

London Schools Excellence Fund

21 Trust Writing Mastery Programme

**Final report
August 2015**

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Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide [meta-evaluation of the LSEF](#) being undertaken by SQW. Please read in conjunction with Project Oracle's '**Guidance to completing the Evaluation Final Report**'.

Project Oracle: Level 2

Report Submission Deadline: 30 September 2015

Report Submission: Final Report to the GLA

Project Name: Writing Mastery

Lead Delivery Organisation: 21 Trust

London Schools Excellence Fund Reference: LSEFR1238v2

Author of the Self-Evaluation: 21 Trust

Total LSEF grant funding for project: £195,833

Total Lifetime cost of the project (inc. match funding): £195,833

Actual Project Start Date: September 2014

Actual Project End Date: July 2015

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1. Executive Summary

Overview

Teachers from primary and secondary schools across East London have taken part in a programme which develops their ability to support various aspects of student writing. After attending content modules and implementing the approaches into their own pedagogy, they have delivered sessions to other teachers in their schools.

In the report

After reviewing the original description and background for the project, this report presents the contextual data for participating teachers and pupils relative to the local authority, regional and national levels. The report also discusses project delivery, its impact on pupils, teachers and the wider system as well as detailing some limitations in implementation and evaluation.

Evaluation methodology

Pupil data was gathered through the analysis of student writing samples and teacher qualitative feedback. Teacher data was gathered through pre and post programme questionnaires, interim progress reflections between modules and post-session feedback. Wider system outcome data was gathered through questionnaires both pre and post programme. In-school visits post-programme were also used to support participants, discussing the impact of the different approaches and forward planning.

Key findings

- Students more than doubled their use of 'Tier 2' vocab
- Improved outcomes were also achieved in the structure and cohesion of students' writing
- Pupils with English as an Additional Language (EAL) have made particularly strong progress
- Students in the secondary phase appear to have made more progress than primary school students
- Teachers' stated proficiency in all elements of Writing Mastery moved from 3.8/10 to 7.8/10
- Teachers' confidence in training other teachers in Writing Mastery climbed following the 'How to Train' session from 5.3/10 to 7.9/10
- The estimated cost of this programme for every student affected is around £65/student
- Inter-school and cross-curricular collaboration has improved
- The programme has worked with teachers from four secondary and six primary schools in East London in the boroughs of Barking and Dagenham, Hackney and Newham.

N.B. All teaching materials are accessible on a publically accessible website.

Recommendations

Were the project to be delivered again we believe a number of changes could lead to an enhancement in the outcomes already achieved:

- Greater use of Harkness debates to facilitate meaningful pedagogical discussion among participants;
- Exploration of alternative delivery methods for theoretical content to improve participant understanding and interest;
- Greater communication and engagement with Senior Leadership within participating schools to improve data collection, programme awareness and the facilitation of the cascade model;
- Investigate development of a fee paying version of the programme, with the intention of boosting engagement amongst both participants and SLT;
- Further promotion of the online portal to extend programme benefits to a wider audience.

2. Project Description

Why was the project being delivered? What need was it seeking to address?

The overarching aim of this cross-phase project has been to transform the quality of students' writing in socioeconomically deprived areas of East London.

Why writing?

Writing is a foundational skill. Master it and you can achieve in all subjects.¹ It is a skill which ensures that thoughts are expressed and knowledge is articulated. Every teacher needs to be a teacher of writing. Children need to practise and demonstrate their mastery of the written word in all of their subjects: science teachers need to model technical vocabulary to allow students to write up experiments; history teachers need their students producing extended essays.

Writing is not just the responsibility of the English department and writing techniques such as immersion and structuring can be applied to all areas of the curriculum.

What are the issues?

- Illiteracy still blights too many of London's children, particularly those from poorer backgrounds
- East London is home to many young people who do not have English as their first language and this number is rising; for example between 2001 and 2011, with regards the rise in foreign-born population, Newham saw the highest rise in Inner London (+78%), and Barking & Dagenham experienced the highest in Outer London (+205%)²
- Attainment in writing at Year 6 and Year 9 has improved but still leaves too many left behind and unprepared for GCSE and A-Level

¹ <http://www.ofsted.gov.uk/resources/excellence-english>

² <http://www.migrationobservatory.ox.ac.uk/briefings/london-census-profile>

- There is an increasing focus on the mechanics of writing in terminal examinations (GCSEs now award SPaG marks in many subjects). Problems of expression can hold students back. Cognitive ability is not always translated into excellent writing. This is particularly true for those new to English or who have low prior attainment levels
- The transition from primary to secondary is a particularly crucial time for writing. Students' attainment often dips. This is partly because of the different teaching techniques employed in primary and secondary practice

What was the project seeking to deliver?

Content

The aim of the Writing Mastery programme is not to provide an addendum of wholly new interventions but rather develop a teacher's existing pedagogy, enabling them to explore and integrate new ideas for supporting their students.

In terms of content, the project team identified three main areas of focus for this writing project in order to address some of the aforementioned issues. As such it was divided into three core content components, providing teachers with a toolkit of writing strategies to support them in boosting student writing levels in their schools:

Unit One: Vocabulary

Unit Two: Narrative Structure

Unit Three: Immersion

The fourth and final unit focused on change management, equipping participants with the most effective techniques and strategies for disseminating their practice to other teachers in their schools.

We hold a strong belief that effective Continuing Professional Development (CPD) should be research based and experiential and have sought to incorporate this into planning the programme as much as possible.

Structure

In order to avoid the "secondary slump", we believe that cross-phase collaboration is crucial, with teachers from all subjects and phases able to learn from each other rather than being separated into phase-specific interventions as is often the case. Drawing on best practice from each phase and providing space for collaboration is a highly effective form of CPD on its own terms. Combined with expert input around Writing Mastery it has been able to support highly effective teacher practice.

Working with a mixture of primary and secondary schools with teachers across a range of subjects ensures that a diverse network of practitioners can be established and ideas can be shared and critiqued. This network facilitates discussion and

collaboration, a rare opportunity for many who lack time for this during the normal teaching day.

The programme team have offered support throughout the project, running webinars, answering individual queries and using participant reflective feedback to inform their approach to subsequent sessions and tailor support to meet individual needs.

There remains the potential for the continued measurement of the project's impact, mainly through the revisiting of schools involved in this year's programme to look at the impact of CPD implemented in the autumn term of 2015.

Who was delivering the project?

The project has been administered by the 21 Trust, a charity which works to maximise the impact of the research and development work of School 21 by sharing it with a wider audience of schools.

A dedicated team of practitioners at School 21 have collaborated with external experts such as the former Director of the Communication Trust, in order to research and develop the programme which is based on proven best practice. The team at School 21 consists of teachers across both the primary and secondary phases led by Oli de Botton, the Head of Secondary.

School 21 provides internal CPD on a weekly basis and teachers have strong experience of presenting their practice to be shared more widely, for example just in the summer term of 2015, School 21 hosted and facilitated the Whole Education Summer conference and a large Project Based Learning (PBL) event organised by the Innovation Unit. Consequently, the teachers making up the development and delivery team have vast experience of delivering high quality CPD. This blend of content experts and practising teachers from different subjects and year groups has ensured that the programme is relevant to both Key Stages Two and Three and can be applied across the curriculum.

Who were the target beneficiary groups of the project?

The project has had a direct impact on pupils in Key Stages Two and Three in state maintained primary and secondary schools across disadvantaged areas of East London. The contextual data in section seven paints a picture of the typical demographics of students benefitting from the programme.

The choice of teachers participating in the programme was at the school's discretion and they were encouraged to open the opportunity to members of staff outside of the English department.

As such, the body of participants was made up of a variety of teachers with experience of different subjects and age groups. This collaboration between primary and secondary helped practitioners across key stages to understand each other's needs and instigate measures to alleviate the 'secondary slump'.

Participating teachers were referred to as Mastery Leads, and were co-ordinated by a senior member of staff within their school who was referred to as the Lead Teacher.

Does your project support transition to the new national curriculum?

At both Key Stage Two SATs and GCSE level, there is an increasing priority given to writing with marks awarded for spelling, punctuation and grammar. Enhancing students' tier two vocabulary enables them to improve the level of language which they use across all subjects. It has been found that without sufficient vocabulary students can struggle to understand the questions on the exam papers which they are taking which therefore inhibits their ability to demonstrate their potential.

The following is an extract from the new national curriculum: "applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form". This is what the Writing Mastery programme aims to enhance.

Have you produced any materials and / weblinks?

We have developed a publicly available website dedicated to the Writing Mastery programme. It contains:

- An overview of the aims of the programme
- All materials used during the CPD sessions (these were uploaded prior to each session so that they would be immediately available to participants following the session)
- Resources to be used by teachers (some of these were also provided in the CPD sessions but others were uploaded in response to participant requests)
- Examples of participant practice
- A forum
- Information for contacting the programme team

3. Theory of Change and Evaluation Methodology

Table 1- Overview of outcomes

These outcomes have been subdivided later in the report to demonstrate impact on a number of levels.

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
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Teacher outcome	Teachers have increased subject knowledge and new pedagogy at their disposal and confidence in its implementation	Teachers have increased subject knowledge and new pedagogy at their disposal and confidence in its implementation	
Student outcome	Improvement in attainment in direct assessment of students' writing for all participating students in KS2&3	Improvement in attainment in direct assessment of students' writing for all participating students in KS2&3	
	Follow on improvement in attainment in non-English subjects for all participating students in KS2&3		We were unable to obtain significant uniform data for this as the majority of participating schools have ceased to use National Curriculum Levels to measure students' progress
Wider system outcome	There is a sustainable culture of mastery teaching in place in partner schools	There is a sustainable culture of mastery teaching in place in partner schools	
		Increase in both inter- and intra-school collaboration	Although not originally intended to be an outcome, through participant feedback in pre- and post-project questionnaires we discovered this to have been impacted by the Writing Mastery Programme

Did you make any changes to your project's activities after your Theory of Change was validated?

The activities and outcomes detailed in the Theory of Change remained the same. In addition to the webinars alluded to in the Theory of Change, schools were visited by a member of the project team in the summer term.

Did you change your curriculum subject/s focus or key stage?

The focus remained the same throughout the project.

Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

The project was largely evaluated as per the validated evaluation plan. The only exception was teacher lesson observations which had been envisaged before the start of the programme.

The implementation of the approaches is not a discrete practice; teaching vocabulary for example could be done through short interventions interspersed in the school day or a whole-school word of the week competition, and immersion could be a one-off experience prior to starting a unit of work.

For this reason it was decided that lesson observations would not only be impractical to administer but would also be of questionable value to the overall project evaluation as they would put undue pressure on participants and would not be an accurate reflection of a teacher's competence.

It was agreed with the LSEF and Project Oracle team that progress reflections throughout the programme would be a more valuable judge of impact. These were devised and completed by participants between each of the modules. This gave them the opportunity to reflect on their practice, documenting things that they had learnt, and identify areas in which they would benefit from more support in order to improve their mastery skills.

Although each participant was asked to complete an individual reflection, they were encouraged to meet to talk about their experiences with colleagues who were also participating in the course.

4. Evaluation Methodological Limitations

What are the main methodological limitations, if any, of your evaluation?

