- Provide at least two weeks' notice before any action needs to be completed by the school.
- Be a point of contact for questions specifically about the English Mastery evaluation.
- Collect and analyse data from schools and the National Pupil Database (to obtain data on pupil prior attainment and gender, FSM, EAL and SEN status) to evaluate English Mastery, processing personal and special category data as set out below and in the privacy notice.

6. English Mastery responsibilities

- Give intervention schools access to the English Mastery curriculum resources and deliver the training and support.
- Provide support to schools participating in the programme. This will involve handling all queries submitted by schools and responding to schools in a timely way.
- Pay control schools £500 at the beginning of academic year 2022-23, £250 at the end of 2022-23 once all Y7 evaluation activities have been completed, and a further £500 once final testing has taken place at the end of the trial in Summer 2024, if all requirements listed on page 2 of this document have been met.

7. Use of personal data and GDPR

- SHU is the data controller. All data will be held securely. The processing of personal data would be defined under GDPR (Article 6 (1e)) as a task in the public interest. Special category data will be processed for the purpose of research under GDPR Article 9 (j). Full details can be found in the privacy notice: <https://www.shu.ac.uk/-/media/home/research/sioe-rke/privacy-notices/eef-english-mastery-privacy-notice.docx>.
- The outcome tests in Year 8 will be administered by SHU and marked by GL Assessment. Results will only be accessible to the SHU team working on this trial, and researchers subsequently authorised to securely access the data through the EEF Data Archive.
- After the evaluation is complete, SHU will retain participant data in anonymised form for research and knowledge exchange purposes, including academic presentations or publications, for five years after the publication of the final project report. SHU will remain as a data controller for this period.
- SHU will also submit project data to the EEF data archive once the final report has been published. At this point, EEF becomes a data controller, and EEF's data contractor for the archive becomes a data processor.
- Evaluation data will be linked with information about the students from the National Pupil Database (NPD), and shared with the Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive and potentially other authorised research teams. Further matching to NPD and other administrative data may take place during subsequent research. Personal data will not be transferred or stored outside of the EEA at any point.

8. Agreement to participate in the English Mastery trial

We commit to taking part in the English Mastery trial as a member of either the intervention or control group as determined by random allocation, and will comply with the requirements set out in this document.

We commit to providing pupil data to the evaluation team in Autumn 2022 to enable the evaluation team to obtain data on the past attainment and characteristics of participating pupils.

We commit to providing pupil data again in 2023/24 and to supporting the outcome assessment to take place in school during June/July 2024.

Headteacher

Name:

E-signature: _____ Date: _____



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Memorandum of Understanding for participation in the English Mastery efficacy trial – cohort 2

Thank you for agreeing to participate in the English Mastery efficacy trial in partnership with the Education Endowment Foundation (EEF). The following agreement outlines the commitments of English Mastery, the external evaluators Sheffield Hallam University (SHU) and your school.

Please read this document and provide an e-signature at the bottom. The signed Memorandum of Understanding will be uploaded automatically, and a signed copy of this document will be shared with you for your records.

School Name: _____

School Postcode: _____

4. Aims of the trial

English Mastery is a KS3 curriculum and teacher development programme aiming to transform the way that English is taught in schools. The programme promotes a mastery approach to learning and includes a fully resourced, knowledge-rich KS3 curriculum, an integrated assessment model and subject-specific professional development provision.

English Mastery is based on four pedagogical pillars: a cumulative knowledge-rich curriculum; discrete grammar teaching; systematic instruction of tier two vocabulary; and the use of standardised, norm-referenced student work. The curriculum is taught in two distinct pathways according to students' KS2 attainment levels: 1) the traditional curriculum for students reaching age-related expectations; and 2) the foundation curriculum for those working below age expectations.

The overall objective of this trial is to assess the impact of English Mastery on student progress in English across Years 7 and 8. It will also consider how English Mastery can contribute to reducing teacher workload. By taking part in this research, your school will make an important contribution to understanding how we can best teach English to future students.

This EEF project is part of a wider DfE funded programme called the 'Accelerator Fund'. As part of this project, schools will be able to access a range of EEF funded programmes.

Taking part in this programme does not disqualify schools from taking part in other EEF-funded training programmes, projects or trials (see eligibility criteria on page 3).

The EEF is commissioning an independent evaluator to study the EEF's Accelerator Fund activity to gather and share useful lessons. The evaluator may contact the headteacher and school staff participating in this project to ask if they would like to take part in that evaluation. This is a separate evaluation and is not a requirement of taking part in the English Mastery trial.

5. Evaluation design

The research design is a randomised controlled trial and will recruit 100 secondary schools across England to participate in the two-year research. Schools who agree to take part in the trial will be randomly assigned by SHU into one of two groups:

- 3) **The ‘intervention’ group**, who will receive the English Mastery programme for two years for a subsidised fee of £900 per academic year; and
- 4) **The ‘control’ group**, who will not receive the English Mastery programme, and will receive £1,250 for completing all testing and data requirements as specified in this document.

There will be an equal number of schools between the two groups, with half of schools being randomly assigned to the ‘intervention group’ and the other half to the ‘control group’. Random assignment of schools is essential to the evaluation as it allows us to test the impact of the programme rigorously. It is important that schools understand and consent to random allocation.

Schools will be notified of which group they have been randomly assigned to at Easter or summer half-term 2023, according to when they have submitted their signed Memorandum of Understanding and fulfilled all other entry requirements as set out in this document.

All schools must agree to take part in the following evaluation activities:

1. **Completing a baseline teacher survey (Spring/Summer 2022/23)**

Year 7 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey before being informed of allocation to the intervention or control group.

2. **Sharing project information with parents (September 2023)**

Schools will inform parents and students about data processing using a template letter provided by SHU. Parents will be given two weeks to withdraw their child from the research. Schools will also provide SHU with the number of students in each Year 7 class using a secure upload form.

3. **Sharing pupil data with SHU (September – October 2023, September – October 2024)**

Once parents and students have been informed about the research and data processing, schools will be asked to share the Unique Pupil Number (UPN), date of birth, first name and surname for each Y7 pupil (unless they have been withdrawn by their parent /carer) with SHU via secure transfer. An update will also be required in Year 8.

4. **Participating in teacher interviews and observations (2023-2025)**

SHU will select a sample of schools and Year 7 and 8 English teachers to be involved in research interviews and classroom observations. Participation will be voluntary. Names and personal details of teachers and students will not be included in any reporting.

5. **Completing an end of trial teacher survey (June 2025)**

Year 8 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey and request completion prior to testing.

6. **Supporting the administration of a standardised English test (June 2025)**

Students will take part in an assessment (GL Progress Test in English) at the end of the trial. Schools will need to schedule the test, book suitable rooms and ensure the selected students are able to take the test under supervision. Test papers and guidance will be sent by the evaluation team. The test scores will be used to evaluate the impact of English Mastery on pupil attainment.

In addition to this, all intervention schools agree to implementing the English Mastery programme. Using the training and resources provided by English Mastery in June 2023, schools in the intervention group will deliver the English Mastery curriculum to Year 7 in 2023-24 and to Year 8 in 2024-25.

By signing this MoU, schools are agreeing to follow the requirements for the group to which they are assigned.

The evaluation conducted by Sheffield Hallam University will aim to:

- Compare English attainment scores between intervention and control groups at the end of Year 8, adjusting for prior attainment;
- Compare teacher workload between the intervention and the control groups;
- Investigate how the impact of English Mastery differs by prior attainment and pupil gender, FSM; EAL and SEN status.
- Gather teachers' perspectives about how the programme changes their teaching practice and how it benefits students.

6. School eligibility criteria

3. State Secondary schools in England are eligible for this trial.
4. Schools must not have delivered the English Mastery programme in the past.

