

Each One Teach One Project Final Report



London Early Years Foundation London Schools Excellence Fund - Round 2

Self-evaluation written by Rashid Iqbal and team
Project Number LSEF139

Key information

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1. Executive Summary

London Early Years Foundation (LEYF) is a social enterprise that is dedicated to transforming the lives of young children and their families. LEYF delivers this change through the provision of outstanding early year's education across London that enables children to get the best possible start in life, regardless of their circumstances or background.

The Each One Teach One project helped us deliver our goals through improving the teaching of maths and literacy skills to pre-school children and thereby enabling those children to start school better prepared for learning and life. The results of the project demonstrate an improvement in maths and literacy attainment for children, at either end of the achievement scale, measured by a standardised before and after assessment. This report captures our findings from and reflections on of Each One, Teach One project.

Each One Teach One was designed to impact on three critical areas; improving early years' teacher's skills and confidence in teaching maths and literacy, ensuring consistency in the curriculum, and improving the children's Home Learning Environment through parental engagement. Nursery teachers were trained over three days in the LEYF Academy to deliver high quality maths and literacy teaching. They also explored how to better engage children's parents through 'Pedagogical Conversations'. These 'Early Excellence Champions' then trained other practitioners in their settings through a peer-to-peer, cascaded learning model (see, do, teach), and engaged parents in scaffolding children's learning with standardised activities that could be delivered consistently at home.

39 teachers were trained in the LEYF Academy, and a further 39 through peer-to-peer learning. Through a 12 week cycle of activities and pedagogical conversations, the practitioners engaged parents and children in 8 different home learning activities; 4 in each curriculum area. We stimulated peer-to-peer learning within and across settings through coaching and feedback, and through more informal group activity where learnings were shared. We also piloted the innovative use of tablet technology in classrooms to collate observations and results.

As a result of Each One, Teach One, nursery teachers evidenced an 8% improvement in confidence in teaching literacy and numeracy which led to a 16% improvement in knowledge and skills, assessed before and after the intervention. This resulted in a 4% improvement in children's attainment in literacy and numeracy skills, showing increased improvement for 2% of children at the lower end of the achievement scale and 2% at the higher end.

78 pre-school practitioners 31 nurseries 1,200 training hours in the LEYF Academy
 >200 children and their parents were involved 4 cohorts
 +16% knowledge of the Early Years Foundation Stage
 >300 pedagogical conversations >450 activities logged
 +8% teacher confidence +2% swing from lower to higher attainment
 Positive response from parents, even those who were hesitant to become involved initially

We also learnt that using a digital platform to capture progress and impact is possible, though not without significant cost and challenge and that a lot of work was required upfront to reduce inconsistency in starting points of settings and practitioners. LEYF is committed to using this learning to inform the effective application of the Early Years Pupil Premium.

2. Project Description

2.1 Project Outline

London Early Years Foundation (LEYF) is a charitable social enterprise dedicated to providing outstanding education that can help ensure that every child gets the best start in life. Each One Teach One has helped us deliver this mission.

Each One Teach One aims to improve the attainment of children through promoting excellence in early years teaching. The project develops the knowledge and skills of nursery teachers, ensuring they can deliver a high quality, age-appropriate curriculum in literacy and mathematics, and better support parents to sustain children's learning at home. The project links to LEYFs priorities around developing consistent, distinct, and evidence informed approaches to developing children's literacy and mathematics skills across all of our 34 settings. It builds on our initial internal sounding boards, action research and the LEYF pedagogical approach to literacy and communication. We want to be able to ensure that children, whatever their starting point, are able to benefit from excellent, age appropriate support in meeting children's expected early learning goals in the Early Years Foundation Stage (EYFS) curriculum.

Furthermore, the project aims to extend what happens in our nurseries into the child's home, thus establishing and securing improvements in the home learning environment (HLE) that can support children throughout the rest of their time at school as young learners. To this extent, Each One Teach One supports two elements of the LEYF 'Magic Sum' - our measure of Social Impact -Quality and the Home Learning Environment

2.2 Project Activity summary

The project is delivered across most of the 34 LEYF nurseries which span London but exist primarily in the boroughs of Westminster, Camden, Kensington and Chelsea, Lambeth, Tower Hamlets, Southwark and Barking and Dagenham. The coordination of the project from LEYF central office through the LEYF Academy, was managed by through the Children and Families team.

The following activities took place:

1) **Development of Curriculum and Teaching.**

We revised and finalised the LEYF approach to Mathematics and Literacy - ensuring a consistent and distinctive framework to the curriculum and teaching across LEYF settings. This enables us to deliver the EYFS to a high quality across a wide range of settings, including those that are acquired by or established by LEYF.

We designed, in collaboration with practitioners and suppliers, 8 Home Learning activities, 4 each for literacy and mathematics, which could be used across our settings and at home. Standardising these allowed for a better comparison and impact measurement. Each participating nursery was provided with these home, developmental stage and age-appropriate materials, ranging from different sized shells and Tupperware for exploring fundamental mathematical concepts such as measurement, tweezers and cubes to practise finer motor skills in preparation of writing, to song boxes for helping children to develop their literacy skills.

2) **Training.**

Our trainers from the LEYF Academy designed the training programme, consisting of 3 bespoke training days for the Early Excellence Champions. The training focused on how to deliver the Mathematics and Literacy curriculum through targeted activities, insights into

learning preferences, growing skills and confidence in engaging parents through pedagogical or ‘teaching’ conversations, and capturing progress through an online portal using tablets. An additional 1 day training on ‘How to make and record good observations’ was extended to all Each One Teach One staff, as we noticed through the pilot phase that practitioners had subtly different approaches to making assessments, whilst the project required children to be assessed consistently. To narrow the variation, and train our practitioners on how to assess, we designed and implemented a 1 day training that is now rolled out to all LEYF practitioners, as part of the standard LEYF Academy offer.

After having developed the curriculum and training, 39 Early Excellence Champions (at least one per nursery) were trained, who in turn trained a staff member in their own setting. In total 78 nursery teachers were trained. Before and after the training, they completes a skills test exploring how well they knew and understood the EYFS requirements.

3) **Teaching in the nursery.**

4 key children per trained practitioner were chosen from whom data was gathered before and after the 12-week intervention period. The developmental data was sourced from the standard LEYF development tracker. In total, 207 children benefited directly from the programme

We also undertook a parent survey to assess the Home Learning Environment before the intervention. This survey followed the questions established in the EPPE study (Effective Provision of Pre School Education 2004) funded by the Department for Education. This way we could monitor and evaluate the impact on parent participation in children’s development.

Once all preparations were done, the trained practitioner delivered one of the 8 activities with the child in the nursery. Depending on the attainment level of the child, it is a basic exercise, or a more complex, extended variation. The nursery teacher then assessed the child’s ability on particular elements of literacy or mathematics on the EYFS framework, and scored this on the online portal.

4) **Pedagogical conversations and parent engagement.**

When the parent collected their child, the practitioner would have a ‘pedagogical conversation’ with them exploring what the child is working on and its relevance to the child’s learning. Parents were then invited to repeat the exercise, or a simplified version of it at home, to embed the learning with the child. Parents were given a Home Learning bag with the activity in it, to help ensure they had the resources and guidance to engage their child in a way that was consistent with the nursery. When parents returned the Home Learning bag, a further pedagogical conversation would take place, in which the practitioner asks targeted questions around the child’s development and offers support for their extended learning, encouraging the parents to continue with the same or a new exercise. The nursery teacher then logs the conversation on the online portal.

‘Without conversation ...the human soul is bereft. It is almost as important as food, drink, love, exercise. It is one of the great human needs. If deprived of it, we die’. Educators able to initiate and sustain such dialogue require special talents, wisdom, confidence and rich education, in the best sense of the word.

Theodore Zeldin

(1998) Conversation: How Talk Can Change Your Life, Harvill Press. [133]

We delivered 307 pedagogical conversations in the funding period (beating our 200 conversations goal), to support parents in extending children’s learning in the home, building parental capacity to engage in children’s education.

2.1 Transition to new national curriculum

The Each One Teach One project supports the updated EYFS framework and as such supports our children in their transition into Key Stage 1. We focus on ‘core skills’ in areas that are appropriate to their age, to make children school ready and narrowing the achievement gap. Each One Teach One was deliberately focussed on driving children’s cognitive skills development and fits within a broader LEYF context aligned to a London Curriculum.

We hope that in the future, parents can log in to the online portal and follow their child’s development. We believe this is an area for future exploration and investment. It is an extra channel for the nursery teachers to engage the parent in their child’s learning, and with this project we piloted the infrastructure. This would help us meet the extended expectation in the new Ofsted Common Inspection Framework around engaging parents in the assessment of children’s development.

2.2 Produced materials

We have disseminated our learnings in a presentation and a video which can be found on the LEYF website: <https://www.leyf.org.uk/>

Or here: <https://www.youtube.com/watch?v=GhudF-vSXlg>

3. Confirmation of Theory of Change and Evaluation Methodology

3.1 Theory of Change and Evaluation Plan

Please find the diagram of our Theory of Change and our Evaluation Plan attached in Appendices A and B. We haven’t revised our Theory of Change or Evaluation Plan, as they still represent the programme correctly.