Data

- We were successful in obtaining completed lead teacher and mastery lead baseline questionnaires from all participants
- All but one participant provided baseline student samples
- Participants completed session evaluations after all four sessions
- Occasionally, participants did not return progress reflection forms between each unit
- Some participants did not return impact data (student samples)
- A small number of participants failed to return questionnaires at the end of the project

Support outside of timetabled sessions

In order to offer further support and guidance with the implementation of the pedagogy, in addition to an online forum, weekly informal webinar support was offered to participants between sessions. However, participants did not engage with these. In contrast, response rates were high for the progress reflection forms which enabled the team to offer support to participants outside of the sessions, providing additional resources and materials etc. Having reflected upon this, it may be that participants preferred to be able to complete the forms in their own time rather than having a specific time for the drop-in webinar. It was

also made clear that webinars were optional and it may be that with the pressures of the teaching day, participants did not feel that they could allocate time to this.

Causality

Working across multiple age groups and subjects, it was not feasible to identify a single control group. As such, a natural control was to be established through the expectation that a year 7 student at the end of the academic year would be where a year 8 student is at the start of it. However, the large variety in student contexts (EAL, SEN, subject specific) meant that ultimately, it was not meaningful to use this as a comparative control.

There are many factors at play when evaluating impact. As well as the Writing Mastery course, students will often have been beneficiaries of multiple literacy interventions; EAL students will logically make more progression given their lower baseline level and therefore their improvement (or otherwise) could be attributed to multiple sources.

We can however be fairly certain that the improvement of teacher outcomes and wider system outcomes are a consequence of the programme given their specificity. It follows from this that if the teachers are implementing Writing Mastery techniques in their lessons, and pupils' Writing Mastery skills are improving, there is a strong correlation between the programme and students' improvement in the Writing Mastery elements.

Risk limitation

Selecting a sample of six students from each participating teacher minimised the risk of anomalous data as well as limiting the risk of missing data, for example, a student leaving the school or changing classes to be taught by a different teacher. Taking samples from every participating teacher also ensured that there was sufficient data to ensure that meaningful analysis could still be made even if some participants failed to provide data or attend one of the content units.

Contact time

Some Mastery Leads had more contact with their students than others. This is particularly the case with primary school teachers who are with the same class throughout the week. There is therefore more scope for the Writing Mastery pedagogy to impact upon the students of primary school teachers than with secondary school teachers, some of whom only teach the sampled students for one lesson per week. Other teachers traditionally have less of a focus on writing in their subjects, for example science teachers, and therefore have the added challenge of incorporating the techniques into the writing that they carry out with students. These elements can skew the impact data somewhat and qualitative data has therefore been highly valuable.

Are you planning to continue with the project, once this round of funding finishes?

Now that the content for the programme has been codified we hope to maximise its impact by widening our reach to other schools in London. We have been approached by a Local Education Authority in London about delivering Writing Mastery CPD to teachers in schools

across their borough. We will be able to reflect on this year's project and refine our approach where necessary before delivering the content modules again. It would also be insightful to continue to measure the impact of the project, on both new schools and current schools and revisit schools who have participated in this year's programme to look at the impact of CPD implemented in the autumn term of 2015.

5. Project Costs and Funding

Table 2 - Project Income

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	195,833			195,833	
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)					
Total Project Funding	195,833			195,833	

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend (including claim 5)	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	32,118.23			50,000	+17,881.77
Direct delivery costs e.g. consultants/HE (specify)	17,500			14,000	-3,500
Management and Administration Costs	40,528.14 (Project admin + monitoring costs)			29,233	-11,295.14
Training Costs	(included in staff / delivery costs)				
Participant Costs (e.g. Expenses for travelling to venues, etc.)					
Publicity and Marketing Costs	13,214.29			100	-13,114.29
Teacher Costs (delivery and development),	57,013.57			77,000	+19, 986
Other Participant Costs	5,225			1,500	-3,725

Evaluation Costs	20,713.28			20,000	- 713.28
Others as Required – Please detail in full	9,520.24 (office expenses)			4,000	- 5,520.24
Total Costs	195,833			195, 833	0

6. Project Outputs

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs	Actual Outputs	Variance
No. of schools	10		10	
No. of teachers	5 this year from each school (Mastery Leads [ML] and Lead Teachers [LT]) ~10 more as cascade CPD model is implemented		40 (some overlap between ML and LT)	Difficult to calculate – some schools have carried out whole-school CPD so all staff members have benefitted
No. of pupils	1000+		944 (in sample classes – secondary teachers will have impact on additional students)	-54 (though secondary teachers will have more impact and impact will cascade to subsequent year groups)
No. Baseline student samples	240		231	-9
No. baseline lead teacher questionnaires	10		10	=
No. baseline mastery lead questionnaires	40		35	-5 some overlap between ML and LT
No. indirectly affected teachers	100		150+	Some schools carried out / will carry out whole school CPD so whole staff benefitted
No. indirectly affected pupils	3000+		3000+	As above
No. Impact Data student samples	240		146	-94 Some participants did not return

				student samples at the end of the summer term
No. Impact Data lead teacher questionnaires	10		9	-1 One school had a “requires improvement” Ofsted inspection and largely withdrew from the programme towards its culmination
No. Impact Data mastery lead questionnaires	39		35	-4 As above

7. Key Beneficiary Data

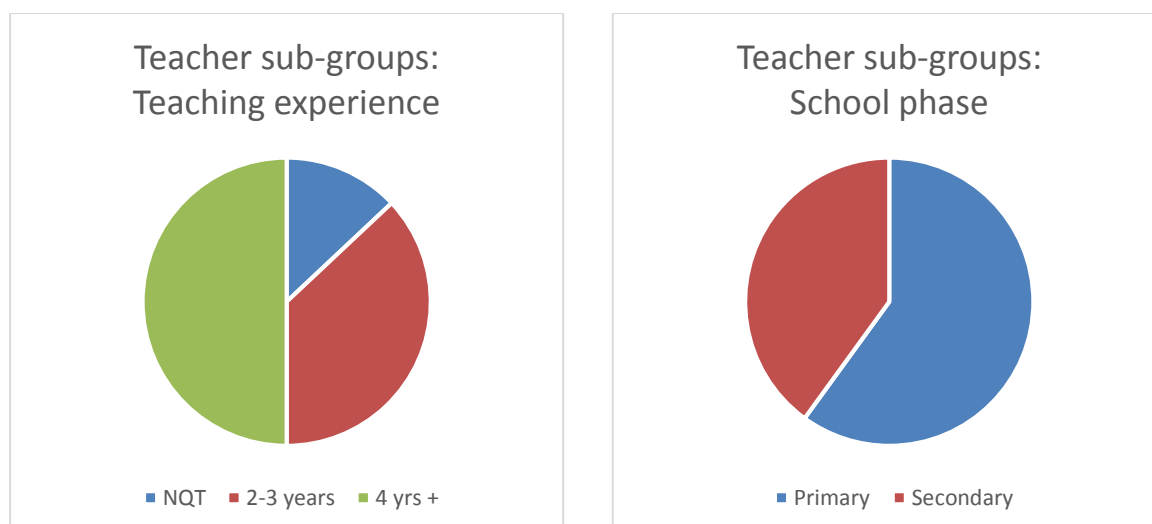
The following data contextualises the schools who have directly benefitted from the programme. It is based on whole school populations and was collected in January 2015. In order to further contextualise the data, data for each borough, London and the national averages have been provided.

Teacher Sub-Groups

Table 5 – Teachers benefitting from the programme

Benefitting teachers are the Mastery Leads who attended the Writing Mastery sessions.

	No. teachers	% NQTs	% Teaching 2 – 3 yrs	% Teaching 4 yrs +	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total	39	13	37	50	60	40



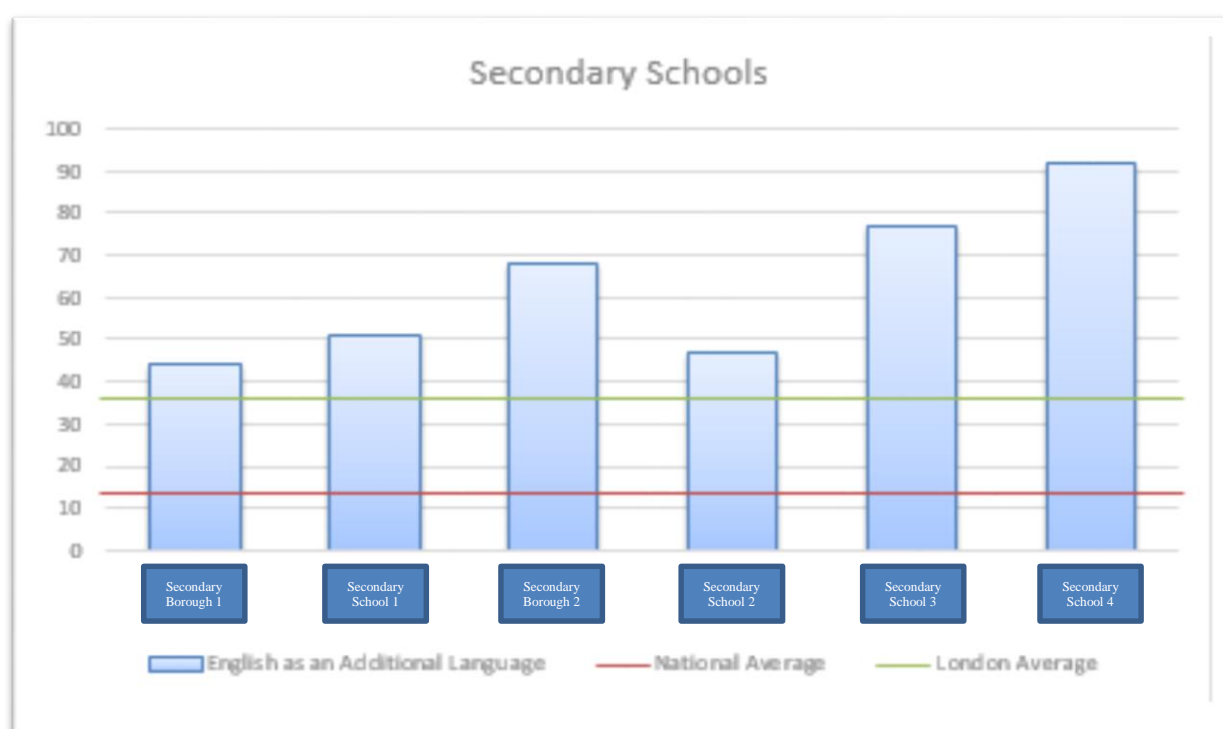
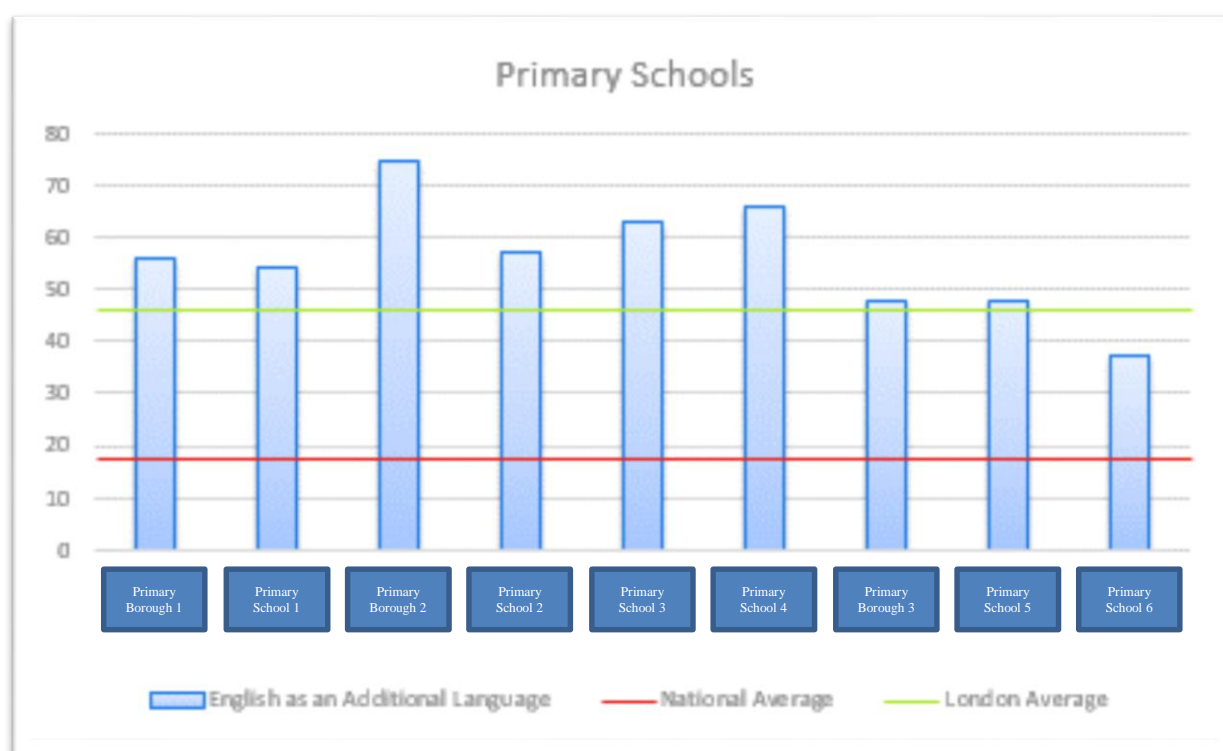
The number of NQTs participating in the Writing Mastery programme was 13% which is considerably higher than the UK national average of 7%. For these teachers, the benefits of the programme should logically have a longer-lasting impact as they are just at the start of their careers.