9. School Responsibilities

All schools participating in the trial (whether assigned to the intervention or control group) are expected to:

- **Comply with the requirements of the intervention or control group** as randomly allocated by the evaluation team.
- **Have named key contacts to support the evaluation activities:** these contacts have already been provided by schools as part of the trial application form. These members of staff will be the main point of contact for the Sheffield Hallam University research team and will provide support to schedule and carry out evaluation activities.
- **Distribute data processing information letters to parents and students:** inform parents and students about the school's participation in the trial and how student data will be processed, and offer them the opportunity to withdraw from research within two weeks.
- **Commit to taking part in all stages of the evaluation:** as specified in the list above. This will require the named contacts at the school to provide pupil data to the evaluation team in Autumn 2023 and again in 2024/2025, coordinate the completion of teacher surveys, help organise teacher interviews and observations for the evaluation research, and, for schools in the treatment group, implement the programme.
- **Be responsive:** respond to requests from Sheffield Hallam University for information and complete the evaluation tasks, aiming to respond to emails within a week.

Intervention group schools are expected to:

12. Commit to participating in the two years of the trial.
13. Pay a subsidised programme fee of £900 in year 1 (2023-24) and again in year 2 (2024-25).
14. Deliver the English Mastery programme as intended, across all Year 7 classes in 2023-24 and all Year 8 classes in 2024-25.
 - a. Delivery must cover all three key components of the English Mastery curriculum - Literary Heritage, Writing Mastery, and Reading for Pleasure.
 - b. Deliver a minimum of three hours a week of English.
15. Separate students into two ability pathways – Foundation or Traditional – based on their key stage two SATs score. Further guidance will be given to schools on this.
16. Nominate an SLT Champion to oversee the programme in your school.
17. Nominate an English Mastery Lead (EML) to lead the programme implementation in your school. The EML must teach the programme.
18. Release staff to fulfil the English Mastery training requirements.
 - a. All teachers delivering English Mastery and the SLT Champion are required to attend one day of mandatory induction training. This will be two mandatory days for the EML.
 - b. The EML must also attend the three termly Assessing for Mastery days.
 - c. Termly subject-specific professional development sessions will be available via online modules to all teachers delivering the programme and attendance is recommended.
19. Purchase the curriculum study texts needed for English Mastery.
20. Follow the English Mastery assessment model, ensuring students sit the termly end of unit assessments.
21. Timetable regular co-planning sessions for the department. One hour per week is the recommended frequency.
22. Host English Mastery support visits, which must always include a meeting with the SLT Champion.

10. Sheffield Hallam University responsibilities

- Provide at least two weeks' notice before any action needs to be completed by the school.
- Be a point of contact for questions specifically about the English Mastery evaluation.
- Collect and analyse data from schools and the National Pupil Database (to obtain data on pupil prior attainment and gender, FSM, EAL and SEN status) to evaluate English Mastery, processing personal and special category data as set out below and in the privacy notice.

11. English Mastery responsibilities

- Give intervention schools access to the English Mastery curriculum resources and deliver the training and support.
- Provide support to schools participating in the programme. This will involve handling all queries submitted by schools and responding to schools in a timely way.
- Pay control schools £500 at the beginning of academic year 2023-24, £250 at the end of 2023-24 once all Y7 evaluation activities have been completed, and a further £500 once final testing has taken place at the end of the trial in Summer 2025, if all requirements listed on page 2 of this document have been met.

12. Use of personal data and GDPR

- SHU is the data controller. All data will be held securely. The processing of personal data would be defined under GDPR (Article 6 (1e)) as a task in the public interest. Special category data will be processed for the purpose of research under GDPR Article 9 (j). Full details can be found in the privacy notice.
- The outcome tests in Year 8 will be administered by SHU and marked by GL Assessment. Results will only be accessible to the SHU team working on this trial, and researchers subsequently authorised to securely access the data through the EEF Data Archive.
- After the evaluation is complete, SHU will retain participant data in anonymised form for research and knowledge exchange purposes, including academic presentations or publications, for five years after the publication of the final project report. SHU will remain as a data controller for this period.
- SHU will also submit project data to the EEF data archive once the final report has been published. At this point, EEF becomes a data controller, and EEF's data contractor for the archive becomes a data processor.
- Evaluation data will be linked with information about the students from the National Pupil Database (NPD), and shared with the Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive and potentially other authorised research teams. Further matching to NPD and other administrative data may take place during subsequent research. Personal data will not be transferred or stored outside of the EEA at any point.

13. Agreement to participate in the English Mastery trial

We commit to taking part in the English Mastery trial as a member of either the intervention or control group as determined by random allocation, and will comply with the requirements set out in this document.

We commit to providing pupil data to the evaluation team in Autumn 2023 to enable the evaluation team to obtain data on the past attainment and characteristics of participating pupils.

We commit to providing pupil data again in 2024/25 and to supporting the outcome assessment to take place in school during June/July 2025.

Headteacher

Name:

E-signature: _____ Date: _____

English Mastery Evaluation

Sheffield Hallam University

Privacy Notice - February 2022

Introduction

This document accompanies the Memorandum of Understanding and outlines the responsibilities of Sheffield Hallam University (SHU) in handling personal data and special category data collected from participants as part of the evaluation of English Mastery, a KS3 English intervention delivered in schools by Ark Curriculum Plus (Ark) and commissioned by the Education Endowment Foundation (EEF). Participants include schoolteachers and KS3 pupils.

This EEF project is part of a wider Department for Education (DfE) funded programme called the 'Accelerator Fund'. As part of this project, schools will be able to access a range of EEF funded programmes. In addition to the English Mastery evaluation, the EEF is commissioning an independent evaluator to study the EEF's Accelerator Fund activity to gather and share useful lessons. The evaluator may contact the headteacher and staff participating in English Mastery to ask if they would like to take part in that evaluation. This is not a requirement of taking part in the English Mastery trial and is a separate evaluation. If you have any concerns, please let us know.

From 25 May 2018 the General Data Protection Regulation (GDPR) replaces the Data Protection Act and governs the way that organisations use personal data. Personal data is information relating to an identifiable living individual. Transparency is a key element of the GDPR and this Data Protection Statement is designed to inform participants about:

- how and why SHU will use personal data collected in this evaluation
- what participants' rights are under GDPR, and
- how to contact us to exercise those rights

Participants' Rights

One of the aims of the General Data Protection Regulation (GDPR) is to empower individuals and give them control over their personal data. The GDPR gives participants the following rights:

- the right to be **informed**
- the right of **access**
- the right to **rectification**
- the right to **erase**
- the right to **restrict** processing
- the right to **data portability**
- the right to **object**
- rights in relation to **automated decision making and profiling**

For more information about these rights please see: <https://ico.org.uk/for-organisations/guide-to-data-protection/principle-6-rights/> and: <https://www.shu.ac.uk/about-this-website/privacy-policy/data-subject-rights/subject-access-request>

Participants can contact SHU at any time to:

- withdraw from the evaluation and have their individual data deleted
- request copies of their own personal data held by SHU (**a subject access request**)

- exercise **other rights** (such as rectifying inaccurate data, restricting or objecting to processing)
- **query** how data is used by SHU
- report a **data security breach** (if there are concerns that personal data has been lost or disclosed inappropriately)
- **complain** about how SHU have used personal data.

Details of who to contact are provided at the end of this statement.

Why are we processing participants' personal data?

It is necessary for SHU to process some personal data to evaluate the impact of English Mastery. This will help to strengthen the evidence base about the teaching of English in schools to inform future policy development.

Retention and archiving

After the evaluation is complete, SHU will retain participants' data in anonymised form for research and knowledge exchange purposes, including presentations at professional or academic conferences, or publications in professional or academic journals, for a period of five years after the publication of the final project report. SHU will also submit project data to the EEF's data contractor for their data archive, once the final report has been published. At this point, EEF becomes a data controller, and EEF's data contractor for the archive becomes a data processor. Data might also be shared in an anonymised form with other research teams after this is archived and matched with information from the National Pupil Database (NPD). Personal data will not be transferred or stored outside of the EEA at any point. The privacy notice for the EEF data archive can be found here: <https://educationendowmentfoundation.org.uk/privacy-notice/privacy-notice-for-the-eeef-data-archive>

Respecting confidentiality

In the production of professional or academic publications or presentations, all data will be fully anonymised and no individual or school will be identified or identifiable. Should we wish to present or publish any information where a school may be identifiable, for example an exemplar case study of how a school has improved as a result of participation in the English Mastery evaluation, we will seek the school's consent for this, through the headteacher. Schools will be entirely free to refuse, and we would therefore ensure the school remained anonymous in this event.