Table 1 - Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for Change
Improving our Teaching	Teachers are more confident and more skilled in teaching numeracy and literacy across different developmental stages.	No Change	N/A
Improving our Curriculum	Teaching of literacy and numeracy is delivered to a consistent standard across different LEYF settings.	No Change	N/A
Improving our children’s development	Children demonstrate improved numeracy and literacy	No Change	N/A
Improving the Home Learning Environment	Better support parents to sustain children’s learning at home	No Change	N/A

3.2 Changes to Theory of Change

We haven't revised our project's activities after our Theory of Change was validated.

3.3 Change in curriculum subjects/focus or key stage

We initially chose to work with 2+ year olds in the first cohort, but decided to only work with 3-5 year olds in the following cohorts. The EYFS has clear learning objectives in Mathematics and Literacy for over 3's, where for the under 3's it only covers the Prime Areas. It was therefore difficult to evaluate improvement through age-appropriate outcomes. In the future we can expand the programme to include other EYFS areas and younger ages.

3.4 Evaluation plan

A discrepancy with our evaluation plan occurred when gathering data for the children's attainment 3 months after the intervention. As many children in pre-school move on to primary school, we weren't able to collect enough data at 3 months after the intervention. We are therefore not able to analyse the potential longer term impact of the intervention.

Another discrepancy is that we planned to compare the amount of pedagogical conversations by our champions with the amount of pedagogical conversations from practitioners who haven't been involved in the programme. As the conversations by practitioners not on the programme are not logged in the same way, we couldn't make this comparison. Should our innovative testing of the tablet methodology for collating data prove successful and scaleable, in the future this data might be held in the same place allowing for more meaningful aggregation and analysis.

4. Evaluation Methodology Limitations

A few expected limitations around evaluation methodology, and our mitigations, were:

- **Inconsistent data:** our nurseries are diverse and record their data in subtly and not always immediately obvious ways. During this period, we also established or acquired new nurseries. Nurseries used different versions of pro-formas and procedures for staff appraisal and for recording conversations with parents. This posed obstacles to a robust evaluation of the Each One Teach One Project. We were keen not to burden our practitioners by duplicating their recording efforts through introducing an additional data capture methodology across the network. We made pragmatic judgements about getting staff to adopt or embed practices, but sought to sometimes accommodate existing practices of the nursery managers and their staff where needed. This meant that some of our baseline data was fairly varied and difficult to compare.
- **Limitations of self-assessment:** we used paper surveys to assess the confidence of the practitioners and the state of the Home Learning Environment. Surveys are a great way to capture data from individuals, as they can cover a span of topics, and is an efficient way of collecting information from a large sample size. However, it relies on self-awareness and provides only an opinion, with the risk of people filling out desired answers. In particular there was always a risk in asking parents about their practices that they would sometime gave answers that reflected their desired or optimal practices as opposed to their actual behaviours. We tried to mitigate this by explaining clearly that the surveys were not a test, and that there was no right or wrong answers.

Limitations which occurred during the project:

- **Missing data:** even though we didn't expect to get 100% data completion, we struggled more than expected to collect all data. For instance, children unexpectedly left the nursery in the middle of term (usually due to their families moving), taking any hard copy materials such as development trackers with them. We would then miss two data pieces (development tracker and parent survey), or have data that only reflects the initial part of the 12-week intervention.
- **Limitations of self-reporting and technology:** LEYF made the bold step to introduce new evaluation technology and software, to capture activities and pedagogical conversations. This meant that practitioners, who normally don't use technology in the nursery, needed to upload activities and log the pedagogical conversations with a tablet. If we had had unlimited resources, we would have been able to invest in a more intuitive system, with quicker tablets and a more robust digital infrastructure. When the barriers to self-report are higher, due to slow tablets with a sub-optimal interface on the reporting portal, there is a risk that people don't report everything they do as it takes too much time. We tried to mitigate this by working closely with the developers, researching technology carefully to get the best value for money on tablets, and of course allowing ample training and support for our practitioners.

4.2 Continuation of the project

LEYF will continue with a version of the project, having applied any delivery lessons, and aims to extend it to other areas of the EYFS. We will look to apply the work within the context of the Early Years Pupil Premium and in informing our approach to differentiated teaching and impact measurement. We are keen to build on the infrastructure developments, through the use of IS.

5. Project Costs and Funding

In the tables below is a summary of all costs involved.

Table 2 - Project Income

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget - Actual]
Total LSEF Funding	74,956	-	74,956	74,956	-
Other Public Funding	-	-	-	-	-
Other Private Funding	-	-	-	-	-
In-kind support (e.g. by schools)		14,000	14,000	52,000	38,000
Total Project Funding	74,956	14,000	88,956	126,956	38,000

Estimated “In Kind” support

We have spent more ‘in kind’ costs than initially estimated under ‘Additional Funding’. Below is a rough estimate of which support the organisation has absorbed:

- Use of training room (12 days venue x £500 per day = £6,000 ex VAT/~£7,200 incl VAT)
- Practitioner time out of nursery (cost of other staff / agency cover) (3 days x 39 practitioners = ~£13,000)
- Management and Administration Costs - this is calculated as a % of accounts for Management, IT and HR. It includes for example ongoing IT support, fortnightly team meetings and monthly area operations nursery meetings. (Amount unclaimed: £11,465)
- Training Costs - overspent on this claim, particularly through time from trainers to follow-up on training and extending the amount of training days. (Amount unclaimed: £5,700)
- Time from practitioners and nursery managers to collect data and use the IT system to input and check entries (2 hours per manager and practitioner = ~£4,000)
- “Pizza nights”, our peer-to-peer coaching events across settings (3x pizza & venue = ~£600)
- iConnect (digital platform to capture observations and progress on the EYFS) subscription and licence fees, waived by Connect to co-develop the software. (Value: ~£10,000)

The total value of In Kind support: ~£52,000

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	In Kind	Variance [Revised budget - Actual]
Direct Staff Costs (salaries/on costs)	51,156		51,156	51,156	4,000	-4,000
Direct delivery costs e.g. consultants/HE (specify)						
Management and Administration Costs	4,900	8,000	12,900	4,900	11,465	-3,465
Training Costs	13,100		13,100	13,100	25,900	-12,800
Participant Costs (e.g. Expenses for travelling to venues, etc.)						
Publicity and Marketing Costs	1,800	3,000	4,800	1,904		2,896
Teacher Supply / Cover Costs						
Other Participant Costs					600	-600
Evaluation Costs	4,000	3,000	7,000	3,900	10,000	-6,900
Others as Required - Please detail in full						
Total Costs	74,956	14,000	88,956	74,960	51,965	-37,969

5.2 Commentary on Project Expenditure

The project was structured around 4 cohorts, with peaks of spending around the start of each cohort. This mostly included home learning resources and evaluation costs (home learning materials and tablets), and the time of the trainers to prepare and execute the 3 day training programme. The kick off and ending of each 12 week cycle included extra resources on data collection and data entry. Costs that were more continuous throughout the project included the project management with fortnightly team meetings, ongoing trouble shooting around IT and practitioner support.

The budget was used as planned, although some of the costs were spent in a different term than originally predicted. For example, all publicity and marketing costs were used in the last term, and not spread over 2 terms. This allowed us to summarize all learnings from the program into a single video. Also, a part of the evaluation costs were pulled forward, to allow adequate set up of the evaluation systems, saving time and money during final evaluation.

Overall, the ‘additional funding’ (which is the In Kind cost) was over £35k higher than expected, though this is partly due to the original estimates not including major posts such as practitioner cover and venue hire.

6. Project Outputs

Table 4 - Outputs

Description	Original Target Outputs	Revised Target Outputs	Actual Outputs	Variance
No. of Nurseries	To reach a minimum of 20 nursery settings.	To reach all 26 nursery settings	We have reached 31 nurseries	5 extra nurseries were involved, as they are new LEYF additions
No. of practitioners	To train 30 initial Early Excellence Champions and our 30 Assistant Champions	To train 26 initial Early Excellence Champions and 26 Assistant Champions	We have trained 39 Early Excellence Champions and 39 Assistant Champions.	We trained 18 more nursery teachers, to mitigate the impact of staff turnover.
No. of children	There were no outcomes agreed in our project plan	To directly impact 208 children in our nurseries	We have been delivering educational sessions to 207 children.	-
Curriculum Development	To develop our curriculum around numeracy and literacy	To develop our curriculum around numeracy and literacy	We have devised and implemented our LEYF approach to Literacy and Mathematics and this forms part of the training.	-
Home Learning Development	Deliver 200 pedagogical conversations across the network	Deliver 200 pedagogical conversations across the network	307 Pedagogical conversations have been achieved.	Continuous encouragement to have conversations led to surpassing by 50%
Evaluation procedure development	To design an evaluation methodology which will improve practice in our nurseries	To design a market leading evaluation methodology which will improve practice in our nurseries and prepare us for the future	We have transformed our evaluation methodology and have trialled this in 31 settings.	-

7. Key Beneficiary Data

7.1 Teacher Sub-Groups

Our definition of benefitting teachers are those that were either trained as Early Excellence Champions at our LEYF Academy or those Assistant Champions that were trained in the nurseries. This is a maximum of two people per nursery per cohort (with 4 nurseries participating in several cohorts). There are usually around 4 practitioners in each room so the actual number of practitioners who would benefit from the training and the delivery of outstanding sessions in the nursery would be larger than stated.

Our participating Early Excellence Champions are all Level 3 pre-school practitioners. Their Assistant Champions are Level 2 or Level 3 pre-school practitioners. All our nursery teachers deliver the EYFS, pre KS1, therefore several columns in table 5 below are not applicable.