Another factor to consider is the number of teachers who are early on in their teaching career; half of teachers on the programme had been teaching for fewer than four years. It should be noted that these teachers may still be focusing on further developing their pedagogy across a number of areas in which case the Writing Mastery programme may not be a priority for them. On the other hand, these teachers with less experience have more to gain as they may not have been aware of some of the techniques. Even for the most experienced teacher on the course, the content has still been relevant: “It has refreshed some of the techniques which I used early in my career. Very interesting.”

Pupil Sub-Groups

English as an Additional Language (EAL)

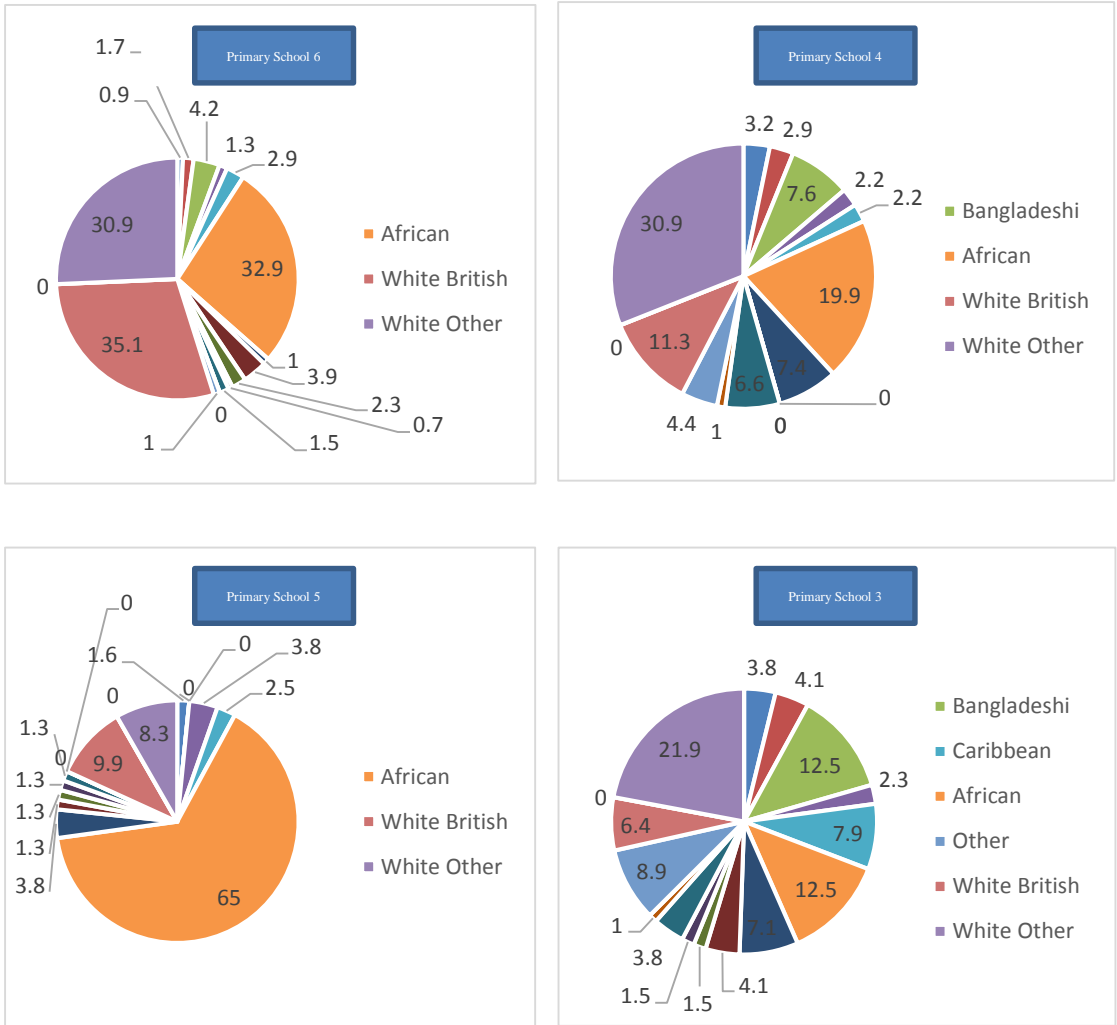
Schools involved in the project are based in areas in which the proportion of students with EAL is significantly higher than the UK and indeed regional average. This has undoubtedly had an effect on the overall impact of the project as in almost all cases, the majority of students were working outside of their mother tongue. In one participating school, 92% of students had EAL.



Ethnicity

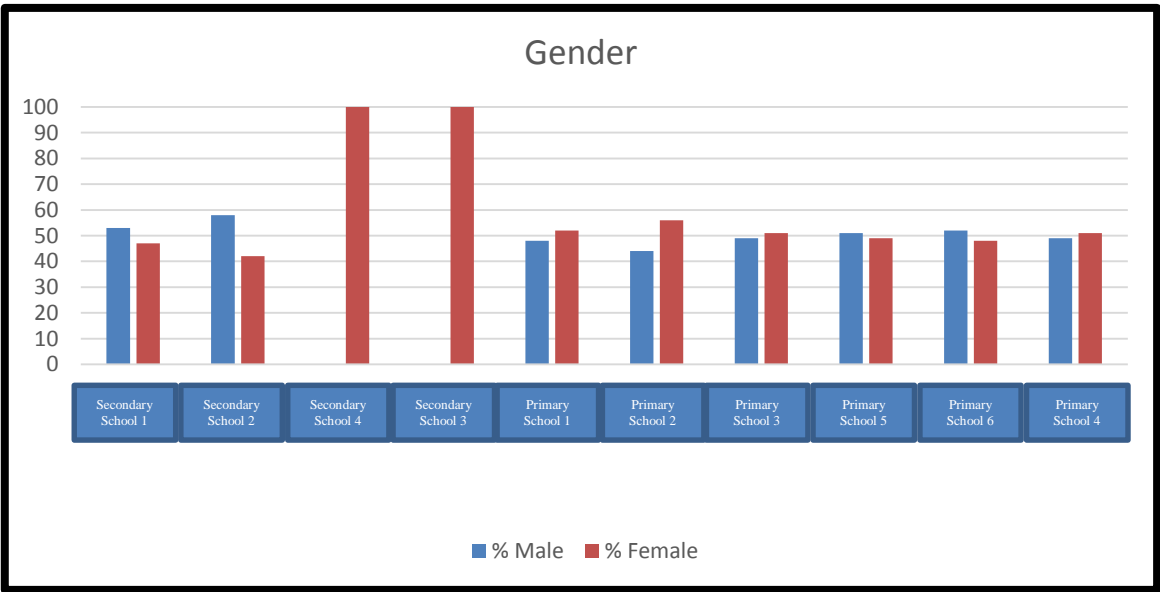
The following data is a breakdown of student ethnicity by school. The descriptions at the side of each school relate to ethnicities which constitute at least 5% of the total student population. The key for all data in the charts can be found below. Some schools have a more even spread across multiple ethnicities, whereas others have students of one predominant





Gender

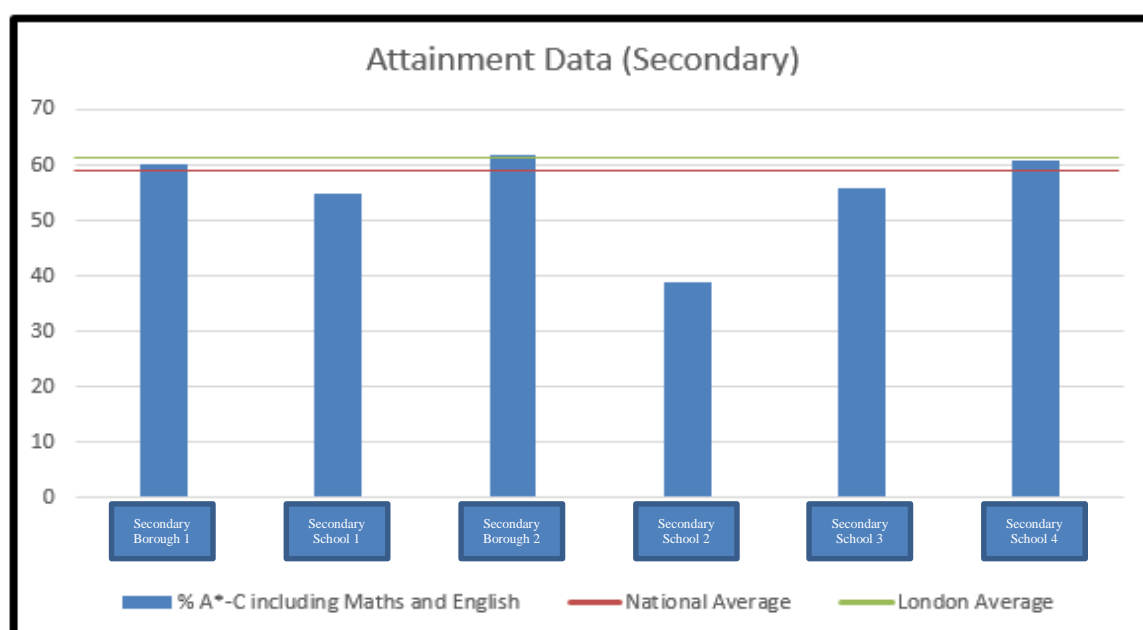
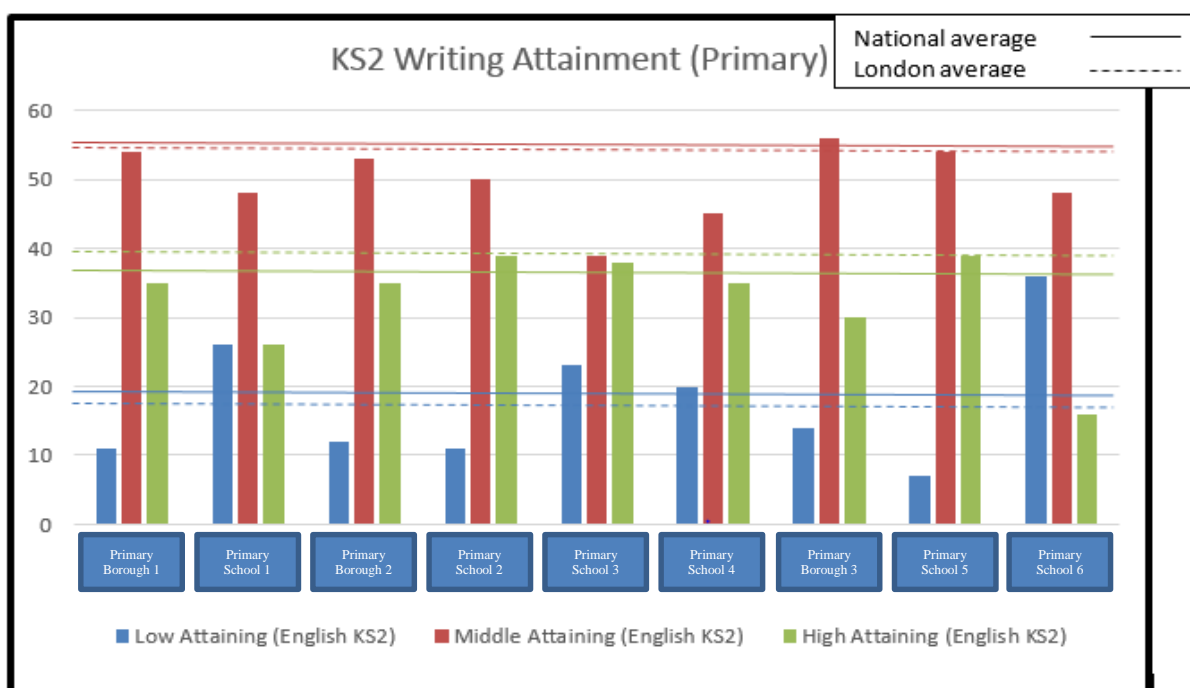
The following data is a breakdown of gender within participating schools. Most schools have a fairly even spread of male and female students however two of the schools are single sex.