What is the legal basis for processing activities?

SHU is the data controller for the English Mastery evaluation, and the processing of personal data is defined under GDPR as a specific task in the public interest. As data is being processed for the purpose of academic research, the main aim of which is to improve reading ability among school pupils, the legal basis for processing is as a 'Public Task' (Article 6 (1) (e)). <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/public-task/>

Special category data, specifically English as an Additional Language (EAL), Special Educational Needs and Disabilities (SEND) and Free School Meals (FSM) status, will be accessed from the National Pupil Database and processed for the purpose of scientific research as permitted under GDPR Article 9 (j). Pupil names, dates of birth and Unique Pupil Numbers (UPN) obtained from schools will be used to access this information.

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/special-category-data/>

Specifically, we are processing this data to determine if the English Mastery programme has different effects on different subgroups of pupils. EEF was established with a remit to break the link between family background and educational attainment, and all EEF projects conduct subgroup analysis on FSM pupils. We are also interested in the effectiveness of the English Mastery programme for pupils who have EAL and SEND as we believe that it could be particularly beneficial to them, and whether the programme is associated with differences in outcomes according to pupil gender.

The DfE and EEF are joint data controllers who have overarching responsibility for the Accelerator Fund programme, while evaluators and delivery teams are independent data controllers for each project. They make decisions about how and what personal data is used in accordance with the purposes set by the DfE and EEF. In this case, the evaluator is SHU and the delivery team is Ark.

Which Personal Data will we collect and use?

In order to provide our services we need to collect and use some personal data. Below is a list of what this will include for the trial:

Type of personal data	Pupil	Teacher
First name and surname	X	X
Contact details (work email address)		X
Personal details: UPN and date of birth	X	
Survey responses (on workload, teaching practice, confidence)		X
Interview responses (on workload, teaching practice, confidence)		X
Focus group responses (on learning experiences)	X	
Attainment data held by schools the National Pupil Database	X	
Outcome test data, collected in school during project	X	
Data on participation in English Mastery and use of EM materials		X
Type of special category data	Pupil	Teacher
Personal characteristics: FSM status, EAL status, SEND status, Gender	X	

Using the information we receive from schools, we will also obtain data from the DfE Schools Comparison Service (on school characteristics and attainment) and the National Pupil Database (for pupil characteristics as described above).

Who will we share personal data with?

The privacy of personal data is paramount and will not be disclosed unless there is a justified purpose for doing so. Data may be shared between SHU and the following parties:

- **EEF** for the purposes of research and evaluation. This includes submitting project data to the archive managed by EEF's data contractor at the end of the project. At this point, EEF becomes a data controller, and EEF's data contractor becomes a data processor.
- **Transcribers**, who we may ask to produce transcripts of audio recordings of interviews and focus groups with teachers, and responses from pupils for outcome tests. If this is the case SHU will ensure that appropriate contracts and/or data sharing agreements are in place and that the transcribers process personal data in accordance with the GDPR and other applicable legislation.
- **GL Assessment**, who publish the outcome assessment that participating pupils undertake at the end of Y8 and provide a marking service to enable us to access the results.

Security

SHU take a robust approach to protecting the information they hold. This includes the installation and use of technical measures including encryption of data, firewalls and intrusion detection and prevention tools on networks and segregation of different types of device; the use of tools on University computers to detect and remove malicious software and regular assessment of the technical security of SHU systems. SHU staff monitor systems and respond to suspicious activity.

Alongside these technical measures, comprehensive and effective policies and processes are in place to ensure that SHU users and administrators of information are aware of their obligations and responsibilities for the data they have access to. Access to project data is restricted to the research teams and administrators associated with the project. Sharing of the data with other researchers would require approval by the SHU ethics committee who will ensure that all data protection requirements are met. Training is provided to new staff joining SHU. Existing staff have training and expert advice available if needed.

Data transfers from schools and between data controllers/processors will be conducted using a secure file transfer service and all files sent will be encrypted. Schools will receive full instructions on this. All personal data will be stored in directory locations that are only visible to specified members of the project team.

Further Information

For further information about how SHU use personal data see:

<https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notice-for-research>

<https://www.shu.ac.uk/about-this-website/privacy-policy/information-governance-policy>

The Information Commissioner is the regulator for GDPR. The Information Commissioner's Office (ICO) has a website with information and guidance for members of the public:

<https://ico.org.uk/for-the-public/>

If there are any concerns about the way this project processes personal data, please raise these with the project teams.

Dr Martin Culliney (Principal Investigator for Evaluation of English Mastery), Senior Research Fellow, Sheffield Institute of Education, Sheffield Hallam University S1 1WB. Email: M.Culliney@shu.ac.uk

SHU Data Protection Officer. Email: DPO@shu.ac.uk Phone: 0121 225 3361

If you have an ongoing concern, 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/>

English Mastery Evaluation

Parent information sheet

Dear Parent/ Carer,

RE: Evaluation of English Mastery Programme

I am writing to tell you that your child's school is participating in a study evaluating the English Mastery programme. English Mastery is a comprehensive programme which aims to improve English attainment for pupils in Years 7 and 8. The study is being funded by the Education Endowment Foundation (EEF) and the Department for Education as part of the Accelerator Fund programme. The evaluation is being carried out by Sheffield Hallam University (SHU).

As part of this evaluation, half of the schools participating in the study will be randomly selected to follow the English Mastery curriculum in 2022-23 and 2023-4. The other half will continue with usual English teaching. SHU will conduct research to understand whether English Mastery improves students' progress in English.

To compare student's progress across the schools, SHU will conduct the following activities:

Research activity	Details
Collecting pupil data from schools	Schools will share pupil data (Unique Pupil Number, date of birth, first name and surname) with SHU via secure transfer. We collect this information so that we can record the student's progress from Key Stage 2 and to enable us to administer tests to students in KS3. Information on pupil characteristics (gender, Free Schools Meals, English as a Second Language and Special Educational Needs status) will also be obtained from NPD to help us understand how well the English Mastery Programme works for these pupils.
School visits and surveys	Teachers will complete surveys at two points during the evaluation. A SHU researcher will visit selected schools to interview teachers and observe English lessons. Names and personal details of students will not be recorded during these visits.
Student testing	At the end of Year 8 SHU will randomly select a group of pupils to participate in a standardised English test. Your child may be asked to sit this test. SHU will use the test scores to evaluate the impact of English Mastery on students' academic performance. The results will be analysed alongside data from the National Pupil Database to measure progress against prior attainment.

All personal data will be kept confidential and processed in accordance with the General Data Protection Regulation (Article 6 (1e) and Article 9 (j)). Information provided will be shared securely with researchers at SHU. SHU will publish a report at the end of the evaluation. No individual pupils, teachers or schools will be mentioned in the report.

Please see the SHU Privacy Notice for research participants for more information about how your child's data will be treated: <https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research>

The DfE and EEF are joint data controllers who have overarching responsibility for the wider Accelerator Fund programme, which the English Mastery intervention is part of. They make decisions about how and what personal data is used in accordance with the purposes set by the DfE and EEF.

SHU will act as independent data controller for the duration of the English Mastery project. All personal information will be securely deleted once the project is completed. Once your child's information is archived it will be anonymised, and it will not be possible to identify them.

At the end of the project, data will be submitted to the EEF's Data Archive. At this point, EEF and DfE will be data controllers and contractors appointed to manage the Data Archive will be data processors. The evaluation data will also be linked with information about the students from the National Pupil Database (NPD), Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive, and potentially other approved researchers.

If you would like more information about this project, you can contact the research team at SHU using the email address below, or visit the websites for EEF or English Mastery.