Table 5 - Teachers benefitting from the programme

	No. teachers	% NQTs (in their 1 st year of teaching when they became involved)	% Teaching 2 - 3 yrs (in their 2 nd and 3 rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)	% Teaching 3 yrs+
Project Total	78	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	70%

7.2 Pupil Sub-Groups

We are defining those who benefit directly from our Excellence Champions as the 4 selected key children whose progress have been monitored. These young people were also the focus of the pedagogical conversations that were recorded. However the majority of practitioners work with around 10 key children and would be having pedagogical conversations with their parents on a weekly basis. Consequently the actual impact of the project is likely to be around twice the recorded impact. We made this limiting decision due to the length of time it would take for our practitioners to record all the activities. We collected the baseline data during the training week before the start of the 12 week intervention cycle.

In tables 6-8 below are the characteristics of the children that have been involved in Each One Teach One. As they are still in nursery, Free School Meals are not applicable.

Table 6-8 - Pupil Sub-Groups benefitting from the programme (baseline data)

	No. children	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project	207	0	N/A	N/A	43	5

	No. Male children	No. Female Children	% Lower Attaining	% Middle Attaining	% Higher Attaining
Project	97	110	12	84	4

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total	2	1	0	6	2	5	10	5	1	1	9	2	3

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total	25	0	0	0	20

7.2.1 Additional Commentary

It has not been possible to compare our demographic to nursery borough or London averages, as these statistics are not readily available for nursery children. Our community nurseries are usually a good representation of the local population in a radius of +/- 1 mile around the nursery.

8. Project Impact

In this part of the report, the different outcomes are explained. First the teacher outcomes, then the pupil and parent outcomes, and finally a commentary on the comparison group.

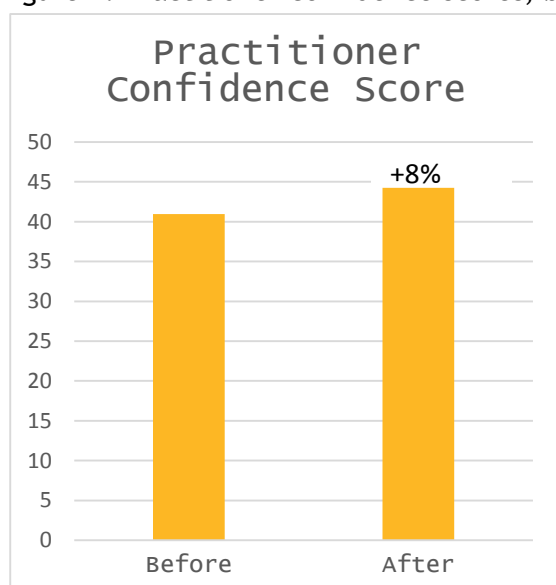
Table 9: Teacher Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	Metric Used	“Before” data	“After” data
Increased teacher confidence in teaching mathematics and literacy	Survey (hard copy) for all involved practitioners, collected in the nursery.	N=40	Average of total points collected in the confidence survey (53 points available).	Collected at the start of the 12 week cycle for each cohort Average score: 41.98	Collected at the end of the 12 week cycle for each cohort Average score: 44.24
Increased teacher skills in delivering the mathematics and literacy curriculum	Test (written survey) during training days, containing 10 questions and a case study.	N=25	Average of total points collected in the skills test (30 points available).	Collected at the first day of training for each cohort Average score: 15.1	Collected at the last day of training for each cohort Average score: 17.5

Commentary on practitioner data

As we anticipated, the confidence of the practitioners increased during the programme (on average +8%). Initially, practitioners displayed low confidence in their own ability to deliver literacy (50% agreed) and mathematics (55% agreed) sessions to their key children. This was usually a reflection of their own lack of confidence in their capability in these fields. After being part of the Each One Teach One project, reported confidence scores in delivering literacy (92%) and mathematics (92% agreed) sessions were much higher. Importantly, practitioners showed an increased confidence (from 55% to 88%) in taking the lead in a pedagogical conversation. See Figure 1 below.

Figure 1: Practitioner confidence scores, before and after.



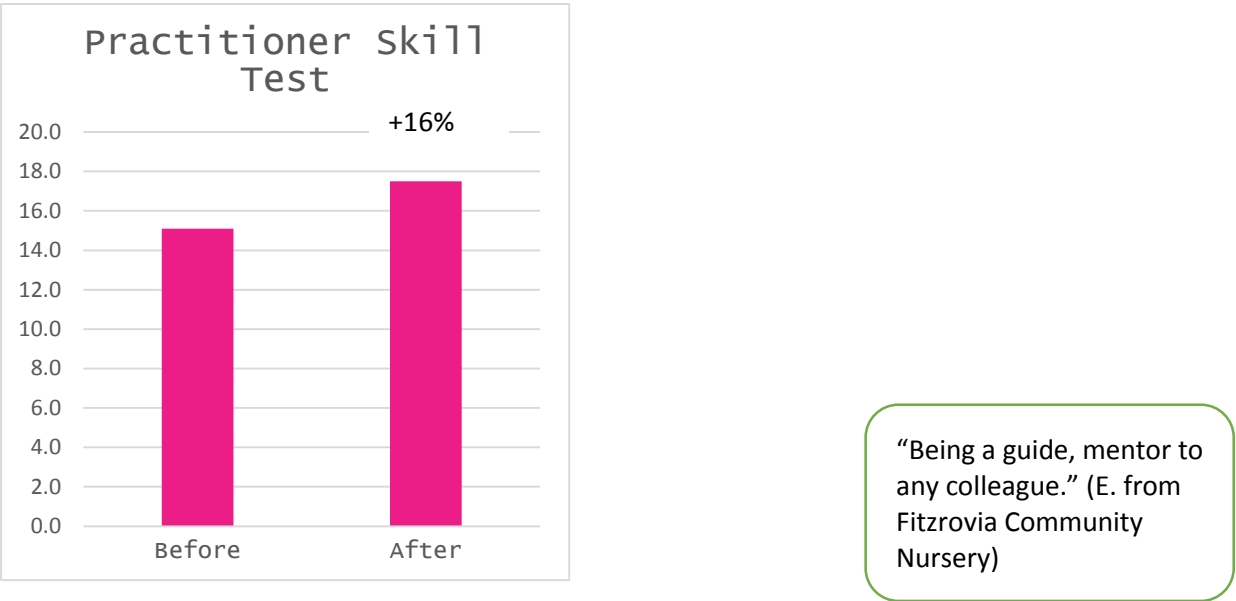
“I am more confident talking to parents and supporting them with Home Learning Activities.” (A. from Soho Community Nursery)

Some practitioners had higher confidence in advance of the programme than after, because they thought they were delivering outstanding activities and conversations already, while they found out in training that they actually had room to improve.

A practitioner from Eastbury Community Nursery in our first cohort, found that by having our literacy and mathematics approach explained simply at the training improved her confidence when delivering the sessions. Moreover being taught 4 sessions and delivering them herself, made her realise that her maths wasn't that bad after all.

Similarly, we found that our practitioners didn't always have a consistent comprehension of the Early Years Foundation Stage (EYFS). We conducted an individual assessment on knowledge of the EYFS content of each participant and the majority did not score highly. Many practitioners struggled to remember the key principles, areas of learning and practice. The majority also did not recall many of the literacy and mathematics strategies in Development Matters. This meant these did not have the requisite skills to educate and develop their key children in the most effective way. Much of the training was dedicated to teaching or reminding our practitioners of the details of the EYFS. This refresher on the EYFS resulted in much improved scores after the training, with overall 16% increase in scores (and the last cohort even improving by 58%!). See figure 2 below.

Figure 2: Practitioner skill test, before and after.



Cascaded learning was new for many practitioners, and was met with mixed reviews. The practitioners that showed more confidence in teaching their Assistant Champions, were generally more excited about the project and better able to teach and support. Through our ‘pizza nights’, where all involved practitioners across the nurseries are invited, we support peer-to-peer learning and a culture of coaching. Practitioners found it very useful to discuss issues and share solutions across the cohorts.

Table 10: Pupil Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	Metric Used	“Before” data	“After” data
Children demonstrate improved mathematics and literacy	Child Development Tracker (child assessment data)	Assessment data collected for n=163 before and n=90 after.	EYFS chart with lower, middle and higher attainment.	Collected at the start of the 12 week cycle for each cohort	Collected at the end of the 12 week cycle for each cohort
			Reading	Higher: 2% Middle: 86% Lower: 12%	Higher: 6% Middle: 85% Lower: 9%
			Writing	Higher: 5% Middle: 83% Lower: 12%	Higher: 6% Middle: 87% Lower: 7%
			Numbers	Higher: 4% Middle: 83% Lower: 13%	Higher: 6% Middle: 83% Lower: 11%
			Shapes, Space & Measures	Higher: 4% Middle: 82% Lower: 14%	Higher: 6% Middle: 86% Lower: 8%
			Combined Average	Higher: 4% Middle: 84% Lower: 12%	Higher: 6% Middle: 84% Lower: 10%
Better support parents to sustain children’s learning at home	Survey (hard copy), according to a common HLE index scale. ¹	Assessment data collected for n=112 before and n=63 after.	Average of the sum of all points (49) in the survey.	Collected at the start of the 12 week cycle for each cohort	Collected at the end of the 12 week cycle for each cohort
				Average index: 29.76	Average index: 30.03