Attainment Data

The following data for participating primary schools is based on student outcomes for English at the end of Key Stage Two. The data for the participating secondary schools is based on GCSE results. Although we are not working directly with students in Key Stage Four, this data acts as an indicator of average attainment levels at the school.

All participating secondary schools are below the London average for attainment at KS4 and all are below average when compared with their borough and all but one are below the national average with regards to student attainment. The primary school attainment data highlights the differences between the participating schools. The majority of schools are below the national average for attainment.



8. Project Impact

Teacher Outcomes

Date teacher intervention started: September 2014

Table 9 – Teacher Outcomes

In order to determine the overarching teacher outcome, it has been broken down into constituent parts comprising both teacher knowledge and craft as well as the quality of provision and collaboration on a subject and school level.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Teachers' proficiency in Writing Mastery improves	Survey	Completed by all participants pre-programme and after each session	Mean score based on a scale of 1-10. 1=no knowledge; 10=Fully confident and competent in knowledge	Mean score 3.8 collected September 2014	Mean score 7.8 collected March 2015
Writing taught well across the curriculum	Survey	Completed by both Mastery Leads and Lead Teachers pre and post programme	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 2.75 collected September 2014	Mean Score 3.15 collected March 2015
There is a common approach to teaching writing across the curriculum	Survey	Completed by both Mastery Leads and Lead Teachers pre and post programme	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 2.46 collected September 2014	Mean score 2.95 collected March 2015
Writing is taught well in English	Survey	Completed by both Mastery Leads and Lead Teachers pre and post programme	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 3.28 collected September 2014	Mean score 3.4 collected March 2015
There is a common approach to teaching writing in English	Survey	Completed by both Mastery Leads and Lead Teachers pre and post programme	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 3.11 collected September 2014	Mean score 3.3 collected March 2015
Participants' understanding	Survey	Completed by Mastery Leads	Mean Score based on a scale of 1-4. 1=	Various (see chart)	Various (see chart)

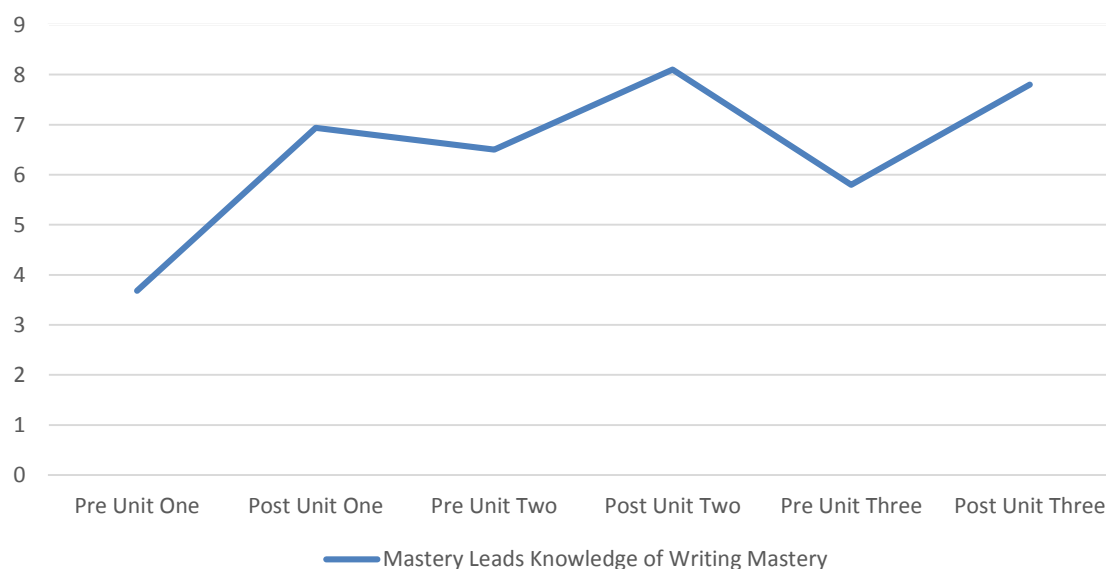
of the different elements of writing improves		pre and post programme	Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree		
Participants' confidence in training other teachers in Writing Mastery CPD improves	Survey	Completed by Mastery Leads pre and post unit four	Mean score based on a scale of 1-10	Mean score 5.3 collected March 2015 (pre-CPD session)	Mean score 7.9 collected March 2015 (post-CPD session)

This information is displayed graphically below:

Teachers' proficiency in Writing Mastery

This data demonstrates that participants' knowledge of Writing Mastery approaches has increased during the programme and each session has provided a significant increase in their knowledge. Mastery leads completed questionnaires rating their knowledge at the beginning and end of each session. As the evaluations were anonymised, they do not however have access to the scores which they gave at the previous session and this goes some way to explaining the anomalous third result; i.e. they may not remember the score they gave at the end of unit two.

Mastery Leads Knowledge of Writing Mastery

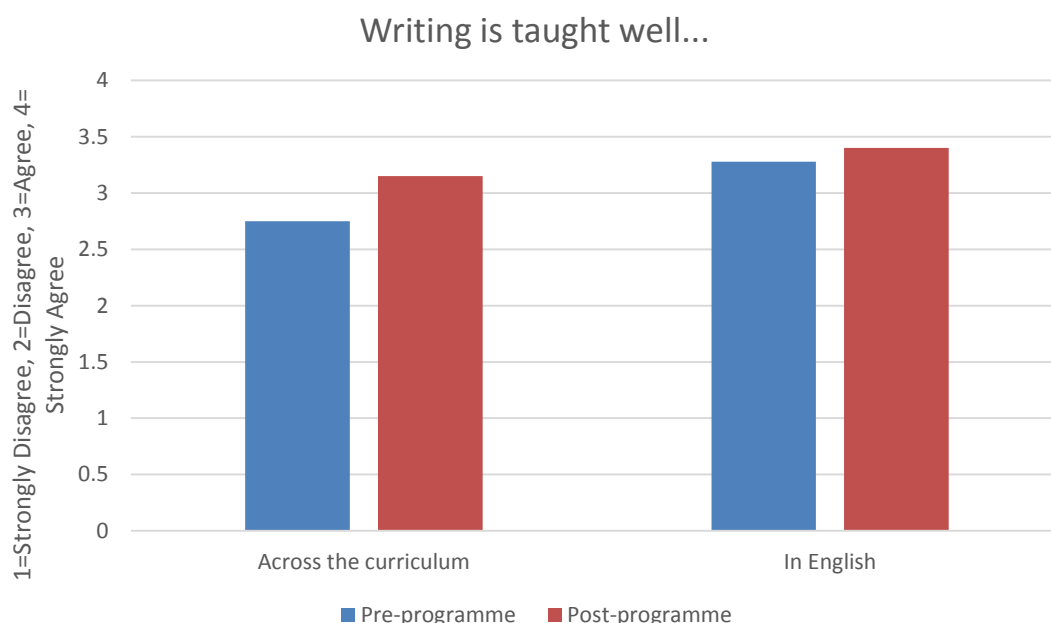


Quality of writing pedagogy

The following data was collected from pre and post programme questionnaires completed by both Mastery Leads and Lead Teachers. It is apparent that English specific teachers

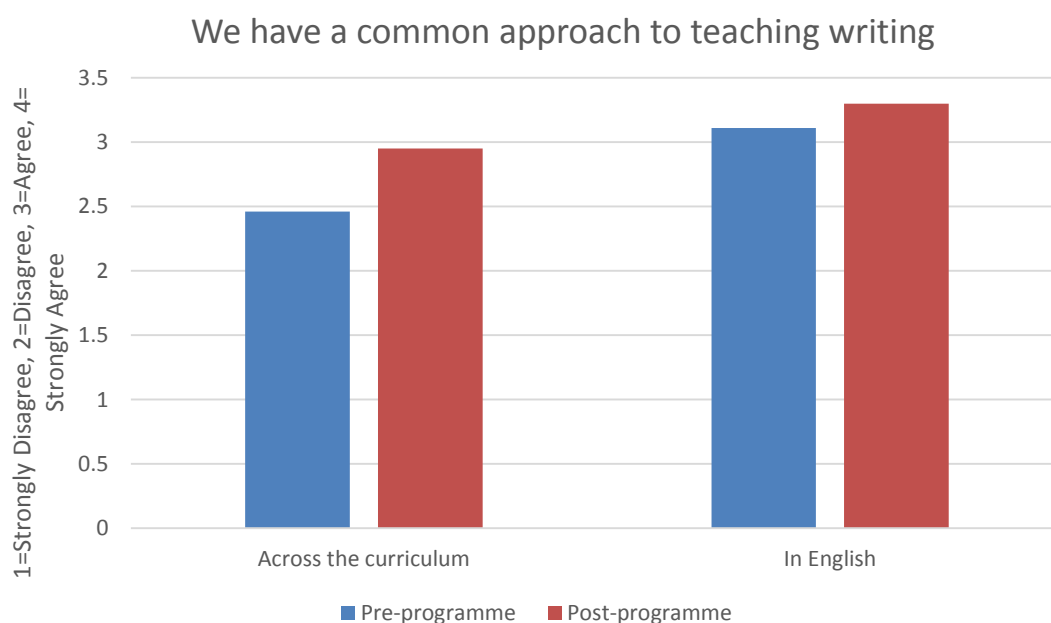
continue to teach writing better than across the curriculum though this is to be expected given the nature of the subject.