SHU Email: EnglishMastery@shu.ac.uk

EEF Website:

<https://educationendowmentfoundation.org.uk/>

You have the right to express the wish for SHU not to obtain information about your child from the school, including their name, date of birth and Unique Pupil Number. If you do not want your child's school to share your child's information with the evaluators and wish for your child to opt-out of the project evaluation, please complete the slip on the following page. Please note that if you wish to opt your child out of the evaluation, they can still take part in the English Mastery lessons, but not the evaluation.

If you are happy with everything in this letter you do not need to do anything.

Dr Martin Culliney

Senior Research Fellow

Sheffield Hallam University

English Mastery OPT-OUT SLIP

I do **not** want my child to take part in the evaluation of the English Mastery programme, including all the research activities described above:

Your child's name.....

Your full name.....

Your signature.....

Date.....

Please return this slip to your school within **two weeks** of receipt of this letter if you wish to **opt-out** of the English Mastery evaluation activities.

Appendix E: Baseline and outcome histograms

Figure 1: KS2 English marks (baseline measure from NPD, Reading and GPS marks standardised and combined)

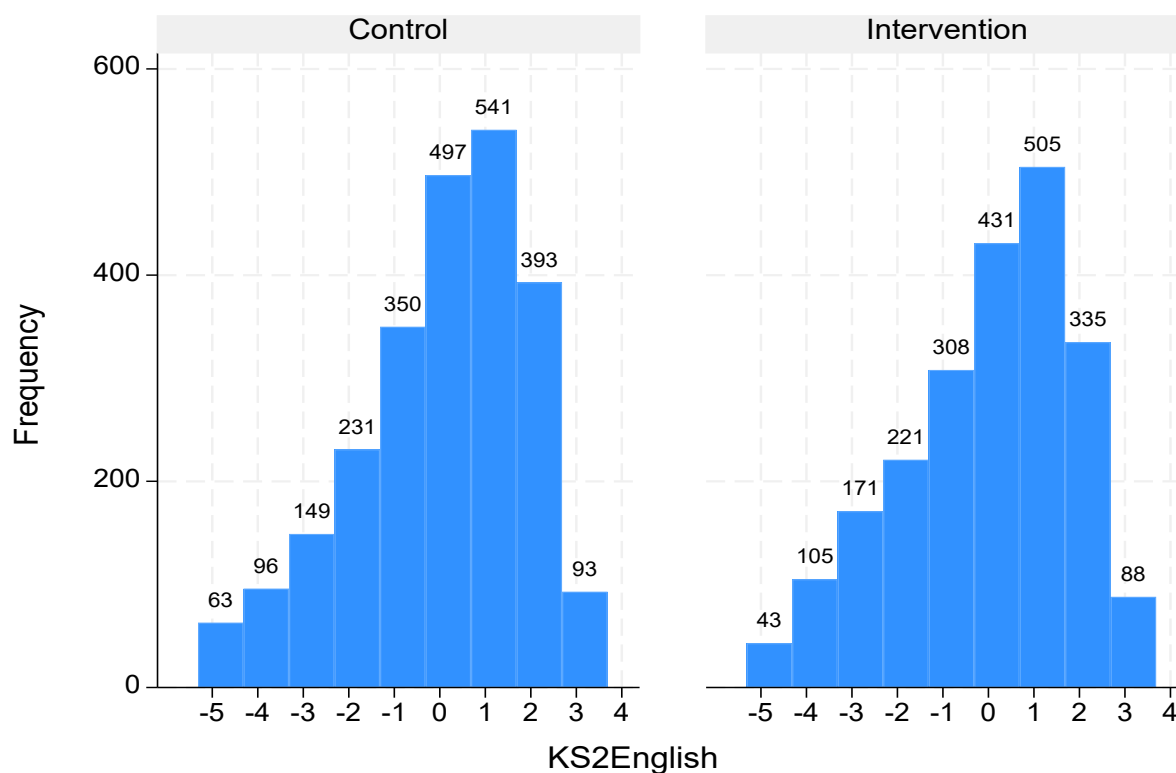


Figure 2: KS2 Reading marks (baseline measure from NPD)

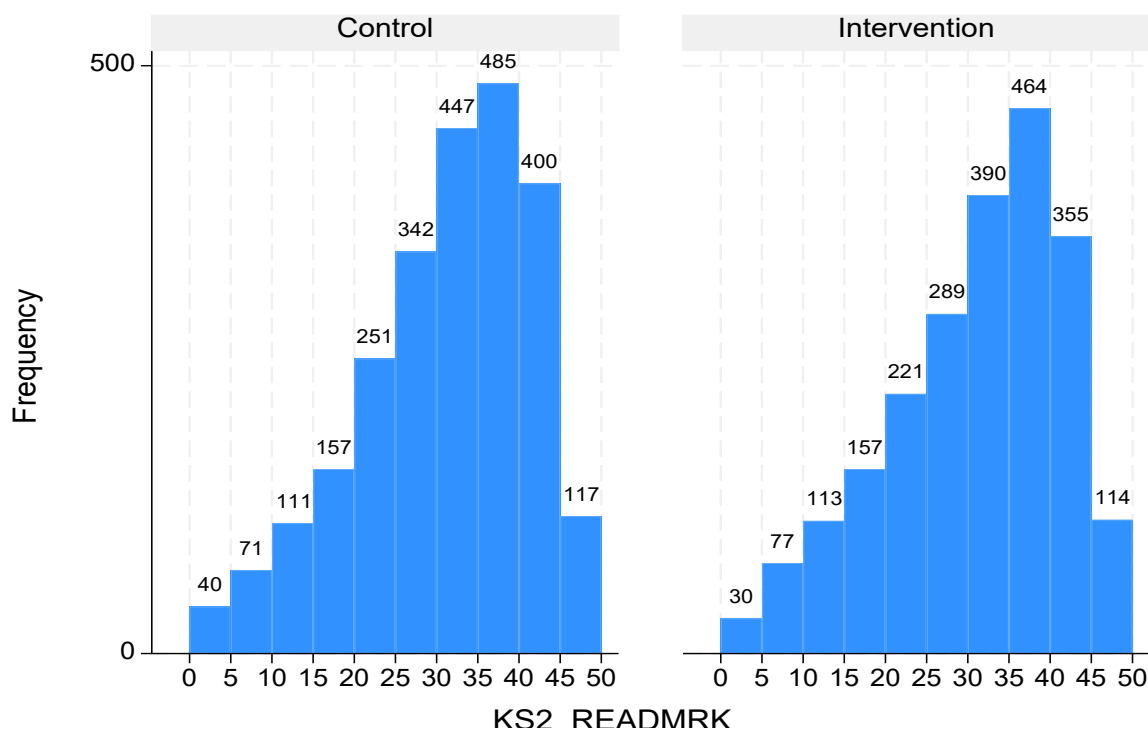


Figure 3: KS2 Grammar, Punctuation and Spelling marks (baseline measure from NPD)