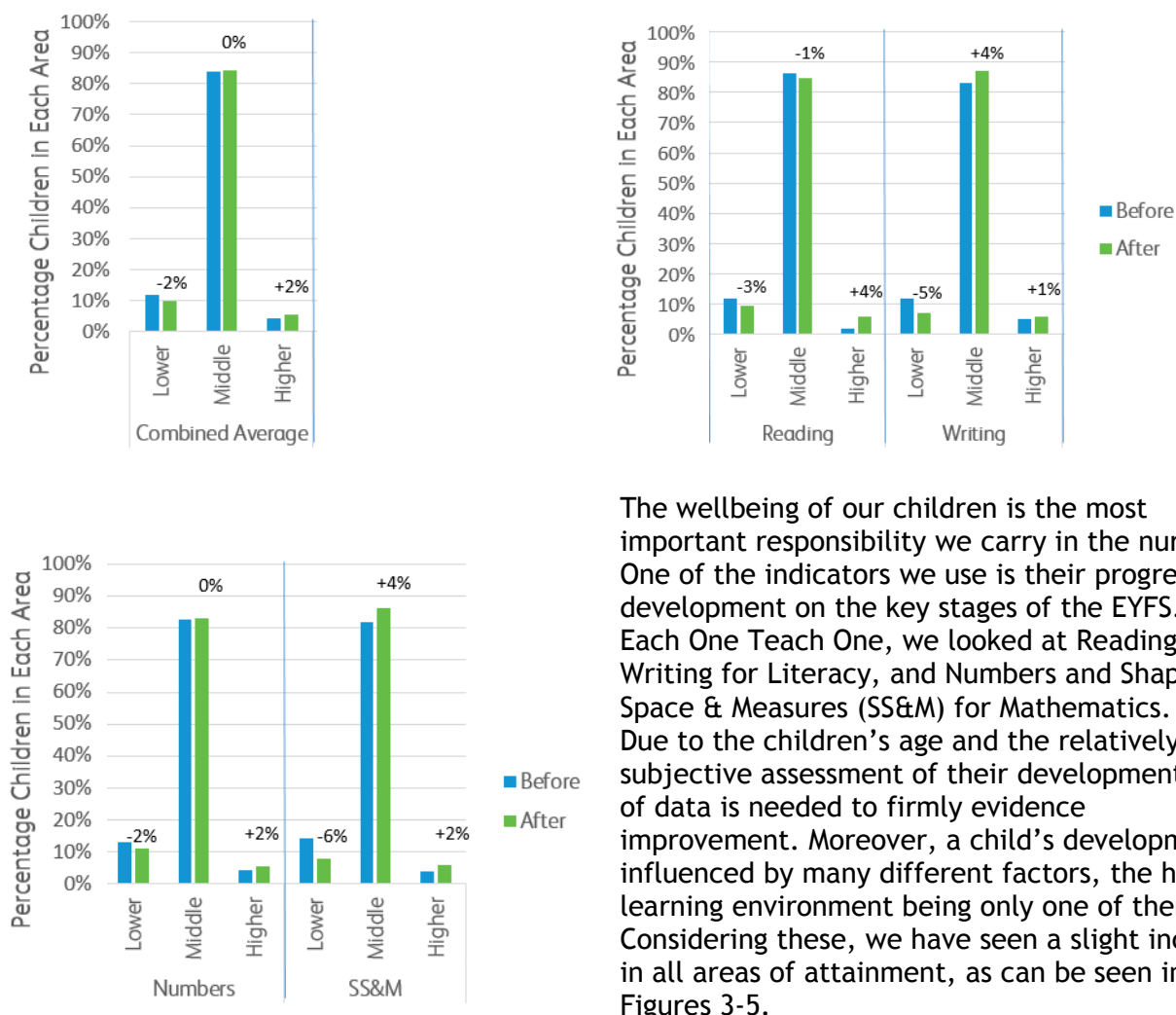
¹ The Early Home Learning Environment Index (EHLEI) measure is an aggregate score of the frequency with which seven cognitively orientated activities involving the child are engaged in at home. It has featured as a key component in previous research, such as the Effective Provision of Pre-school Education Project (EPPE) (Melhuish et al., 2001). The seven activities included in the EHLEI are:

- Parent reading to the child
- Parent taking their child to the library
- Child playing with letters
- Parent helping their child to learn the alphabet
- Parent teaching their child numbers or counting
- Parent teaching their child songs, poems or nursery rhymes
- Child painting or drawing at home.

The HLE measure has a range of 0 to 49 where higher scores indicate more frequent home learning activity.

(Source: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181770/DFE-RR142a.pdf page 13)

Figure 3-5: Overall Attainment and per area based on child tracker scores.



The wellbeing of our children is the most important responsibility we carry in the nursery. One of the indicators we use is their progress in development on the key stages of the EYFS. For Each One Teach One, we looked at Reading and Writing for Literacy, and Numbers and Shape, Space & Measures (SS&M) for Mathematics. Due to the children's age and the relatively subjective assessment of their development, a lot of data is needed to firmly evidence improvement. Moreover, a child's development is influenced by many different factors, the home learning environment being only one of them. Considering these, we have seen a slight increase in all areas of attainment, as can be seen in Figures 3-5.

Collecting the data from parents on the quality of the Home Learning environment was more challenging. Nursery managers have reported that parents felt like they were being assessed on their ability to bring up their children. Others have concerns about where the information would go - particularly with regard to social services. As a result parents have rated the amount of educational activity they provide at home very highly - one parent stating that they sung, drew, learnt letters, numbers and told stories every night. Probably as a result of that, we found no significant change in HLE.

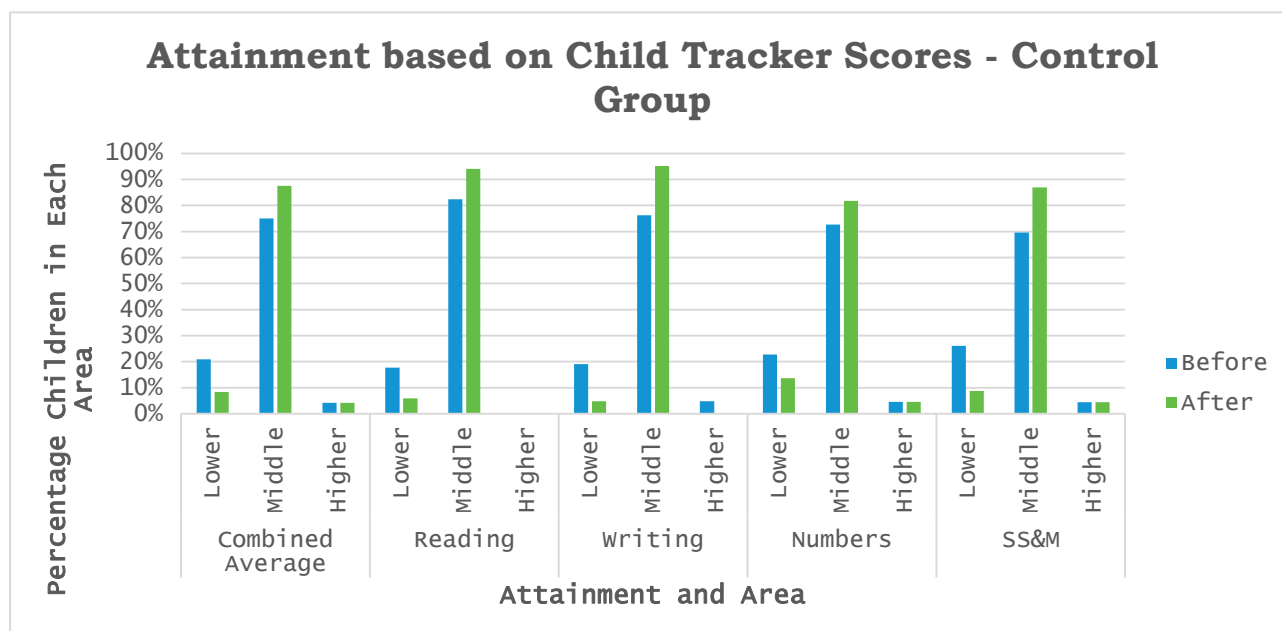
However feedback from Nursery Managers, for example 'M' at Marsham street nursery, shows that the parents involved have been very happy with the enhanced support for learning at home and are engaging much more with it. Many practitioners experienced that although some parents were hesitant at first, with continued encouragement and confidence even those parents became involved.

"I was very happy for L. to be part of the scheme as it helps us as parents understand how you (the nursery) encourage and assess a child's development. It also gives parents the opportunity to feel included in the nursery's child development programmes and helps bring about a level of continuity between what goes on at home and what happens at nursery which I think is reassuring for the child."
(H. a parent from Noah's Ark Community Nursery)

Table 11: Pupil Outcomes for pupil comparison groups

Target Outcome	Research method/ data collection	Sample characteristics	Metric Used	“Before” data	“After” data
Children demonstrate improved mathematics and literacy	Child Development Tracker (child assessment data)	Assessment data collected for n=23.	EYFS chart with lower, middle and higher attainment.	Collected at the start of the 12 week cycle for each cohort	Collected at the end of the 12 week cycle for each cohort
			Reading	Higher: 0% Middle: 82% Lower: 18%	Higher: 0% Middle: 94% Lower: 6%
			Writing	Higher: 5% Middle: 76% Lower: 19%	Higher: 0% Middle: 95% Lower: 5%
			Numbers	Higher: 5% Middle: 73% Lower: 23%	Higher: 5% Middle: 82% Lower: 14%
			Shapes, Space & Measures	Higher: 4% Middle: 70% Lower: 26%	Higher: 4% Middle: 87% Lower: 9%
			Combined Average	Higher: 4% Middle: 75% Lower: 21%	Higher: 4% Middle: 88% Lower: 8%

Figure 6: Attainment per area based on child tracker scores.