In terms of progress, although there has been some improvement cited in the teaching of writing in English, the most significant progress has been in the quality of teaching writing across the curriculum. Boosting this was one of the main aims of the programme.



Commonality of approach to teaching writing

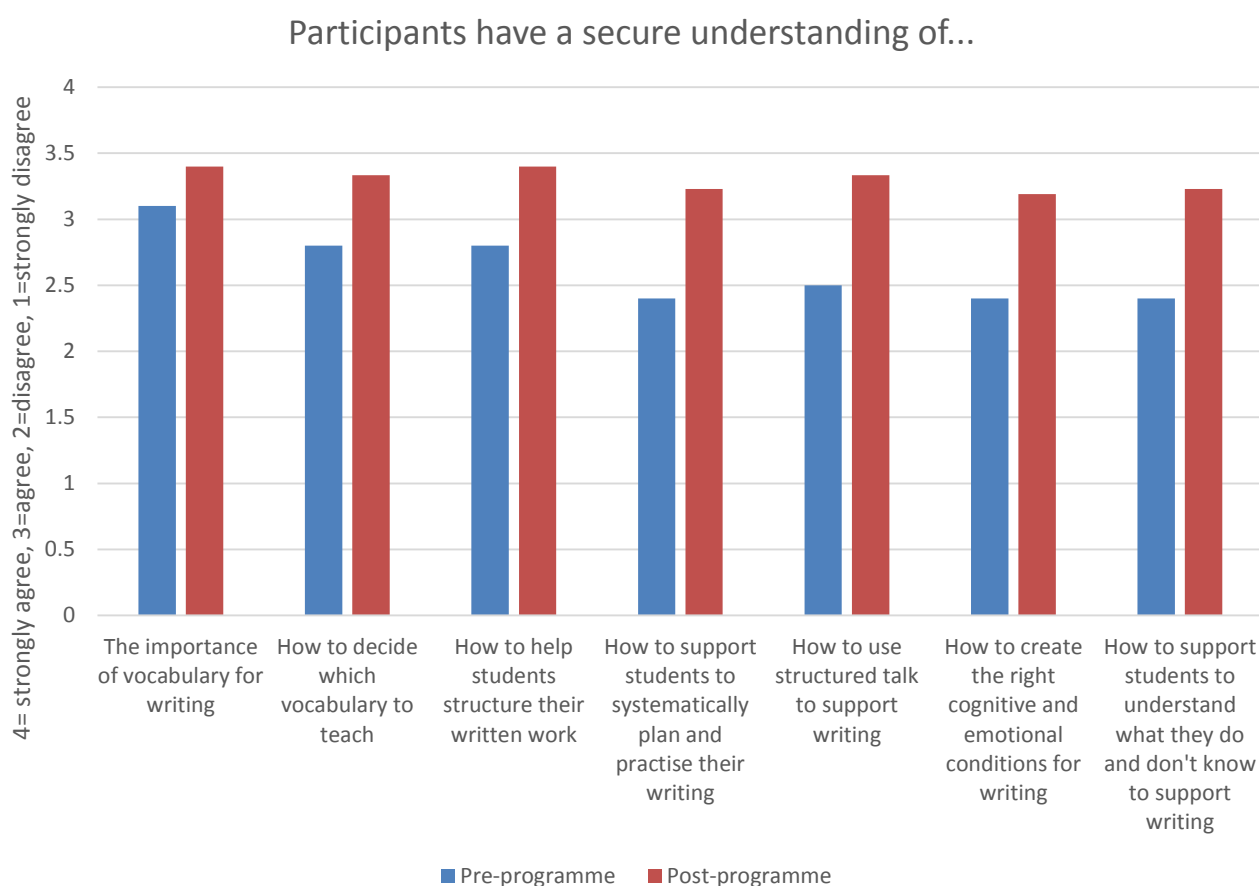
As with the quality of teaching writing, although there is a higher level of commonality in the approach to teaching writing within English, there has been a marked improvement in



the approach which schools are taking to developing a common approach to teaching writing across the curriculum.

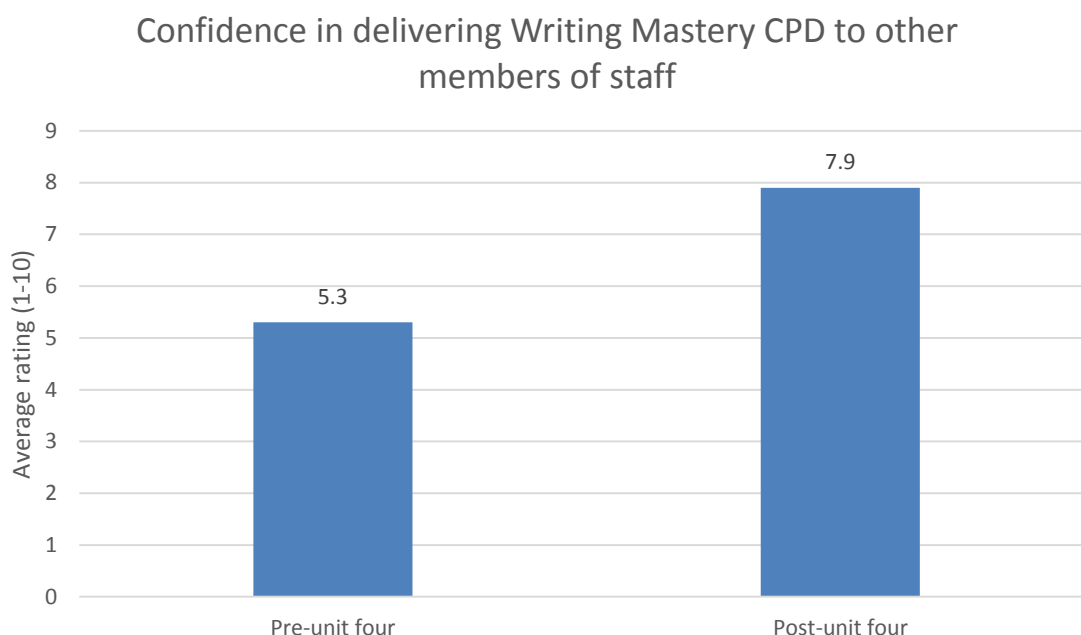
Understanding the teaching of writing

There are a number of aspects involved in the teaching of writing. The Writing Mastery programme has attempted to address a number of these. The data below represents how participants' understanding of each of these has changed during the course of the programme.



Delivering Writing Mastery CPD

The fourth session greatly increased participants' confidence in their ability to deliver Writing Mastery CPD to other members of staff within their schools as demonstrated by the table below:



Qualitative Evidence

To complement the areas of quantitative analysis of teacher outcomes, the following qualitative evidence has been compiled from teacher surveys, post session evaluations and progress reflection questionnaires and relates directly to the different aspects of the teacher outcomes.

Vocabulary

- I have a new understanding of how important vocabulary is and how difficult it can be for students to learn
- I'm more aware of tier 2 vocabulary and I'm enthusiastic to incorporate some ideas into my teaching
- The different tiers of vocabulary have been evident in my planning.
- I introduced a vocabulary tree and vocabulary table to introduce 5 new words per week.
- I now ensure key vocabulary for every topic is clearly understood by all so they are used correctly in the right context.
- We have been looking at tier 2 words during English lessons. We have especially been focussing on using adjectives and fronted adverbials.
- I've been cutting up key words and definitions and encouraging pupils to collaborate to get a complete set of key words
- I am more mindful that the children may be unfamiliar with common words such as reflect.
- I am continuing to use rascal rat to implement new vocabulary and ensuring that children enjoy the meaning and can transfer the word into a context.
- I've been explicitly teaching tier 2 vocabulary, e.g. starting from root word.

- By putting us in a position of ignorance with the unknown vocabulary we began to appreciate the importance of vocabulary to achievement
- Children are being trialled with “Thief books”. The children are provided with a small exercise book, to which they add any interesting new vocabulary / phrases that they come across. Children have this book out in all lessons, not just literacy, and attempt to use the new vocabulary and phrases discovered. Children are rewarded for their consistent use.

Narrative Structure

- I see how the narrative can be used outside of English
- I have used the narrative strategies in both English and Science
- The practical session gave me lots of ideas of how to actually apply the theory and embed it regularly
- I feel more confident in teaching the structure of creative writing
- I am excited to include more narrative in science
- I’m foreseeing plenty of opportunities to embed the narrative pedagogy in the upcoming SoW that focus on creative writing
- Units on narrative and immersion have been adapted to emphasise visuals in order to allow students to immerse themselves in, and to understand key concepts in History and Geography

Immersion

- I really like the idea of immersion as a hook; think more about how it can be used throughout topics
- It’s possible to work the immersive process with all subjects
- I realised project based learning helps students become more independent
- Units on narrative and immersion have been adapted to emphasise visuals in order to allow students to immerse themselves in, and to understand key concepts in History and Geography
- I now have different approaches to teaching maths concepts

Other

- I am now curious to explore interdisciplinary links
- I am now considering bolder strategies to engage students
- As the course went on I found my understanding and confidence grew
- I am thinking even more about being creative to help the children take ownership

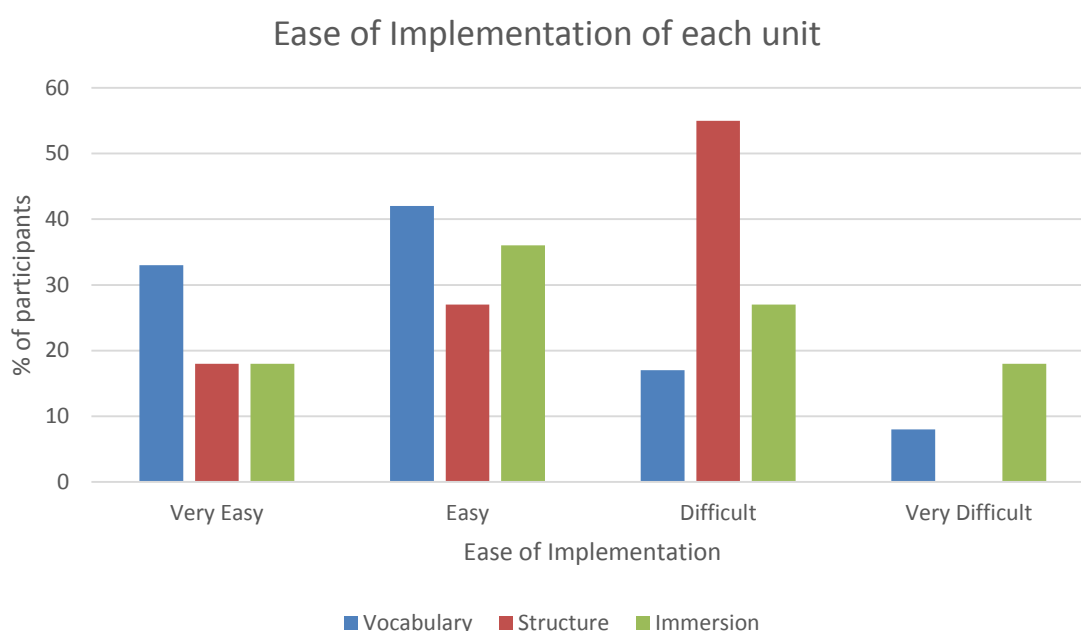
Pupil Outcomes

Date pupil intervention started: October 2014

Teacher implementation

In order to frame the discussion on pupil outcomes it is useful to consider teachers' reflections on the ease of implementation of each of the content models into their pedagogy.