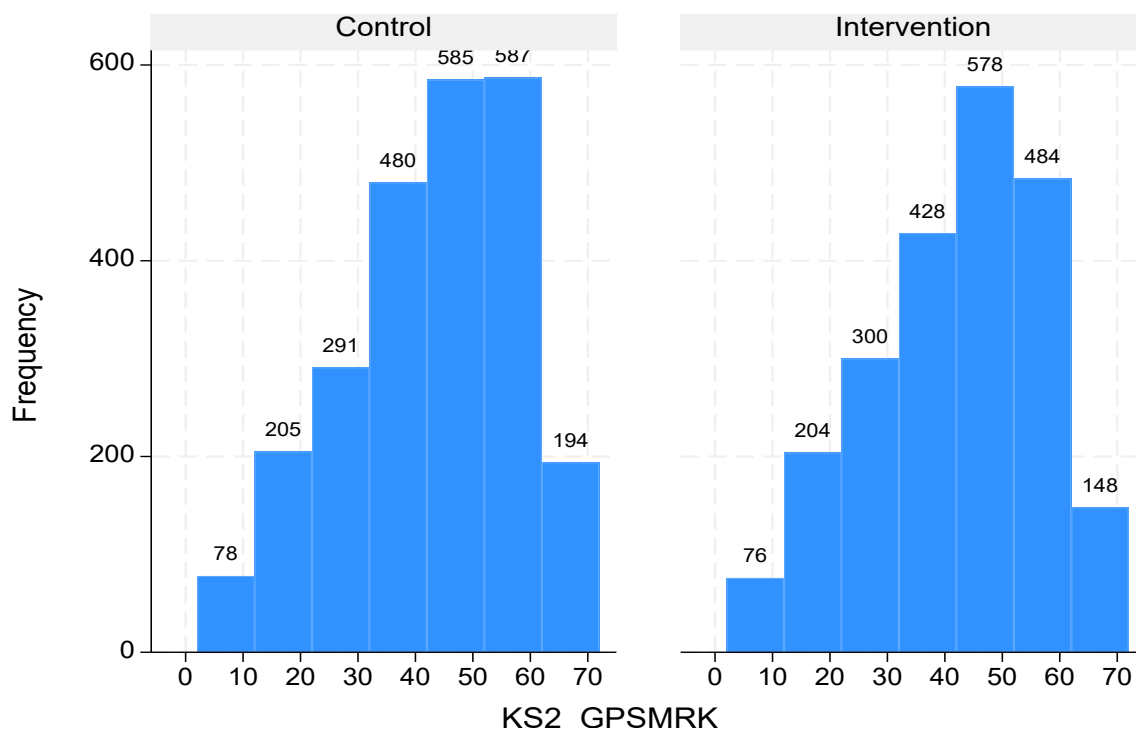


Figure 4: Primary outcome scores (GL PTE13 total raw score)

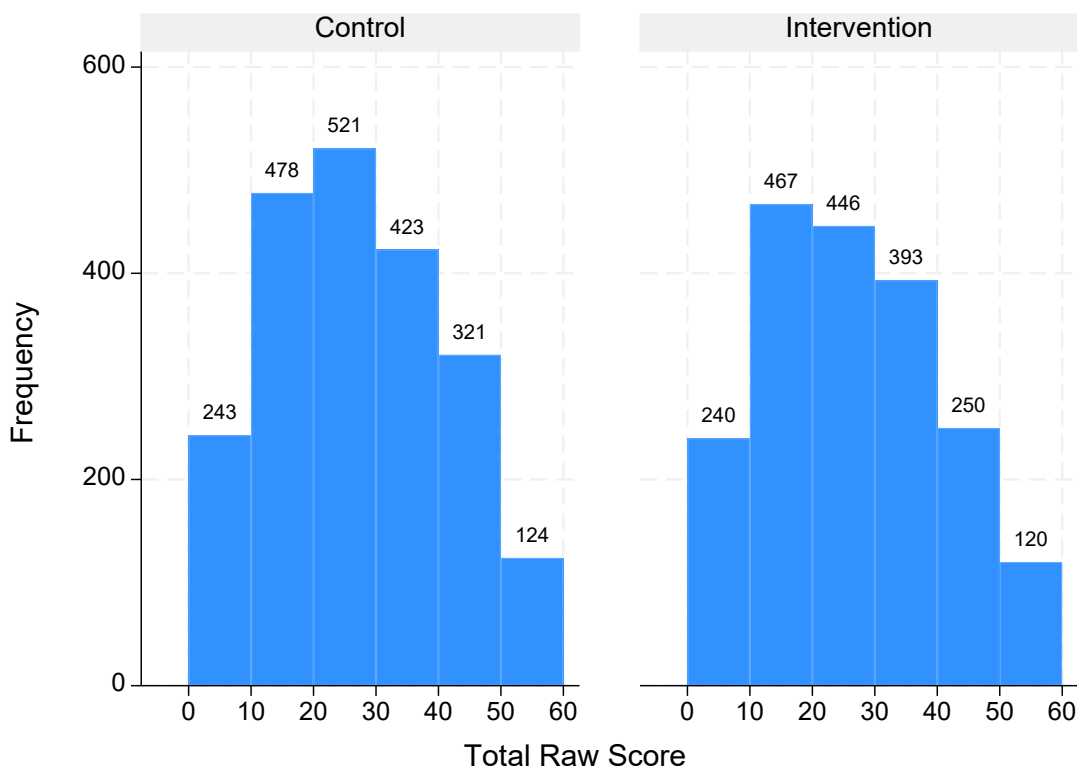


Figure 5: Secondary outcome scores (GL PTE13 Reading)

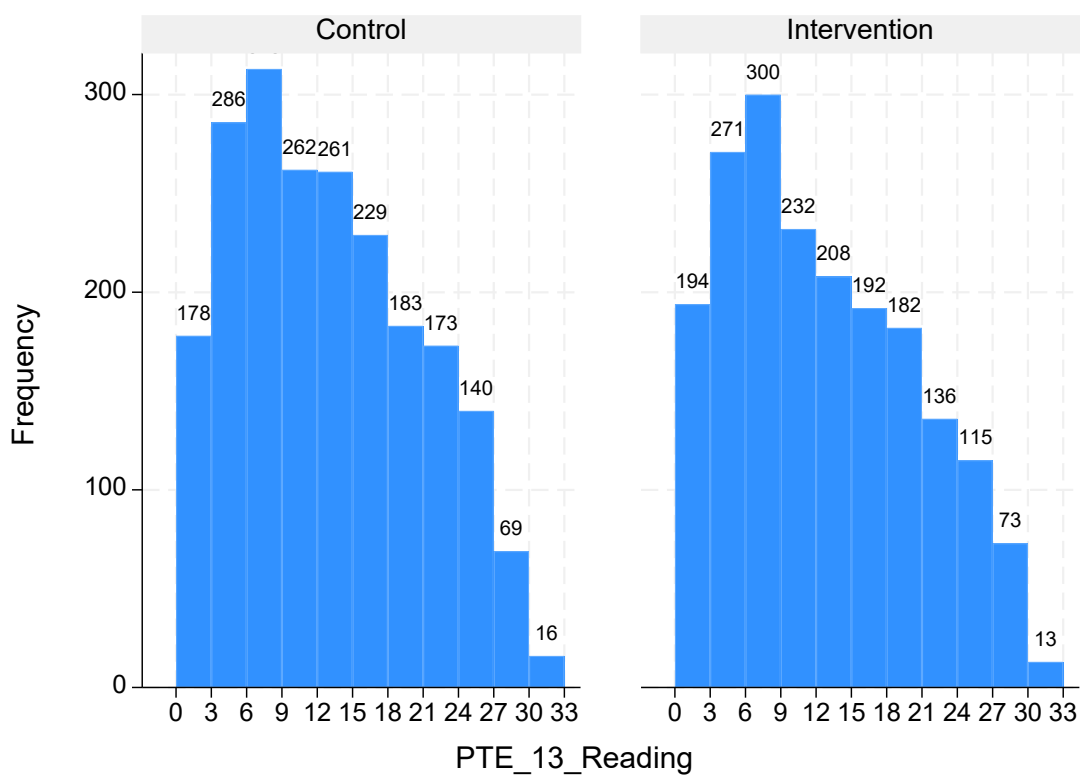
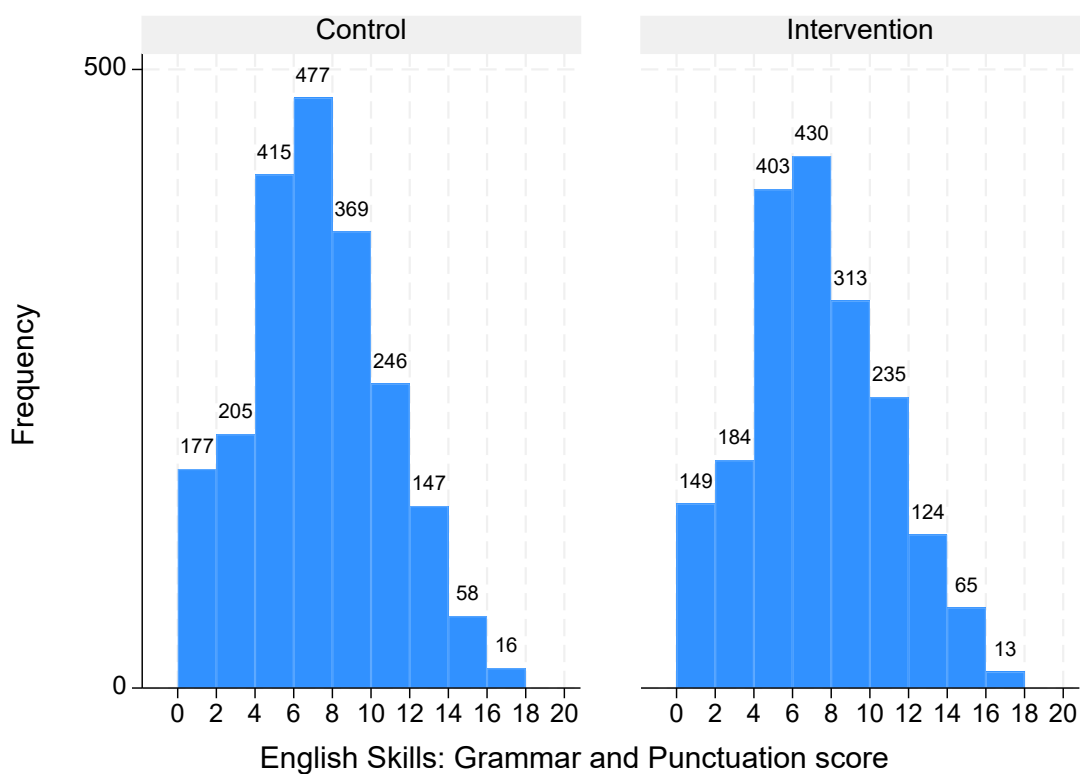