Commentary on comparison data

In order to show that the Each One Teach One programme is having more impact than would happen naturally as a consequence of standard improvement, we have collected comparison data from nurseries not yet taking part in the scheme in the beginning of the project. Comparing group data within a nursery will be likely to give biased results, as all children benefit from the upskilled practitioners, even if they're not their key children. With the 3rd and 4th cohort started, all nurseries are participating and we couldn't use a comparison group anymore, hence the relatively small control group.

The data, visible in Table 11 and figure 6, shows that the control group, just like the intervention group, overall increases their attainment. The 'lower' attainment moves to 'middle', increasing 13 percent points (a bigger increase than the intervention). Another difference can be seen in the increased 'high' attainment in the intervention group as opposed to the control group, where the 'high' attainment is stable across the key areas. This could suggest that E1T1 helps both in increasing from 'lower' to 'middle', as from 'middle' to 'high' attainment, as opposed to not intervening, which only increases 'lower' to 'middle'. However, we are hesitant to make strong conclusions, as the nursery environment stimulates children's development in many ways. Further research is needed to test this more rigorously, and to separate the different interventions offered simultaneously at the nursery to have a stronger comparison.

The confidence and skills of the practitioners that have participated in the course is the main outcome, and even though there is no quantitative data available to make a comparison, the qualitative response has been positive. Nursery managers have said that the pre-school teachers that have been part of Each One Teach One are more confident in talking to parents than before. It has further opened up a peer-to-peer culture, where practitioners interact with each other on the content of the curriculum and best ways of teachings.

8.3 Wider System Outcomes

The parent's engagement is a wider system outcome, which has been evaluated together with the pupil outcomes. The combination of the improved teacher confidence and skills, the teaching being delivered to a more consistent standard, and the improved HLE, in the longer term leads to improved children's attainment in their Early Years and therefore Young Londoners are better prepared for life and learning.

8.4 Impact Timelines

We expected impact right after the training on skills, and for all other metrics during the later period of the 12-week cycle and beyond.

As the more enthusiastic Early Excellence champions from the various cohorts are continuing to work with their assistant champions, children, and parents, we expect the impact to continue. A lot of the content of the project is confidence, which is best increased by repetition and positive feedback. The feedback systems we have in place, will hopefully support continued improvement.

9. Reflection on overall project impact

Our aim when launching this project, was to work on an approach to close the attainment gap between children of different socio-economic backgrounds before they enter primary school. Our method was to secure the attainment of children in their early years through improving the teaching of literacy and mathematics in our nurseries and by supporting parents to engage with their children's development at home.

Looking back, we can say that the overall impact of the project has been positive. This is mostly based on the improved teacher skill and confidence and delivering a more consistent standard of math and literacy teaching across our nurseries. Responses from most parents and practitioners involved have been positive, and most importantly, the data suggests children have benefitted. At the same time we came across practical barriers which have influenced the total project impact. For example, practitioners were transferred to 'Under 2's' rooms or left the nursery, thereby exiting the project and not working with the selected children anymore.

Our theory of change (Appendix A) proved mostly accurate. Our long term goal of preparing young Londoners for life and learning will of course only be apparent in the next decade. We have improved children's attainment in their Early Years, hopefully setting them up for reaching the long term goal. Additional research is needed to test this further.

The outcomes (improving teacher confidence and skill, teaching to a consistent standard, improving children's HLE) have all been met, and the activities have all taken place, which supports the move in the right direction.

Results summary:

- 16% higher EYFS understanding
- 8% confidence increase
- 2% swing from lower to higher attainment.
- No change in the Index for Home Learning Environment, with positive parents' response

Looking at the assumptions, not everything happened according to plan:

- 1) Nursery staff can be released to engage and can complete the training programme: The practitioners were able to follow the training programme, though many struggled to find the time and space to engage with the project in the nursery. Also, funding for cover staff or agency may have helped to make it easier for nursery managers to release staff to training.
- 2) Nursery staff have the time, ability and willingness to upskill colleagues in settings, who themselves are willing to be engaged: depending on the working relationship between the practitioners, some were more successful than others in engaging and upskilling their colleague. We organised 'pizza nights' where all were invited to catch up and share ideas about how to best work with parents, managers, the software, and each other. We also challenged the practitioners to co-develop extended learning activities, which made them more engaged in doing the activities.
- 3) An increase in skills and confidence leads to improved teaching and consistent teaching: this assumption proved true, both the practitioners themselves and the managers have seen these improvements.
- 4) Parents and children are willing to engage in and support the programme/focus on children's educational progress: there were various responses from parents, ranging from commitment and engagement to not being interested at all. On the more negative side of the spectrum, we heard responses about parents not having time to do this or wanting to choose their own activities in their spare time instead of prescribed ones. Fortunately, there weren't too many of those responses, and the practitioners worked hard to show them the benefits to

perhaps change their attitudes. On the positive side of the spectrum, parents felt supported and more involved in the education of their child. They actively participated and were happy to use the provided Home Learning materials. They particularly enjoyed seeing a different side of their child: showing off what they learnt at nursery and demonstrating to the parents how the exercise works.

By providing the home learning materials, all parents and children could participate in the project, making it appropriate for children from all financial backgrounds. Even though it was not captured in quantitative data, we heard from various practitioners that there was no correlation between the socio-economic background of the child and the engagement of parents. We've seen high participation across nurseries catering to the full range of socio-economic environments, from nurseries in very deprived areas to nurseries in more affluent neighbourhoods.

We weren't able to test this over time, but our assumption is that parent engagement will continue into primary education and beyond. Each One Teach One is about capacity building, and this has benefitted both the teachers and the parents.

Each One Teach One contributed to the overall aims of LSEF, by promoting excellence in Early Years teaching, leading to improved attainment. We're supporting peer-led activities through cascaded learning, and school-to-school activities using cohorts with participants from a mix of nurseries that help each other. We've also created new resources and support for practitioners, to raise achievement in priority areas (maths and literacy), and gave a refresher on how to deliver the curriculum, to re-focus the attention to knowledge-led teaching.

Given the results that we have seen, our findings support the hypothesis of the LSEF, that investing in teaching, subject-knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment. The last part of the hypothesis (improved outcomes in terms of subject participation and aspiration) is difficult to measure in children under 5. We hope our children end up on primary schools which have participated in the LSEF and continue to benefit from excellence in teaching, fulfilling the last part of the hypothesis.

10. Value for money

10.1 Apportionment of the costs across the activity

Please find below an estimate of the percentage of project activity and budget that was allocated to each of the activity areas. It is calculated with the total in kind support of £45,000 plus the direct project expenditure of £74,956.

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	10%	£10,879
Teacher CPD	30%	£43,414
Teacher 1:1 support	25%	£12,789
Project team meetings	5%	£4,900
Data collection and Analysis	20%	£30,689
Evaluation and reporting	10%	£24,254
TOTAL	100%	£126,956

10.2 Commentary of value for money

It is difficult to estimate the project activities accurately, as there is a split between what is done in the training process and supporting the nursery teachers, and the actual teaching of the children and having interactions with the parents. We have chosen to base the estimates on only the former, as the teaching and interactions with the parents are part of their regular job.

Particularly in the beginning of the project, time was spent on producing resources. The biggest chunk of time was spent on nursery teacher CPD, through training and cascaded learning. Ongoing throughout the project was 1:1 support from the central team and IT department. For each cohort, data collection and analysis took quite some time. As collecting the various types of information were not part of the regular information flow between the nurseries and central office, it took more time than we expected. We monitored evaluation constantly to understand the progress and incorporate lessons learnt to improved delivery for each new cohort. Towards the end of the project, we spent more time on evaluating the overall outcomes of the programme and reporting our findings.

10.3 Value for money calculations

As we have only a partial control group, it is complicated to make a relevant value for money calculation.

11. Reflections on project delivery

11.1 Key Enablers and Barriers to Achievement

The key enablers of the project were:

1. Our great LEYF Academy with popular trainers, which attracts practitioners to show up for training. Practitioners look forward to spending time at the Academy.
2. The alignment of project activities and outcomes with our LEYF pedagogy, which is a consistent message throughout all our nurseries. To zoom in to one aspect of the LEYF

pedagogy, while referring to where it fits in, helps practitioners link it to the bigger picture.

3. Our diverse family of nurseries, which interact with each other and share best practise - supporting peer-to-peer and cascaded learning. Some nurseries have already had more experience interacting with parents on home learning than others, while every nursery has many creative practitioners and managers that come up with innovative ideas to engage parents.

There were also some barriers to overcome, which we tried to mitigate:

1. Practitioners leaving the programme due to various reasons, such as internal transfers, leaving the nursery, or a promotion to a managerial role. We tried to select practitioners which were not likely to be moved, but in a growing organisation, this inevitably happened. Also sickness and holidays made it more challenging to keep people engaged. We learnt to plan the cohorts in a way that holidays were minimal during the 12-week cycle that follows on the training days.
2. There were 2 issues with the technology: Low capabilities with using the technology, and a system that isn't very user friendly. Both resulted in barriers to log progress accurately, losing morale or even disengaging with the programme as a whole. We offered more training time, went to the nurseries to repeat it with the practitioners, and worked closely with the IT department to improve the system and the hardware. As to be expected, the younger generation found it easier to engage than our older staff members, though we came across many examples where the more tech-savvy practitioners offered support and training.
3. Children attending the nursery for a short time, and leaving the nursery in the middle of a cycle. It's difficult to grow a relationship with parents in a short time, where you'd have regular pedagogical conversations. This is of course outside our sphere of influence, however the confidence growing element of the training has allowed practitioners to feel more confident taking the lead in a pedagogical conversation, and having more quality conversations straight away.