According to data compiled from the progress reflections completed at the culmination of the three content units, in general participants found the vocabulary unit far easier to implement than the other two, which perhaps goes some way to explaining the significant improvements made in pupil outcomes in this area during the programme compared to the more varied progress in structure and cohesion.



Barriers to implementation

Participants were able to identify a certain number of barriers to implementation, namely citing exam pressures, national curriculum constraints and a lack of time:

- The National Curriculum, demands of the school's curriculum and SATs preparation doesn't allow for us to spend long periods of time on a particular project or writing genre
- Time for planning, preparation and sharing good practice is the main barrier. Often other things, especially administrative tasks, take over

An example of barriers to implementation in each of the content units is detailed below:

Vocabulary:

- It's hard to consistently embed it. Often exam pressures or pressure 'to get through the curriculum' take over

Structure:

- Narrative structure is a little difficult as children have the preconception of all narrative having a beginning, middle and end and do not seem to be able to identify the 'in between' parts

Immersion:

- There are practical issues concerning budget and space, which limit the scale of our ability to fully implement and embrace certain aspects of the pedagogy
- It is sometimes hard to create that atmosphere in the classroom
- It has proved too time-consuming so we are looking at building immersion into a y7 unit next year

Table 11 – Pupil Outcomes

The following data demonstrates the impact of the project on the different subsections of pupil outcomes which the project was aiming to address.

There has been a marked improvement in the amount of tier two vocabulary used by students in their written work. The table shows the mean number of tier two words used per sample, however, as the length of samples varies widely, it is more relevant to represent tier two vocabulary usage as a percentage of the total number of words. In this way, the length of the sample does not skew the results as written samples collected as part of the impact data tended to be longer than those submitted initially.

Across each of the samples, structure and cohesion have a similar progression pattern which suggests that these are strongly linked. On the whole, the structure and cohesion of student work across the samples has improved. According to the data, some students have regressed which is difficult to explain. One reason could be that as the score assigned to structure and cohesion is based on the subjective view of the evaluator (although all were given examples of moderated samples), and different evaluators were used for the baseline and impact samples, there could be some digression in evaluation as realistically it is unlikely that the pupil would have regressed during the course of the year.

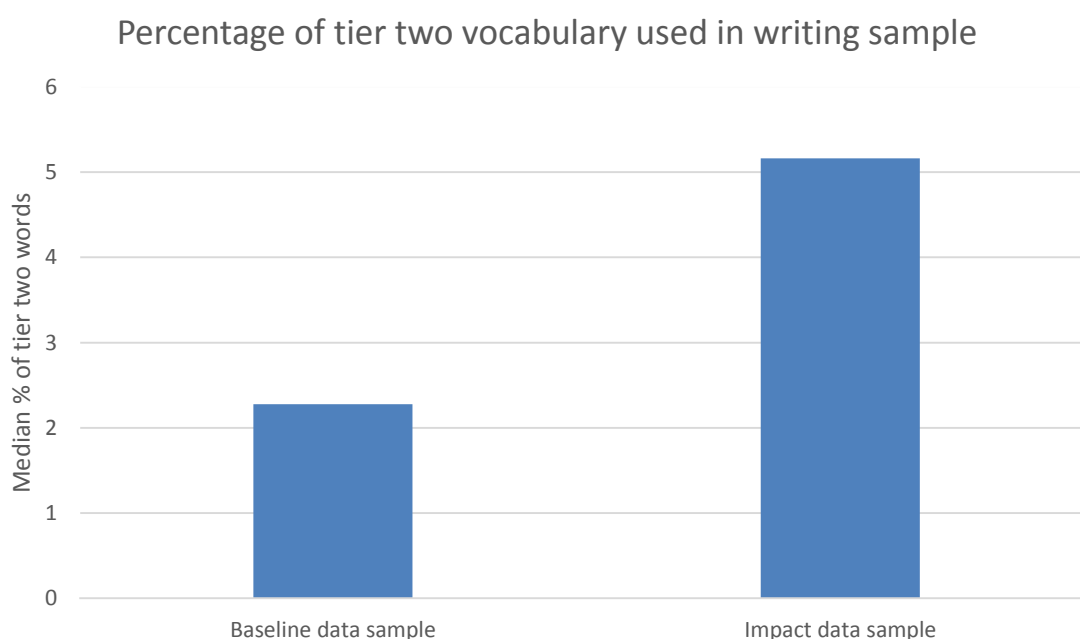
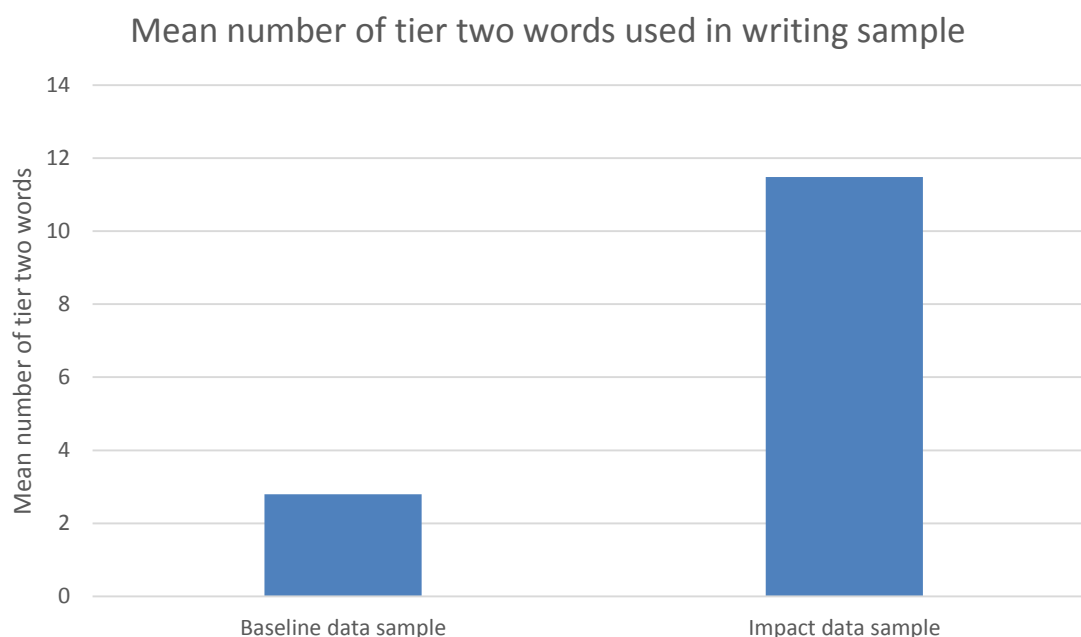
Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Pupil use of tier two vocabulary improves	Student work samples	The work samples collected represent a cross section of student ability and context (EAL/SEND) in each class.	Mean number of tier two words used per sample. Tier two vocabulary as a % of total words.	October 2014 2.8 2.3%	June/July 2015 11.5 5.2%

Structure of pupil work improves	Student work samples	As above	<p>Progress presented as the mean number of pupils per sample with decrease, same, increase.</p> <p>Overall structure rating on a 1-4 scale.</p> <p>Sentence complexity classified as simple, compound, complex.</p>	October 2014	<p>June/July 2015</p> <p>- → 0.9 = → 2.4 + → 2.5</p> <p>- → 0.3 = → 2.6 + → 2.9</p>
Cohesion of pupil work improves	Student work samples	As above	<p>Progress presented as the mean number of pupils per sample with decrease, same, increase.</p> <p>Rating on a 1-4 scale.</p>	October 2014	<p>June/July 2015</p> <p>- → 0.9 = → 2.4 + → 2.5</p>

Outcome: Pupil use of tier two vocabulary improves

This data clearly demonstrates that the number of tier two words used by students has increased dramatically. There was only one teacher for whom their mean from the sample was a negative number and this was largely because the second sample was significantly shorter than the first. Certain work samples lend themselves to the use of tier two vocabulary, for example descriptive paragraphs use far more tier two language.

For each of the samples, the total number of words was counted and therefore more significant conclusions can be drawn from the data when the number of tier two words used are represented as a percentage of the total. This avoids discrepancies in the length of the passage between the baseline and impact samples having an effect on the data. The following chart represents the mean percentage of tier two vocabulary used in the writing samples both before the project began and when impact data was collected in the summer term.



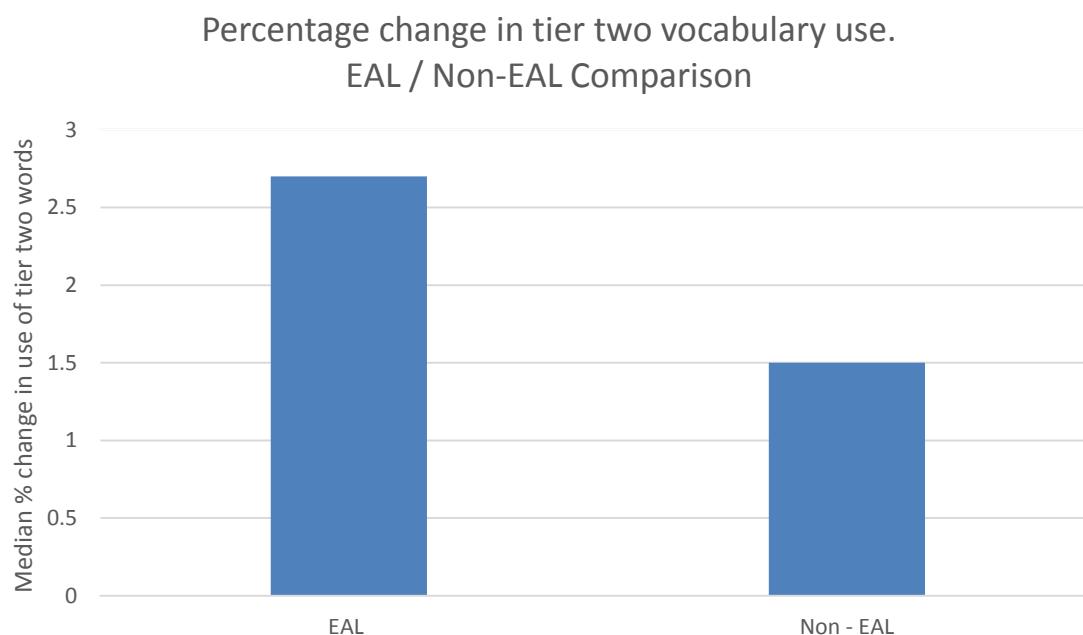
Vocabulary: Pupil subgroups

EAL

Focusing on the impact of the programme on pupil sub-groups, the following data is a comparison of % change of tier two vocabulary use by EAL and non-EAL learners. It is based on the median of these two categories so that anomalous results at the top end of the spectrum do not skew the results. It is apparent from this chart that with regards vocabulary acquisition and usage, the programme has

had more of an impact on EAL students than students who have English as their first language. This is understandable given that students who do not speak English as their first language in general have considerably more progress to make as they generally had a lower baseline level.