Figure 6: Secondary outcome scores (GL PTE13 Grammar and Punctuation)



Appendix F: Sample analysis code

Analysis conducted in Stata

*empty model to generate unconditional variance

```
mixed TotalRawScore || School_ID: || Class_ID:
```

*full model to generate beta coefficients

```
mixed TotalRawScore Treatment_Allocation Pupil_centred_Baseline class_centred_Baseline  
centred_school_mean_Baseline b2.RSCregion mixed_ability OFSTED_binary || School_ID: || Class_ID:
```

.

Appendix G: Analysis with multiple imputation on primary outcome

Table 1: Full results for headline ITT models with multiple imputation of missing data for primary outcome

	Unadjusted means				Effect size		
	Intervention group		Control group		Total n (intervention; control)	Hedges g (95% CI)	p- value
	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)			
_1_TotalRawScore	2207(118)	25.93 (25.352; 26.507)	2413(194)	26.47 (25.925; 27.02)	4620 (2207; 2413)	-0.03 (- 0.133; 0.068)	0.532
_2_TotalRawScore	2207(118)	25.84 (25.257; 26.419)	2413(194)	26.49 (25.95; 27.036)	4620 (2207; 2413)	-0.04 (- 0.14; 0.06)	0.436
_3_TotalRawScore	2207(118)	25.85 (25.268; 26.429)	2413(194)	26.43 (25.884; 26.971)	4620 (2207; 2413)	-0.03 (- 0.133; 0.066)	0.510
_4_TotalRawScore	2207(118)	25.96 (25.381; 26.546)	2413(194)	26.63 (26.081; 27.176)	4620 (2207; 2413)	-0.04 (- 0.144; 0.06)	0.419
_5_TotalRawScore	2207(118)	25.75 (25.173; 26.329)	2413(194)	26.51 (25.969; 27.056)	4620 (2207; 2413)	-0.05 (- 0.154; 0.051)	0.325
_6_TotalRawScore	2207(118)	25.85 (25.278; 26.43)	2413(194)	26.39 (25.839; 26.937)	4620 (2207; 2413)	-0.03 (- 0.132; 0.074)	0.577
_7_TotalRawScore	2207(118)	26.03 (25.455; 26.615)	2413(194)	26.47 (25.923; 27.02)	4620 (2207; 2413)	-0.02 (- 0.122; 0.076)	0.653
_8_TotalRawScore	2207(118)	25.82 (25.236; 26.395)	2413(194)	26.35 (25.804; 26.899)	4620 (2207; 2413)	-0.03 (- 0.13; 0.074)	0.588
_9_TotalRawScore	2207(118)	25.63 (25.044; 26.212)	2413(194)	26.47 (25.928; 27.02)	4620 (2207; 2413)	-0.05 (- 0.148; 0.05)	0.331
_10_TotalRawScore	2207(118)	25.78 (25.202; 26.356)	2413(194)	26.62 (26.08; 27.169)	4620 (2207; 2413)	-0.05 (- 0.152; 0.048)	0.307

Appendix H: IPE instruments

Teacher Survey

Introduction

Your school is taking part in the English Mastery project, funded by the Education Endowment Foundation and independently evaluated by Sheffield Hallam University. Further information about the study can be found on the EEF website.

English Mastery is being evaluated through a randomised controlled trial, where half of the schools were randomly assigned to receive the English Mastery intervention and the other half formed a control group, teaching English on a ‘business-as-usual’ basis throughout the study period (2023-25). All teachers of English at participating schools (intervention and control) were asked to take part in two previous questionnaires, in September 2023 and July 2024, about their workload, confidence and practices in teaching English. This follow-up questionnaire is for teachers to complete at the end of Y8 (summer 2025). We are once again collecting teacher details so that we can match responses from the baseline and follow-up questionnaires and monitor any changes taking place over that time. Individual teachers or schools will not be identifiable in any reporting, and all responses will be treated confidentially. No personal data will be shared with schools, the English Mastery team or anyone else, and all identifying information on teachers will be deleted once the survey is closed. Responses will only be retained in anonymised form after the evaluation. If you have any questions about this or other aspects of the evaluation, please email the evaluation team: EnglishMastery@shu.ac.uk

Q1 Your first name(s)

Q2 Your surname

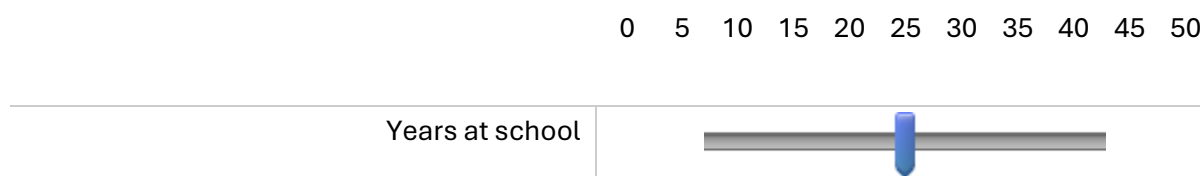
Q3 School name

Q4 School postcode

Q5 What are your roles in the school? Please tick all that apply

- ☐ Teacher of English
- ☐ Senior Leader
- ☐ Other (please specify)
-

Q6 How many years have you been working at your school?



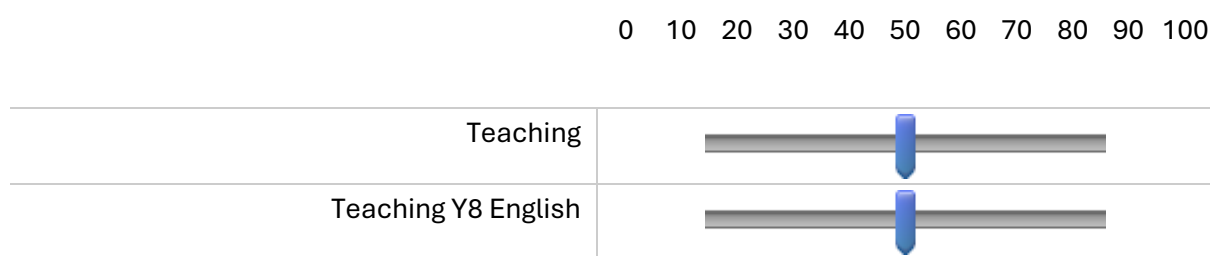
Q7 Have you taken part in English Mastery before this study?