Factors that should be in place in order to improve teacher subject knowledge are great trainers, an environment that allows and encourages feedback, and a clear translation of knowledge to action. For instance, in the developed resources, there's details of which elements of the curriculum are involved, how the learning can be extended, which terminology to use and what details to pay attention to.

11.2 Management and Delivery Processes

The processes for management and delivery were varying throughout the project. We first piloted a small cohort, and later on in the project had larger cohorts. This approach was very successful as there were numerous difficulties with our information systems that we could solve quickly by visiting each nursery. It also meant we could keep in regular contact with the pilot nurseries to support them and use this to design a superior training package for the second cohort.

A key variable in management was that there was a different project manager in place through the project delivery. The effectiveness was dependent on their individual skill and experience in this type of project, how quickly they were up to speed and how detailed their handover was.

Regular team meetings with a team that was steady throughout the runtime of the project ensured sustainability.

In order to understand performance, data capture is inevitable. We worked closely together with the technology provider to make a system that would allow us to capture progress. As with any new technology used, it takes some time for people to get used to. As a nursery is a low-tech environment, it was difficult to manage this, and the IT-department was kept busy with lost login-codes, malfunctioning tablets and shaky internet connections. We upgraded to more powerful tablets after the first cohort's feedback, but this wasn't sufficient to overcome the challenges.

It was the first time for us to use cascaded learning to deliver a training programme. Although the peer-to-peer teaching element was successful, the performance management was more challenging. As this part of the process happens in the nurseries, the central coordinator has less visibility and influence to keep momentum. In future, we would involve the nursery managers more from the start, to use line management support more effectively. This would allow a more pro-active approach to increase participation and quality assurance.

11.3 Future Sustainability and Forward Planning

Despite the barriers we had to overcome, we are proud of the way our staff have taken to the project and of its impact. The challenges mentioned in this report regarding data collection have had a hugely positive impact on the organisation and the new methodologies will be embedded into everyday practice. We have moved the data recording methodology of LEYF into the 21st century and have empowered our practitioners to use software and hardware they hadn't before. But most importantly these improvements will help us to provide a better education for the children we serve.

We are planning to continue the activities in the project where we engage parents through pedagogical conversations to enable a more stimulating Home Learning Environment. To facilitate this, we've planned a next round of training in our LEYF Academy to help practitioners grow their confidence and skills. Furthermore, we're working on ways to extend this model to other parts of the EYFS, not just mathematics and literacy.

We are thinking how to make better use of the technology. For example, practitioners seem more comfortable logging activities with the child, where they score the progress on the EYFS, than they are logging pedagogical conversations. We are currently investigating ways to stimulate logging the activities further, and find alternative ways to measure the quality and quantity of pedagogical conversations.

We also want to better align the cycles with the term times in the nursery, and have a company-wide rhythm that all our nurseries work in. During the project, it was dependent on the cohort training days, and the continuation after the first cycle was getting out of synch with the training of the 2nd, 3rd, and later the 4th cohort as well. Having 4 different timings is difficult to manage, and it's more of a group achievement if everyone works towards the same deadline.

12. Final Report Conclusion

The London Early Years Foundation (LEYF) is a charitable social enterprise, and serves a diverse mix of families in some of London's most deprived areas. We are dedicated to providing the best possible service to ensure that every child gets the best start in life. The Each One Teach One project has helped us deliver this mission.

Key findings of project impact

For the project, 39 level 3 pre-school practitioners were trained on a 3 day training course, and a further 39 through peer-to-peer learning. Through a 12 week cycle of activities and pedagogical conversations, the practitioners engaged parents and children in 8 different home learning activities. We stimulated peer-to-peer learning within and across settings through a cohort approach, encouraging coaching and feedback, as well informal gatherings where learning was shared. We achieved the following outputs and outcomes:

78 pre-school practitioners 31 nurseries 1,200 training hours in the LEYF Academy
 >200 children and their parents were involved 4 cohorts
 +16% knowledge of the Early Years Foundation Stage
 >300 pedagogical conversations >450 activities logged
 +8% teacher confidence +2% swing from lower to higher attainment
 Positive response from parents, even those who were hesitant to become involved initially

Key lessons learnt of project delivery

The rationale for this project was based on growing the skills and confidence of our nursery teachers to effectively deliver the Early Years Foundation Stage (EYFS), particularly mathematics and literacy. We started with a focus on the curriculum and teaching skills with Early Years Excellence Champions, in the LEYF Academy. Our champions then went back to their nurseries to train their peers on the curriculum and teaching skills, and put the curriculum in practice through standardised activities that can be taken home.

Key to the delivery of the curriculum is engaging parents in the Home Learning Environment, to embed and extend the learning of the children and better prepare them for school. The process resulted in our practitioners knowing and sharing the best possible practice in their pre-school settings, and our children leaving our nurseries ahead of their expected development, while our families are empowered, engaged and motivated to support their children's learning at home now and in the future.

The key enablers of the project were:

1. Great LEYF Academy with popular trainers
2. The alignment of project activities and outcomes with our LEYF pedagogy
3. Our diverse family of nurseries, which interact with each other and share best practise

There were also some barriers to overcome, which we tried to mitigate:

1. Practitioners leaving the programme due to various reasons
2. There were 2 issues with the technology: Low capabilities with using the technology, and a system that isn't very user friendly.

3. Children attending the nursery for a short time, and leaving the nursery in the middle of a cycle.

Other key lessons in delivery:

- Factors that should be in place in order to improve teacher subject knowledge are great trainers, an environment that allows and encourages feedback, and a clear translation of knowledge to action.
- We first piloted the process with a small cohort, and later on in the project had larger cohorts, which was helpful to scale while incorporating any lessons learnt
- Performance management in a peer-to-peer cascaded learning model is challenging.

Informing future delivery

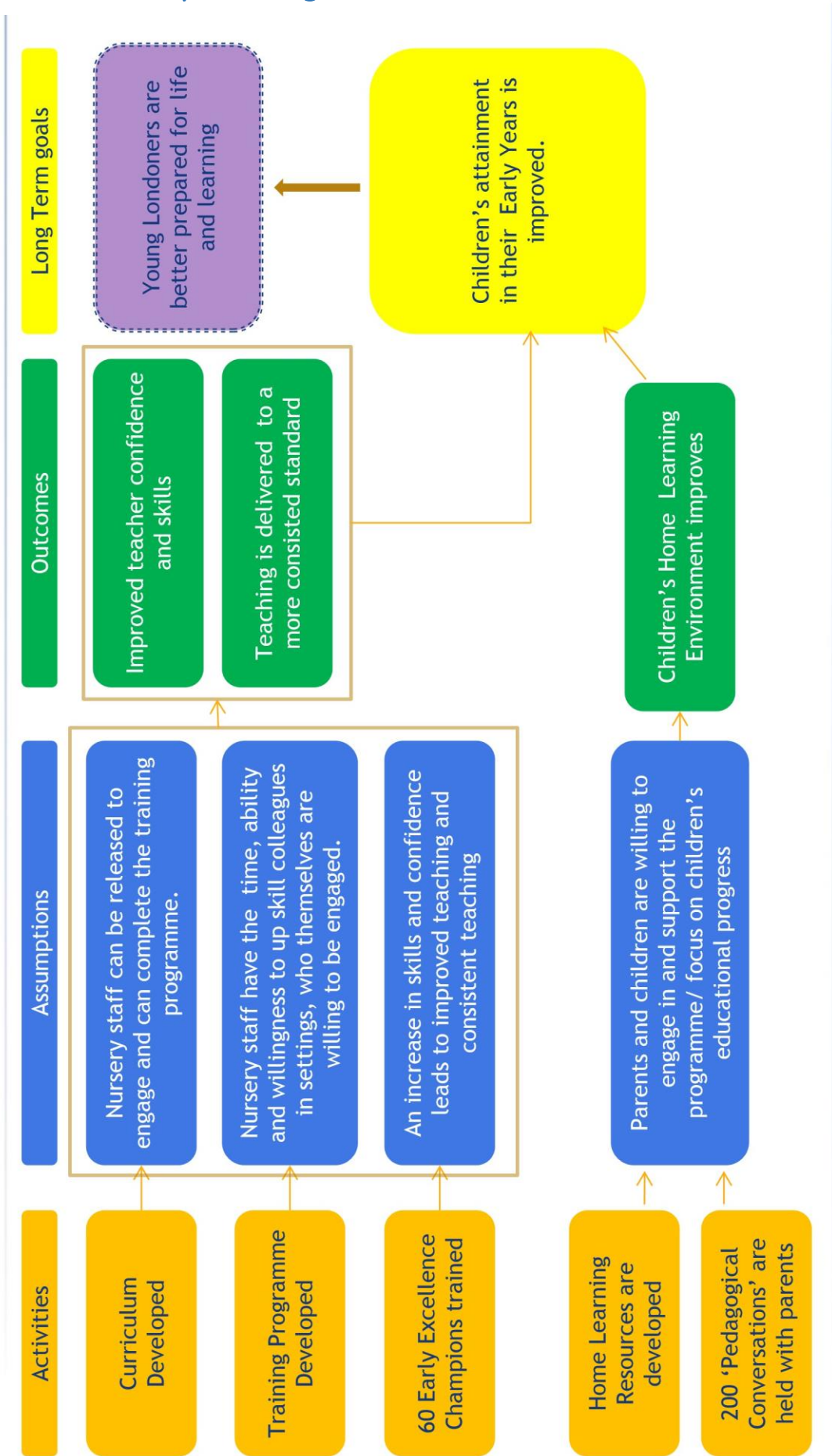
Despite the barriers we had to overcome, we are proud of the way our staff have taken to the project and of its impact. The challenges mentioned in this report regarding data collection have had a hugely positive impact on the organisation and the new methodologies will be embedded into everyday practice. As a result of completing this evaluation we would make the following recommendations for future delivery of such projects:

- Using a digital platform to capture progress and impact is possible, though invest in optimising this platform for easy user interface, in the non-tech savvy environment of a nursery.
- Different nurseries and practitioners are at different levels when they start: try to make a level playing field and common understanding of what is expected. This is additionally challenging in a growth environment.
- Align the cycles of data capture with the term times in the nursery, and have a company-wide rhythm that all nurseries work in.
- This initial project is focused on literacy and mathematics, to start embedding it in the organisation as a process. It will lead to further projects that encapsulate the full range of learning strands in the EYFS.

Appendix A: Theory of Change



Each One Teach One Theory of Change



Appendix B: Evaluation plan

1.1 The Evidence

Our evaluation plan aims to cover both the change for the beneficiaries of the project-nursery teaching staff, parents and children-as well as tracking the achievement of our intended outcomes.

We will collect evidence that our teachers have experienced and improvement in their teaching confidence and skills, and that their managers and colleagues have also observed a change.

We will collect evidence that the planned standardised activities to improve literacy and numeracy teaching are being used on a regular basis and that this is observed by line managers and confirmed by through our regular cycle of visits and nursery checks. We will collect evidence of the frequency of our pedagogical conversations and their effect on the home learning environment.

Finally we will collect sample baseline evidence of children's attainment in our nurseries at the start of the intervention, at the end of the intervention and 3 months after the intervention.

1.2 The Mechanisms

We will design, disseminate and collate questionnaires to assess teaching skill and confidence, for our Early Years Champions and their line managers.

Our Early Excellence Champions will also take a brief, formal assessment of their teaching skills, knowledge, as well as their insight into age-appropriate numeracy and literacy.

Our Early Excellence Champions will log their usage of standardised teaching tools, and this will be moderated through line managers and audit visits.

Parents will undertake and pre-and post-intervention home learning environment assessment. Early Excellence Champions will log their 'pedagogical' conversations. Finally, in order to assess progress against outcomes, we will use our existing child development tools and practice (i.e. our 4 monthly progress report and tracker).

Evaluation Methodology

In order to measure how effectively we deliver on our project aims there are specific outcomes we must evaluate:

- 1) Improve the achievement and development of children
- 2) Promote excellence in early years teaching

- 3) Develop knowledge and skills of nursery staff
- 4) Ensure they can deliver high quality age appropriate curriculum in numeracy and literacy
- 5) Better support parents to sustain children's learning at home

We are looking to achieve and prove the following outcomes:

- Teachers are more confident and more skilled in teaching numeracy and literacy across different developmental stages.
- Teaching of literacy and numeracy is delivered to a consistent standard across different LEYF settings.
- Children demonstrate improved numeracy and literacy as a result of their parents/carers supporting their learning at home (improved home learning environment) and consistent teaching in nursery.

In the course of our project we will deliver and record the following activities:

- We plan, pilot, deliver and refine our approach to **Pedagogical Conversations**, focussing on literacy and numeracy, ensuring at least *200* conversations are delivered and their impact assessed over the lifetime of the project.
- We will ensure our teaching and our pedagogical conversations are delivered to a **clearly defined and consistent standard** across our settings, undertaking a cycle of checks around them.
- We will establish and deliver an **evaluation** approach to measure and demonstrate the impact of our work for teachers, parents and children. This will include identifying the children aged 2+ who will be involved in the project.



	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
Practitioner Outcomes Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups: <ul style="list-style-type: none"> ○ Early Excellence Champion ○ Nursery Champion ○ Works with 2 yr olds ○ Works with 3 yr olds <p>These should be expressed as a % of the whole group.</p>	Increased excellence in early years teaching	Practitioners will teach high quality sessions which reflect the LEYF pedagogical approaches to literacy and numeracy as well as meeting Ofsted criteria for excellent practice.	We will record 1 literacy and 1 numeracy observation of 26 Early Excellence Champions and 26 Nursery Champions before the start of the project. This will happen in April, September or December 2014 depending on the cohort. These will be conducted by the nursery manager or deputy manager in line with our existing performance management procedures. The Champions will be assessed on how well they are able to teach the LEYF pedagogical approaches to literacy and numeracy and meet Ofsted criteria for excellent practice.	We will also record 1 literacy and 1 numeracy observation of 26 Early Excellence Champions and 26 Nursery Champions at the end of the project. This will happen by July 2015. Central Office Senior Manager to visit nurseries to review sessions. This will take place towards the end of the project between January and July 2015.
Practitioner Churn Throughout the programme thorough records of any “churn” of practitioners leaving or joining the intervention group must be kept. In order to do	Develop knowledge and skills of nursery staff and ensure they can deliver high quality age appropriate	<ul style="list-style-type: none"> ○ Increased knowledge of the EYFS and Development Matters. ○ Increased practitioner confidence. 	Baseline EYFS and teaching methods test, designed and reviewed by our Learning and Development team, will be taken by Champion before the project. This will provide a mixture of qualitative data through comparing the quality of answers as well as a quantitative test score. This will happen in April, September or December 2014 depending on the cohort.	End of project EYFS and teaching methods test, designed and reviewed by our Learning and Development team, will be taken by Champion. This will provide a mixture of qualitative data through comparing the quality of answers as well as a quantitative test score. This will happen in July 2015.



	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
<p>this records must be kept of:</p> <ul style="list-style-type: none"> Unique practitioner identifier Engagement date Disengagement date and reason 	<p>curriculum in numeracy and literacy</p>		<p>A practitioner confidence survey, designed and reviewed by our Learning and Development team, will be taken before the project by the Champions. This will be completed by all Champions and Teach One's. This will happen in April, September or December 2014 depending on the cohort.</p>	<p>A practitioner confidence survey, designed and reviewed by our Learning and Development team, will be taken after the project by the Champions. This will be completed by all Champions and Teach One's. This will happen in July 2015.</p> <p>Interviews/ focus group of 10% (approx. 5) of survey respondents to moderate survey findings.</p>
<p>Pupil Outcomes Sub Groups</p> <p>The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> LAC continuously for 6 months+ FSM Disadvantaged pupils EAL Gender 	<p>Improve the achievement and development of children</p>	<p>The development of the chosen key children will accelerate faster than children not receiving the intervention.</p>	<p>Champions will record their 4 key children's development on the EYFS Child Development Tracker before the project. This will happen in April, September or December 2014 depending on the cohort.</p>	<p>Champions will record their 4 key children's development on the EYFS Child Development Tracker after the project. This will happen in July 2015.</p>



	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
<ul style="list-style-type: none"> ○ Ethnicity ○ Statement of SEN or supported at School Action Plus ○ Started below expected level, at expected level, above expected level <p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups.</p>				
Nursery Network Outcomes	Better support parents to sustain children's learning at home	<ul style="list-style-type: none"> ○ The average quality of HLE (Home Learning Environment) will increase over the duration of the project. 	Parents of the 4 chosen key children will take the HLE Index survey taken before the project. This will be reviewed by the Learning and Development Department. This will happen in April, September or December 2014 depending on the cohort.	Parents of the 4 chosen key children will take the HLE (Home Learning Environment) Index survey taken after the project. This will be reviewed by the Learning and Development Department. This will happen July 2015.



	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
		<ul style="list-style-type: none"> ○ The number of pedagogical conversations practitioner involved in the project have will be higher than amongst those not involved in the project. 		<p>All Champions will record all pedagogical conversations on the Each One Teach One Share-point. This requires answering 6 questions regarding the content of the conversation. This will be reviewed by our Learning and Development department. The expectation is that Champions will record at least 200 pedagogical conversations across the network by the end of the project.</p>

Appendix C: Surveys and progress trackers - 1. Teacher Skill survey

Each One Teach One Individual Assessment Questionnaire

This questionnaire has been designed to give an overview of your knowledge of literacy and numeracy based learning for three year olds as explained in the Development Matters (DM) guidance as part of the Early Years Foundation Stage (EYFS).

It is not a test of your skills, but a tool for us to evaluate your knowledge at the beginning of the project and again at the end to see how much your knowledge, and confidence, has grown by taking part in the project.

Please answer each question as fully as you can.

Principles and Practice in the EYFS

1. What are the four guiding principles that the EYFS tells us should shape practice within the setting?

i.

ii.

iii.

iv.

2. When planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. What are the three characteristics of effective teaching and learning?

i.

ii.

iii.

3. The EYFS lists six examples of information about a child and their learning that providers must make available to parents and/or carers. Can you describe three of them?

i.

ii.

iii.

Numeracy in Development Matters (DM)

4. Mathematics is a Specific area of learning. Under the Aspects of learning, literacy has two sub headings, what are they?

i.

ii.