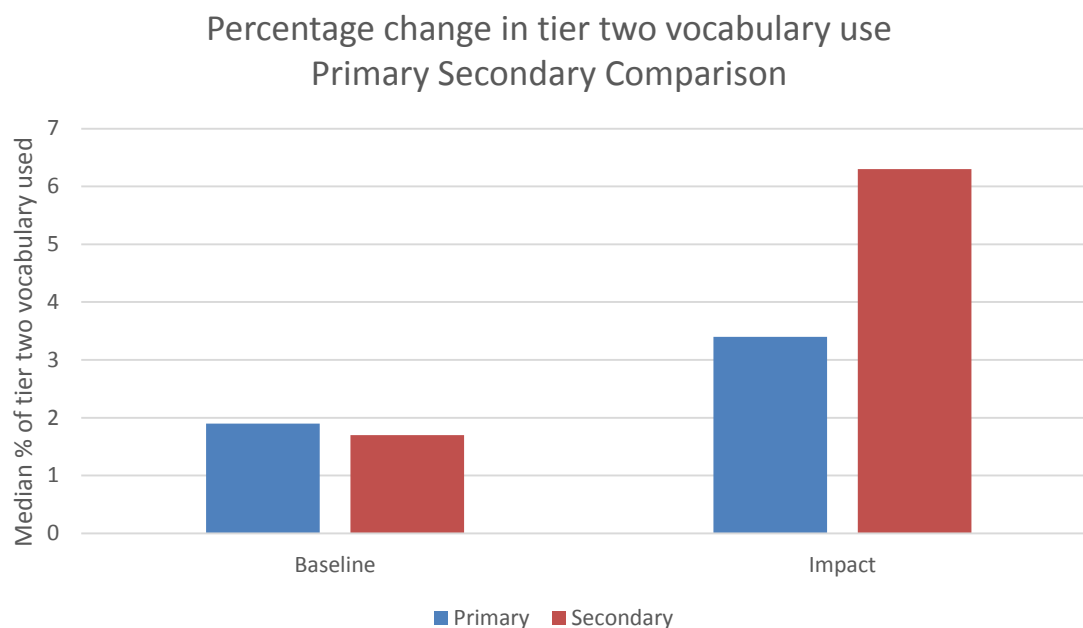
We can tentatively conclude that the Writing Mastery programme has introduced teachers to new ways of delivering vocabulary instruction, and indeed raised their awareness of the need for it and these techniques may have resonated more strongly with students who were otherwise struggling to engage with existing approaches.



Phase

The following data shows the impact of the programme on vocabulary use by pupils depending on their phase. Interestingly, it appears that secondary school students have made the most progress during the programme. Before the programme, we had envisaged that there would be more impact on the primary phase pupils given that participating teachers spend more time with them each day.

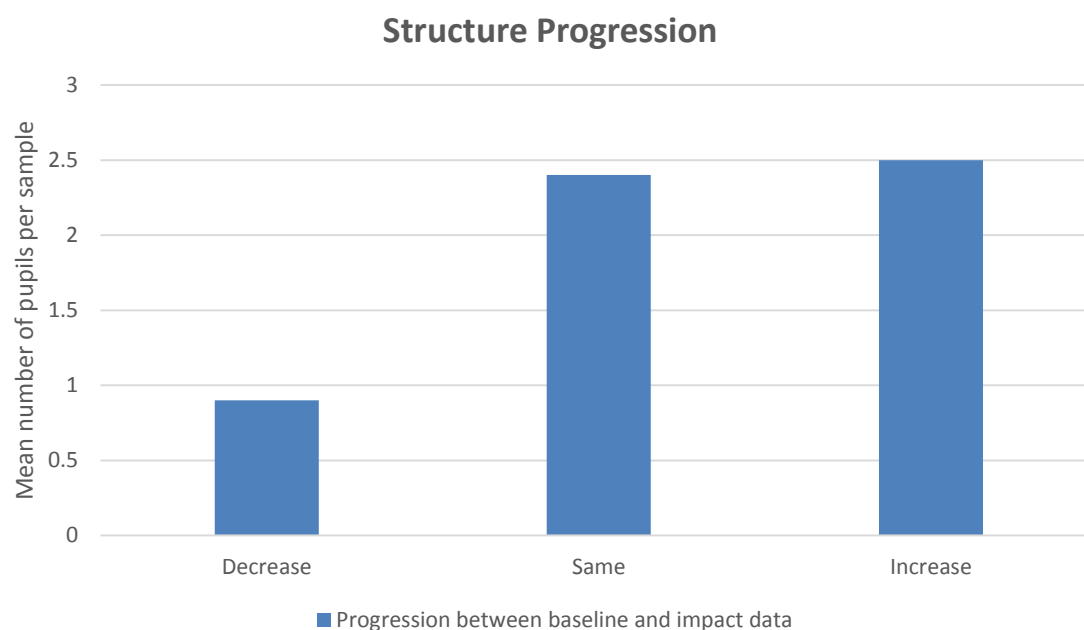
The number of EAL students within the secondary schools we worked with was significantly higher than the primary school sector and this could also go some way to explaining this difference in progress. Students from an EAL background tend to start at a lower level than their peers in terms of tier two vocabulary usage, but therefore have more scope to make significant progress during the year.



Outcome: Structure of pupil work improves

The structure of a student's work was determined on a scale of 1-4. Analysis was then made of the baseline and impact figures to determine whether the student had made progress between the two measurements. This was done on a sample by sample basis (average sample size 5.8 pupils) and demonstrates the average progress (decrease, equals, increase) of the pupils across each sample.

The following data demonstrates that on average almost half of the pupils in each sample made progress with regards the structure of their writing, with less than one person from each sample having a supposed decrease in the structure of their work. Evaluators rated some students at the top end of the spectrum on their baseline piece of work which meant that it was difficult for them to demonstrate an increase in their final impact sample. This goes some way to accounting for the number of students who remained the same.



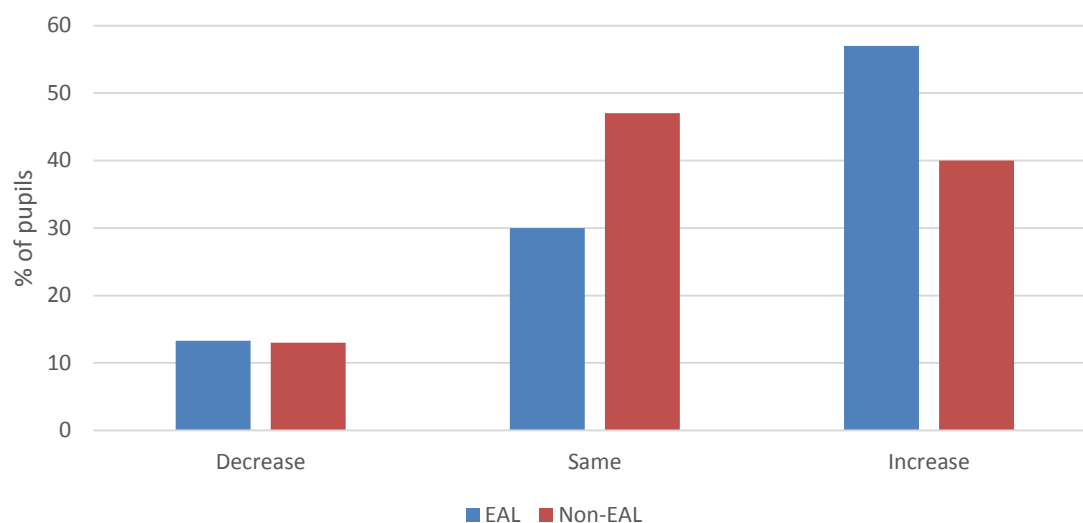
Pupil sub-groups

EAL

The data has been presented to compare the effect of the programme on structure for EAL and non-EAL students. It shows the proportion of students in each of the progress categories.

As was the case with the linguistic context comparison for cohesion, EAL students demonstrated the most progress with regards the structure of their written work with over 50% showing an improvement. Again this could be attributed to their increasing adaptation to the English language over the course of the programme aided by the extra interventions and techniques shown to them as a consequence of the content covered in the programme.

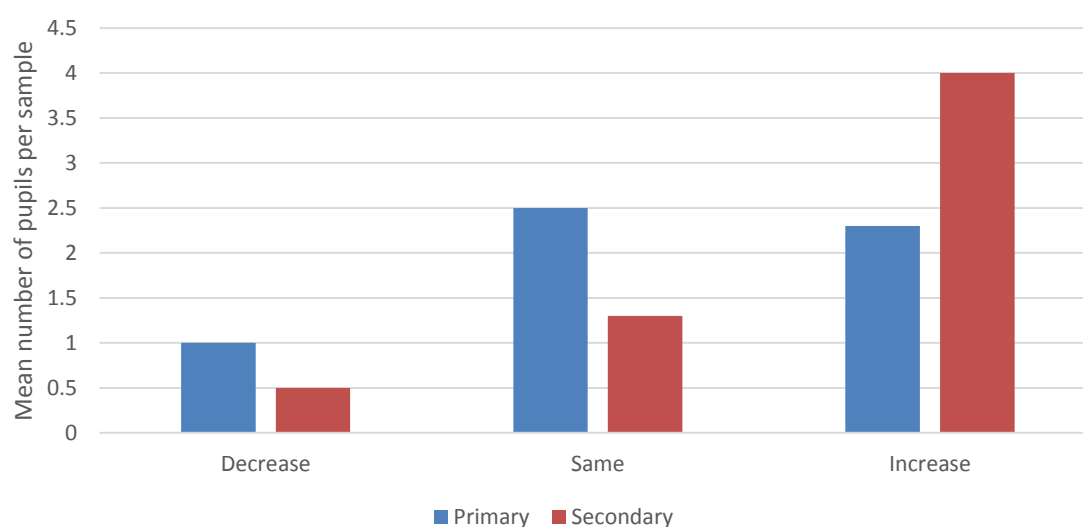
Structure Progression EAL / Non-EAL Comparison



Phase

The following data suggests that secondary school pupils have made the most marked progress with regards the structure of their work, with over two thirds of them showing improvements. Primary school samples tended to demonstrate a mix of students, with an average of one student per sample decreasing, almost half staying the same, and over third improving the structure of their work between the two samples.