- ☐ No
- ☐ Yes
- ☐ Don't know

Teacher workload

The next set of questions is about the time you spend on different tasks. Some questions will ask for an estimate of time spent in hours in your most recent week that you were working (that is, Monday to Sunday that was not shortened by illness, religious breaks or public holidays). In the most recent week that you were working, approximately how many hours did you spend in total on teaching and all teaching related activities in this school? This would include planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care, professional development training, parents' evenings and other activities. Please include tasks that took place during weekends, evenings or other out-of-school hours. Round up to the nearest half hour. As an example, three and a half hours would be recorded as 3.5. Please record a 0 (zero) if you spent no time teaching in the most recent week that you were working.

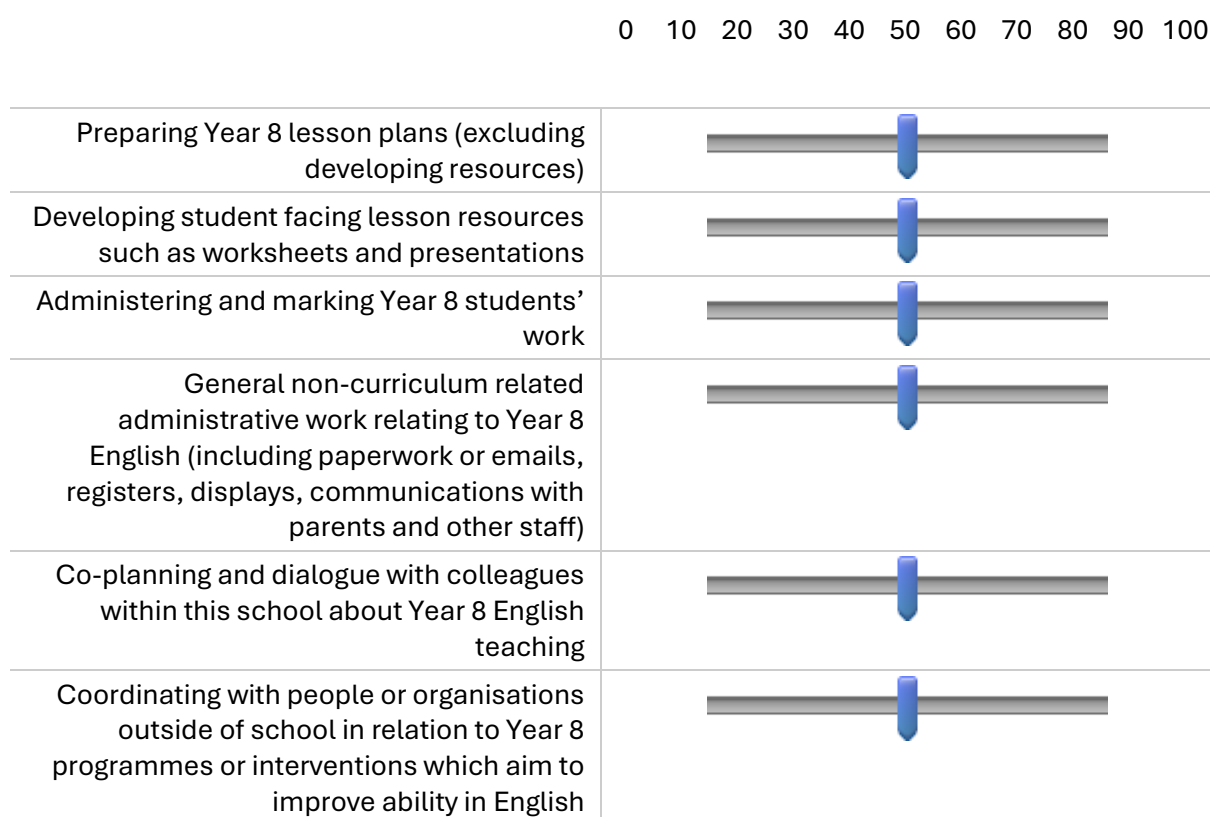
Q8 Hours spent in most recent work week



*The school year being referred to was amended depending on when the survey was conducted.

The next set of questions are about the time you spend on different tasks involving Year 8 English other than teaching. Thinking about the same week how many hours did you spend on the following activities for Year 8 English other than teaching at your school? Please exclude all time spent teaching Year 8. Please include tasks that took place during weekends, evenings or other out-of-school hours. Again, round up to the nearest half hour. Please record a 0 (zero) if you spent no time on a listed activity.

Q9 Hours spent in most recent work week



*The school year being referred to was amended depending on when the survey was conducted.

Q10 Compared to this time last year, do you think that your workload has increased, decreased or stayed the same? Please consider any impact on planning, resource creation, meetings, and formative assessments.

- ☐ Increased
- ☐ Decreased
- ☐ Stayed the same
- ☐ Don't know
- ☐ Not applicable - I didn't work at the school last year

Q10a And compared to this time last year, by how many hours has your workload increased in a typical working week? Round up to the nearest half hour.

0 10 20 30 40 50 60 70 80 90 100



Q10b And compared to this time last year, by how many hours has your workload decreased in a typical working week? Round up to the nearest half hour.

0 10 20 30 40 50 60 70 80 90 100



Q10c Which of the following features of English Mastery did you integrate into your practice this year? **[INTERVENTION ONLY]**

- ☐ Discrete grammar teaching
- ☐ Tier 2 vocabulary
- ☐ Reading for pleasure
- ☐ Use of abridged texts with weaker readers
- ☐ Literary heritage
- ☐ Writing mastery

Q10d Please state your views on the English Mastery features that you integrated into your practice this year. **[INTERVENTION ONLY]**

Q11 The aim of the English Mastery training is to equip teachers to implement a coherent and cumulative English curriculum. With this in mind, how would you rate the following aspects of the English Mastery training **[INTERVENTION ONLY]**:

	Terrible	Poor	Fair	Good	Excellent	Don't know
Overall	☐	☐	☐	☐	☐	☐
Materials	☐	☐	☐	☐	☐	☐
Scheduling	☐	☐	☐	☐	☐	☐
Induction training	☐	☐	☐	☐	☐	☐
Remote development sessions	☐	☐	☐	☐	☐	☐
School visit support	☐	☐	☐	☐	☐	☐
MyMastery-Teaching Overviews	☐	☐	☐	☐	☐	☐
MyMastery-Teaching Mastery CPD Modules	☐	☐	☐	☐	☐	☐

Q12 Do you have any other comments about the English Mastery training?
[INTERVENTION ONLY]

Q13 With respect to teaching English, how confident are you in the following:

	No confidence	2	3	4	Very confident	Don't know
Using formative assessment to inform planning	☐	☐	☐	☐	☐	☐
Using summative assessment to inform planning	☐	☐	☐	☐	☐	☐
Providing effective feedback to students	☐	☐	☐	☐	☐	☐
Your overall English subject knowledge	☐	☐	☐	☐	☐	☐
Your overall English pedagogy	☐	☐	☐	☐	☐	☐
Teaching of canonical texts	☐	☐	☐	☐	☐	☐
Teaching grammatical concepts	☐	☐	☐	☐	☐	☐
Teaching vocabulary	☐	☐	☐	☐	☐	☐
Motivating pupils to enjoy English	☐	☐	☐	☐	☐	☐
Teaching FSM pupils	☐	☐	☐	☐	☐	☐
Teaching EAL pupils	☐	☐	☐	☐	☐	☐
Teaching SEN pupils	☐	☐	☐	☐	☐	☐

Q14 To what extent do you think that the English Mastery curriculum has led to changes in your teaching of English? **[INTERVENTION ONLY]**