5. At 30-50 months a child uses number names and number language spontaneously. Under the heading 'Positive Relationships' what can adults do to encourage this?
6. At 30-50 months a child shows an interest in numerals in the environment. What does DM tell us the 'Enabling Environment' should provide to support this?
7. A child aged 30-50 months shows interest in shapes in the environment. Under the heading 'Enabling Environments' what can adults do to encourage this?

Literacy in Development Matters (DM)

8. Literacy is a Specific area of learning. Under Aspects of learning, literacy has two sub headings, what are they?
 - i.
 - ii.
9. A child aged 30-50 months sometimes gives meanings to marks as they draw and paint. What does 'Positive Relationships' tell us an adult could do to support this?
10. At 30-50 months a child shows interest in illustrations and print in books and print in the environment. Under the heading 'Enabling Environments' what can adults do to encourage this?

Case Study:

You are an Early Years Practitioner based in the three year old room of your nursery. The parents of one of your key children approach you for your advice about home learning.

They are keen for their child to learn more Mathematics and have bought some off the shelf children's math books are considering spending time at weekends teaching them to do simple addition and subtraction sums. You know that this is not an age/stage appropriate activity for a three year old, so you tell them that you will give some thought to this and talk through some ideas and suggestions tomorrow morning.

1. What math based activity could you suggest to the parents which would be age/stage appropriate for a three year old child?
2. What advice could you give to the parents around how to prepare and support their child during this activity?
3. How could you continue to support this family in the Home Learning Environment (HLE)?

Appendix C: Surveys and progress trackers - 2. Teacher Confidence survey

Evaluation Questionnaire

Your name:

This is a short questionnaire to help us understand what your views are towards employment and training, and LEYF. **IT IS NOT A TEST.**

Please answer the questions honestly and try to take your time to think about your responses before writing them down. If you have any questions please ask.

- 1) Please read the following statements. To what extent do you agree or disagree that they apply to you? (Please tick one box)

	Strongly agree	Agree a little	Neither agree nor disagree	Disagree a little	Strongly disagree
I know what is age appropriate for 3 yr olds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have improved my knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can deliver outstanding numeracy activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I deliver outstanding literacy activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm happy supporting parents with HLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what my strengths and weaknesses are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate my thoughts in a clear way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2) How confident do you feel about your literacy and numeracy outside of work? Circle the letter that best shows how you feel (Remember, this isn't a test, we want to know your honest opinion.)

- a) Very confident
- b) Confident
- c) Average
- d) Not very confident
- e) Not confident at all

- 3) Thinking about having pedagogical conversations with parents, how confident do you feel to take a lead? (Remember, this isn't a test, we want to know your honest opinion.)

- a) Very confident
- b) Confident
- c) Average
- d) Unconfident
- e) Very unconfident

4) Do you feel confident you can deliver high quality numeracy and literacy activities for 3 year olds?

- a) Yes _____
b) No _____

*If you answered 'Yes' please answer the top two questions
If you answered 'No' please answer the bottom question*

What does a high quality activity mean to you? (Please be as precise as possible)

How confident are you that you will be able to support parents to sustain a child's learning at home?

- a) Very confident
b) Fairly confident
c) Not confident
d) Not at all confident

What further support do you think you will need to boost your confidence and skills?

5) Do you feel you understand the aims of the Each One Teach One programme?

Thank you for completing the questionnaire

Appendix C: Surveys and progress trackers - 3. Child Development Tracker

Date:																
Practitioner:																
Nursery:																
See Below	Literacy								Mathematics							
	Reading				Writing				Numbers		Space, shape and measure					
Child	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
0-11 mths																
Emerging																
Expected																
Exceeding																
8-20 mths																
Emerging																
Expected																
Exceeding																
16 - 26 mths																
Emerging																
Expected																
Exceeding																
22 - 36 mths																
Emerging																
Expected																
Exceeding																
30 -50 mths																
Emerging																
Expected																
Exceeding																
40 -60 mths																
Emerging																
Expected																
Exceeding																
	Name		D.O.B													
child a																
child b																
child c																
child d																

Appendix C: Surveys and progress trackers - 4. Parent Survey

Help us help you better

Your child's name:

Don't worry this isn't a test! We just want to know where we can support you better with your child's learning at home. This is totally confidential but it will help us create and provide better resources for you and your child.

Please tick the right box for you!

6) Does anyone at home ever encourage your child to use new words?

- ☐ Yes ☐ No (Go to question 3)

7) How often does someone at home encourage your child to use new words?

- ☐ Occasionally or less than once a week
☐ Once a week
☐ Several times a week
☐ Once a day
☐ More than once a day

8) Does your child ever play with letters at home?

- ☐ Yes ☐ No (Go to question 5)

9) How often does your child play with letters at home?

- | | |
|--|--|
| <input type="checkbox"/> Occasionally or less than once a week | <input type="checkbox"/> 4 times a week |
| <input type="checkbox"/> 1 or 2 days per week | <input type="checkbox"/> 5 times a week |
| <input type="checkbox"/> 3 times a week | <input type="checkbox"/> 6 times a week |
| | <input type="checkbox"/> 7 times a week/constantly |

10) Does anyone at home ever tell your child stories and get them to respond?

- ☐ Yes ☐ No (Go to question 7)

11) How often does someone at home tell your child stories and get them to respond?

- | | |
|--|--|
| <input type="checkbox"/> Occasionally or less than once a week | <input type="checkbox"/> 5 times a week |
| <input type="checkbox"/> 1 or 2 days per week | <input type="checkbox"/> 6 times a week |
| <input type="checkbox"/> 3 times a week | <input type="checkbox"/> 7 times a week/constantly |
| <input type="checkbox"/> 4 times a week | |

12) Does anyone at home ever help your child to learn numbers or counting?

- ☐ Yes
- ☐ No (Go to question 9)

13) How often does someone at home ever help your child to learn numbers or counting?

- ☐ Occasionally or less than once a week
- ☐ 1 or 2 days per week
- ☐ 3 times a week
- ☐ 4 times a week
- ☐ 5 times a week
- ☐ 6 times a week
- ☐ 7 times a week/constantly

14) Does anyone at home ever help your child to learn child songs, poems or nursery rhymes?

- ☐ Yes
- ☐ No (Go to question 11)

15) How often does someone at home ever help your child to learn child songs, poems or nursery rhymes?

- ☐ Occasionally or less than once a week
- ☐ 1 or 2 days per week
- ☐ 3 times a week
- ☐ 4 times a week
- ☐ 5 times a week
- ☐ 6 times a week
- ☐ 7 times a week/constantly

16) Does your child ever paint or draw at home?

- ☐ Yes
- ☐ No

17) How often does your child paint or draw at home?

- ☐ Occasionally or less than once a week
- ☐ 1 or 2 days per week
- ☐ 3 times a week
- ☐ 4 times a week
- ☐ 5 times a week
- ☐ 6 times a week
- ☐ 7 times a week/constantly

Thank you for taking the time to help us do the best job we can!

Appendix D: Examples of Home Learning materials

There's 8 activities (4 each for Mathematics and Literacy) which put the curriculum in practice:

- 1) Writing: Heuristic Basket - Observational Drawing, gives meaning to marks they make as they draw, write and paint about objects in the heuristic basket.
- 2) Writing: Spoons Activity - Gives meaning to marks as they draw and paint in sand.
- 3) Reading: Song box - Recognising words in the songs, continues in a rhyming string.
- 4) Reading: Tea set - Beginning to be aware of the way stories are structured, suggests how the story might end.
- 5) Shape, Space and Measure: Tweezers and cubes - making arrangements with objects
- 6) Shape, Space and Measure: Shells and Tupperware - Sorting and classifying by size and shape
- 7) Numbers: Socks and pegs - Find the pair, compares two groups of objects saying when they have the same number.
- 8) Numbers: Bag of blue items - Reciting numbers in order, numbers identify how many objects are in a set. See example below.



Learning Activity Title: Recites numbers in order 1-10 Knows that numbers identify how many objects are in a set.	1) By the end of the activity, what do you want the children: <ul style="list-style-type: none"> • To know Number names • to be able to count up to 10 in sequence • to understand that quantity means the number of objects in a group of items 	2) What is the planned activity? Counting favourite objects Lay all the objects out on the floor, explore them and then place them in a line and count from 1 - 10	3) What do you need for the activity? Blue bag with objects inside Large floor space or table to be able to line the objects on. Paper and pencils for the extension to writing the numerals. <u>Extension Activity</u> <ul style="list-style-type: none"> • Dice
Key Words/ Questions/ Makaton: Counting, How many do we have? Sets, quantity. More/less			
Date/Time:			
Children: <i>(identify those needing written observation of the activity)</i>			
4) What does the adult do to enhance children's skills, knowledge & learning attitude?	5) Additional activity for the more/less able children: Divide into sets and count the number of objects in the set and compare the quantity in each set. Draw some numerals and then try to match the numerals with the quantity in each set. Extension Activity Roll dice and count number of dots then count out same number of objects from the blue bag	6) Ask the children questions to determine what they have learnt from taking part in the activity. (Ensure that questions are age appropriate and make a note of their response)	What do you think worked well, and what do you need to do next to extend the learning?
Use all elements of the 'Spiral of Discovery' to support the identified child. <ol style="list-style-type: none"> 1. Exploring 2. Asking questions 3. Seeking understanding 4. Reflecting 5. Evaluating 			