- ☐ Don't know
- ☐ Not at all
- ☐ Minimal change
- ☐ Some change
- ☐ A lot of change
- ☐ Complete change

Q15 How would you rate the following English Mastery Curriculum programme materials? **[INTERVENTION ONLY]**

	Don't know	Terrible	Poor	Fair	Good	Excellent
Units of work	☐	☐	☐	☐	☐	☐
Lesson by lesson resources	☐	☐	☐	☐	☐	☐
Best practice videos	☐	☐	☐	☐	☐	☐
Co-planning resources	☐	☐	☐	☐	☐	☐
Knowledge definitions	☐	☐	☐	☐	☐	☐
Curriculum Map	☐	☐	☐	☐	☐	☐

Q16 To what extent do you think that the English Mastery assessment protocols (for example, fortnightly quizzes and Assessing for Mastery standardisation) have led to changes in use of formative and summative assessment? **[INTERVENTION ONLY]**

- ☐ Don't know
- ☐ Not at all
- ☐ Minimal change
- ☐ Some change
- ☐ A lot of change
- ☐ Complete change

Q17 What have been the main changes in your practice of formative and summative assessment from taking part in English Mastery? **[INTERVENTION ONLY]**

Q18 How would you rate the following elements of the English Mastery Curriculum integrated assessment model? **[INTERVENTION ONLY]**

	Don't know	Terrible	Poor	Fair	Good	Excellent
Accurately assessing pupils' English	☐	☐	☐	☐	☐	☐
Marking English	☐	☐	☐	☐	☐	☐
Using formative and summative assessment to inform planning	☐	☐	☐	☐	☐	☐

Q19 How do you think that participation in English Mastery has affected the enjoyment of English for the following pupils? **[INTERVENTION ONLY]**

	Don't know	Reduced enjoyment	2	3	4	Increased enjoyment
High attainment	☐	☐	☐	☐	☐	☐
Low attainment	☐	☐	☐	☐	☐	☐
SEN	☐	☐	☐	☐	☐	☐
FSM	☐	☐	☐	☐	☐	☐
EAL	☐	☐	☐	☐	☐	☐

Q20 How do you think that participation in English Mastery has affected progress in English for the following pupils? **[INTERVENTION ONLY]**

	Don't know	Slowed progress	2	3	4	Accelerated progress
High attainment	☐	☐	☐	☐	☐	☐
Low attainment	☐	☐	☐	☐	☐	☐
SEN	☐	☐	☐	☐	☐	☐
FSM	☐	☐	☐	☐	☐	☐
EAL	☐	☐	☐	☐	☐	☐

Q21 What, if any, barriers did you experience in implementing the English Mastery programme? [INTERVENTION ONLY]

Q22 Do you have any other reflections on your experience of English Mastery? [INTERVENTION ONLY]

School visit/ observation schedule

Area	Question	Interview	Observation	Survey
Prior experience of Teacher	1. Prior experience- of teaching English	/		/
	2. Prior experience- of English Mastery			/
Training, confidence and support in delivery of English Mastery	3. Attendance at training events	/		/
	4. Content of training events	/		
	5. Conducting writing assessments	/	/	/
	6. Planning mastery sessions/ planning for progression	/	/	/
	7. Quality of English Mastery Materials	/		/
	8. Identifying starting point for pupil (traditional/ foundation)	/		/
	9. Personalising programme to pupil needs and or interests	/	/	/
	10. Quality of school leadership/ ARK support with implementation	/		/
Delivery of sessions (fidelity)	11. Delivery all core activities during EM session	/	/	
	12. Frequency and coverage of sessions	/		
	13. School leadership / ARK support with delivery	/		
Impact on pupils	14. Knowledge & skills in writing	/	/	/
	15. Knowledge and skills in comprehension (progress)	/		/
	16. Attitudes	/	/	/
	17. Awareness of success	/	/	
Impact on teacher professional role, knowledge and confidence	18.. Role in school	/		/
	19 Professional knowledge and confidence -planning for pupil progression -English subject knowledge - Workload changes/ co-planning	/	/	/

Questions for Teachers (post-observation)

Please read this into the tape.

We are gathering data to help us evaluate the English Mastery programme. This interview forms part of the evaluation. Any data collected today will be kept securely and will remain confidential. Only members of the evaluation team will have access to the anonymised transcript. Use of the interview data for this evaluation or any research project or publication will ensure anonymity. You are welcome to withdraw this consent at any time during the interview and for up to 6 days afterwards. Do you understand what I have told you and do you consent to the use of this interview for evaluation and publishing purposes?

- 1) How did that session compare to a typical lesson?
- 2) Were you able to achieve what you had planned?
- 3) What has changed in your teaching of English since you have been involved in delivering EM?

Preparing to deliver English Mastery

- 4) Which of the training events have been the most/ least useful in preparing you to deliver EM?
- 5) How confident do you feel about conducting the assessments required?
- 6) How did the initial training affect your ability to plan for EM lessons?

Delivering the programme

- 7) Which of the English Mastery materials have you found the most useful?
- 8) How easy/ difficult has it been to deliver the required number of sessions?
- 9) How does the lesson structure work for you in your classroom?

Impact on pupils

- 10) So far, what impact has English Mastery had on your pupils? You may wish to include comments on their confidence, attitudes and skills.
- 11) Are there opportunities to share pupil success/ learning?

Impact on your professional development/ role in school

- 12) What impact has the training and delivery of English Mastery had on you personally and professionally? (role in school, professional knowledge/confidence, time/ workload)
- 13) Is there anything else you would like to say about English Mastery?

School Leader Interview

Please read this into the tape.

We are gathering data to help us evaluate the English Mastery programme. This interview forms part of the evaluation. Any data collected today will be kept securely and will remain confidential. Only members of the evaluation team will have access to the anonymised transcript. Use of the interview data for this evaluation or any research project or publication will ensure anonymity. You are welcome to withdraw this consent at any time during the interview and for up to 6 days afterwards.

- 1) Why did you join the English Mastery programme initially?
- 2) What was your school's approach to delivering the Y7/8 English curriculum prior to English Mastery?
- 3) What has been your experience of implementing English Mastery in your school?
- 4) How have you worked with Ark to support the successful implementation? How well have Ark supported you?
- 5) Have there been any challenges to successful implementation?
- 6) What impact is the English Mastery programme having on your school, staff and pupils?
- 7) What are the most positive aspects of the programme for your school?
- 8) How easy has English Mastery fitted into your existing practices and what have you changed?
- 9) How well has your school/ staff been supported by Ark?
- 10) Are you likely to continue with English Mastery after the evaluation period?
- 11) Are there any elements of the programme you would like to change?
- 12) Is there anything else you would like to say about the English Mastery programme?

Pupil focus group

- 1) Tell me about the lesson you just took part in.
- 2) What did you learn about reading/ writing in the lesson?
- 3) How have your English lessons changed since you left primary school?
- 4) Do you enjoy English Mastery lessons? What is best about the lessons? What do you like least?
- 5) Do you think that you are improving in your reading and writing? What is helping you?
- 6) Do you think it is important to be good at reading and writing? Why?
- 7) Are there any activities that you would like to do in your English lessons that you don't do at the moment?

Date	Observer	School
Time start	Time completed	Focus of lesson
Teaching focus	Comments	
		Principles of English Mastery: pedagogical pillars: accumulation of knowledge, discrete grammar teaching Tier 2 vocabulary.
		These pillars are delivered through an English curriculum with the following strands: literary heritage, writing mastery and reading for pleasure Weaker readers can access abridged texts and study at 'foundational level', progressing where appropriate to 'traditional level'
		Pupils gain automaticity in the technical skills of writing, such as spelling and punctuation, and have a good understanding of grammar, they are more able to focus on the process of effective composition through improvements in writing and comprehension. Features of effective practice identified by EEF such as reading complex texts through active engagement and application of existing knowledge, breaking down complex texts and writing tasks, and use of targeted vocabulary are reflected in Ark Mastery.

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