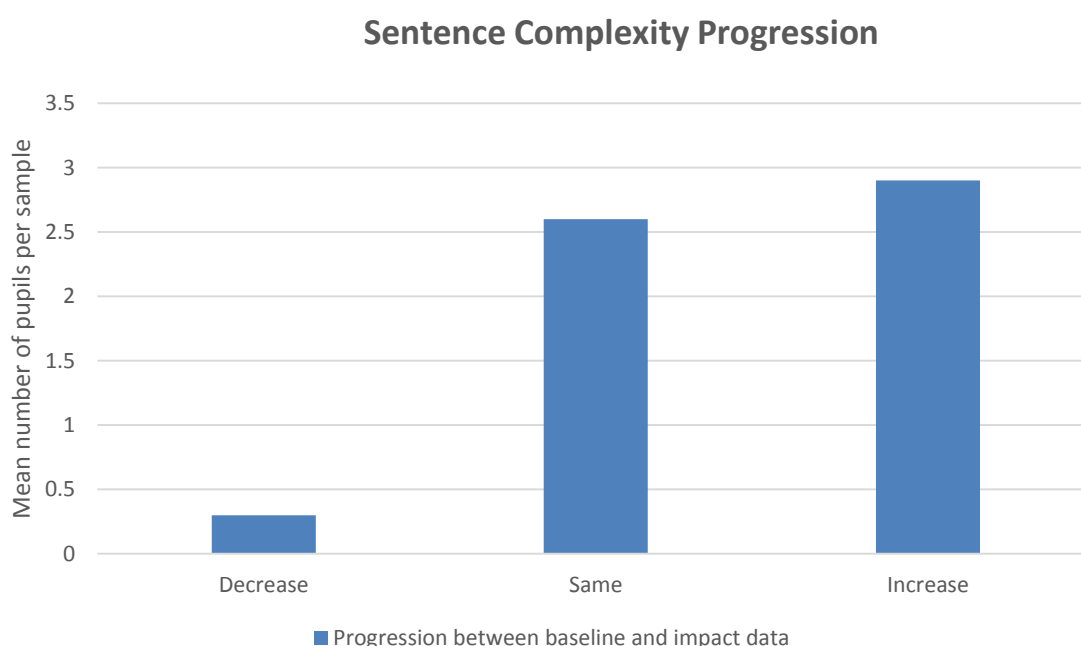
Structure Progression Primary Secondary Comparison



A further measure of structure was sentence complexity. Evaluators determined student sentences as being either simple, compound or complex and then measured the progress

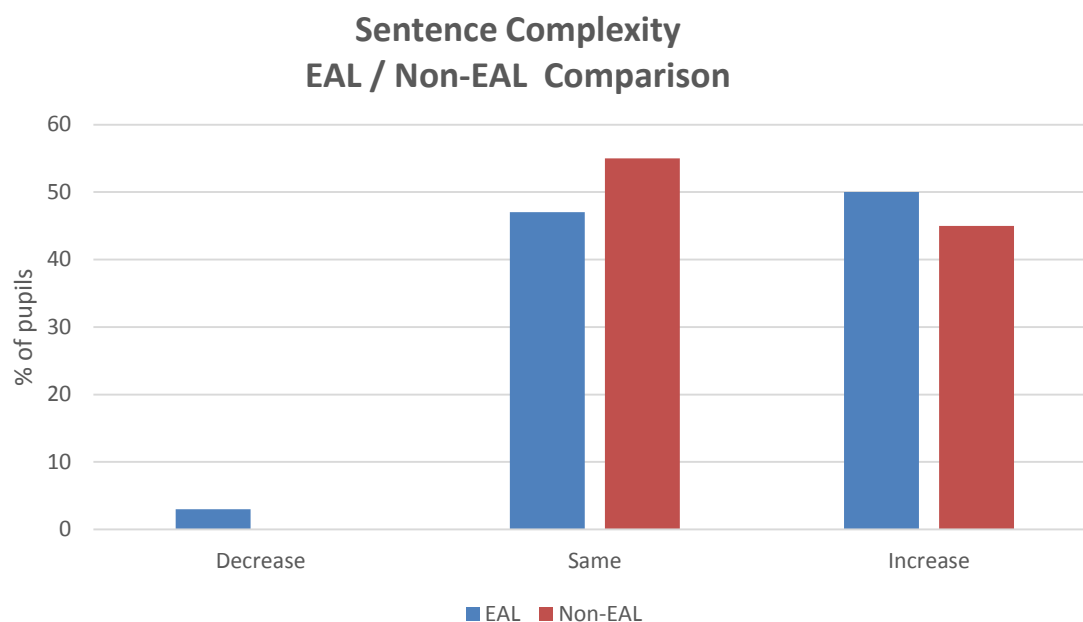
made between the baseline and interim samples. A simple sentence contains a subject and only one verb. A compound sentence is formed when two main clauses are joined by a connective whereas a complex sentence is formed when a main clause and a subordinate clause are joined by a connective.

The type of writing used for the sample determined to some extent the sentence type used, however, evaluators were able to establish the prevalence of a certain sentence type over another. Very few students decreased their sentence complexity between the two samples and half of all students demonstrated an increase. One issue with this evaluation model was that some students were using complex sentences in their baseline sample which meant that they couldn't demonstrate progress.



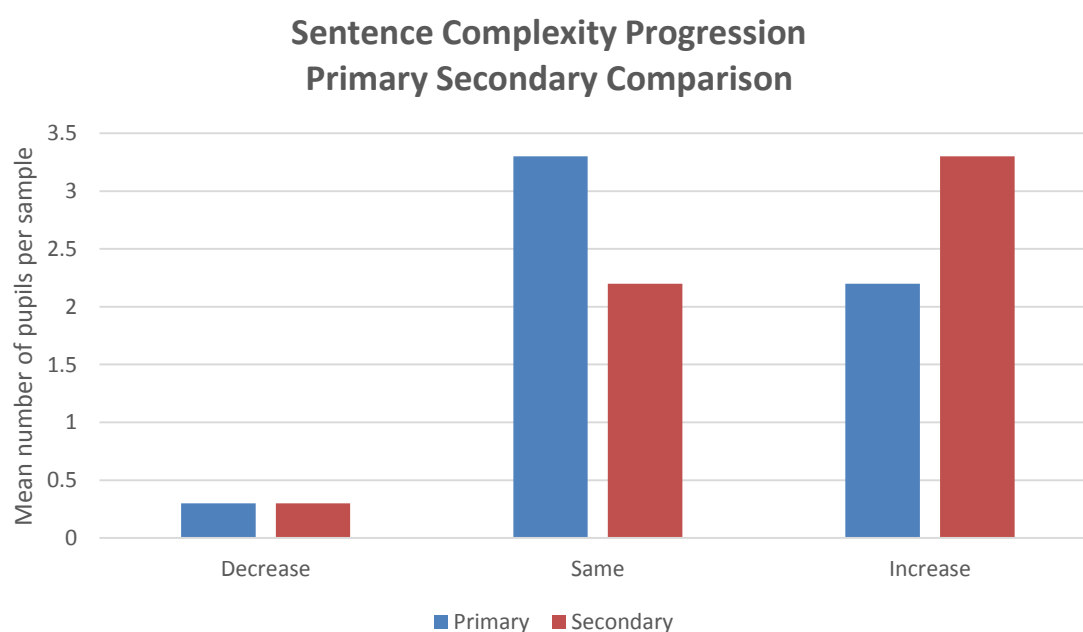
EAL

The following chart compares the progression made with sentence complexity depending on a student's linguistic context. Half of EAL students made progress with just under half of non-EAL students improving their sentence complexity.



Phase

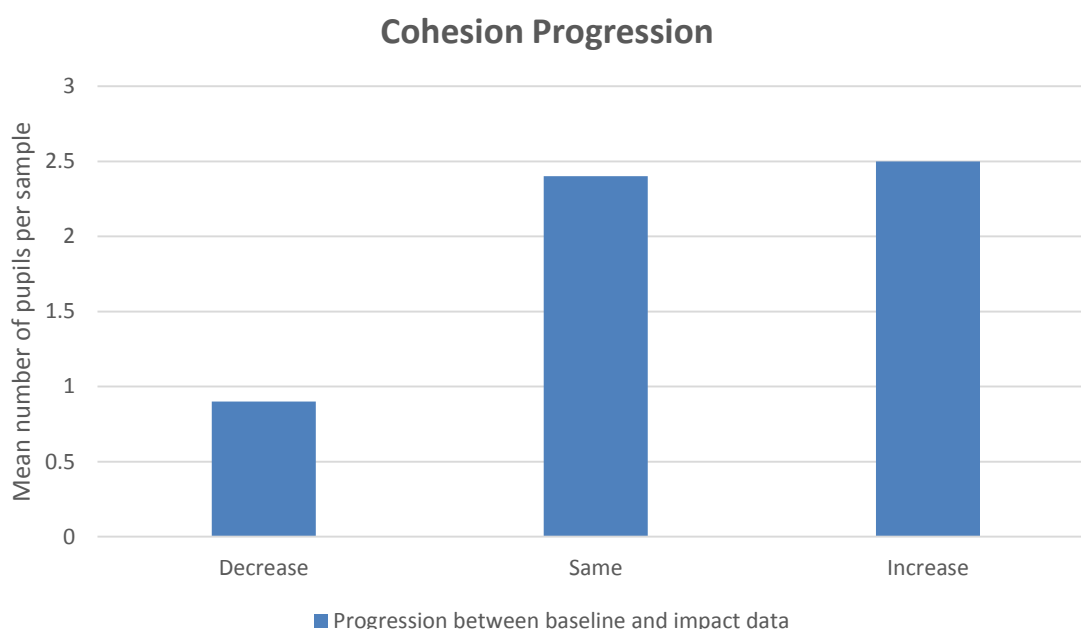
Interestingly, for primary school students, more students' sentence complexity stayed the same. This could be explained through the difficulty students of this age have with making the progression between compound and complex sentences or depending on the age of the students, moving from simple to compound sentences.



Outcome: Cohesion of pupil work improves

The following data demonstrates the impact of the programme on the cohesion of student work. Cohesion was given a ranking on a scale of 1-4 based on the connection of ideas both at sentence level and paragraph level.

It is worth noting that the type of work submitted may have had an impact on the cohesion. For example some students submitted a piece of work for the baseline data which was largely based on giving instructions, and therefore was reasonably cohesive, however, the impact data sample was a more open ended task which constituted a largely descriptive piece and resulted in far less cohesive writing from some students.



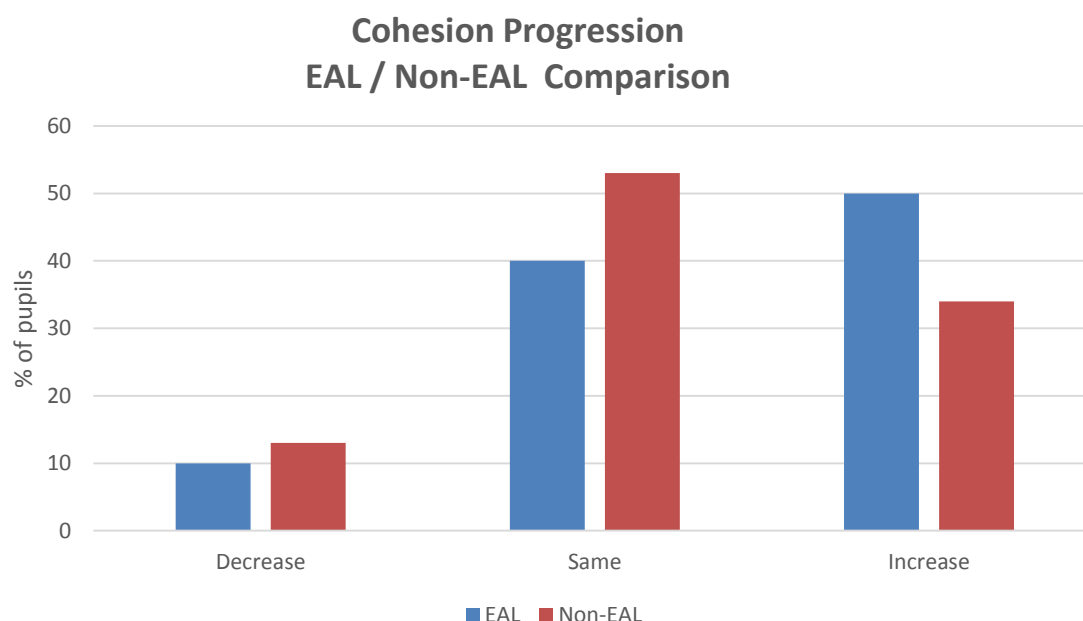
Pupil Sub-groups

EAL

As with the improvement seen with regards vocabulary usage by secondary school students, the distinct increase in cohesive writing by secondary students could be down to the EAL nature of the students involved. The immersive approach to writing was designed to improve the flow of students' writing, having a direct impact on their cohesion and from the data, it becomes apparent that this has been particularly effective with EAL students.

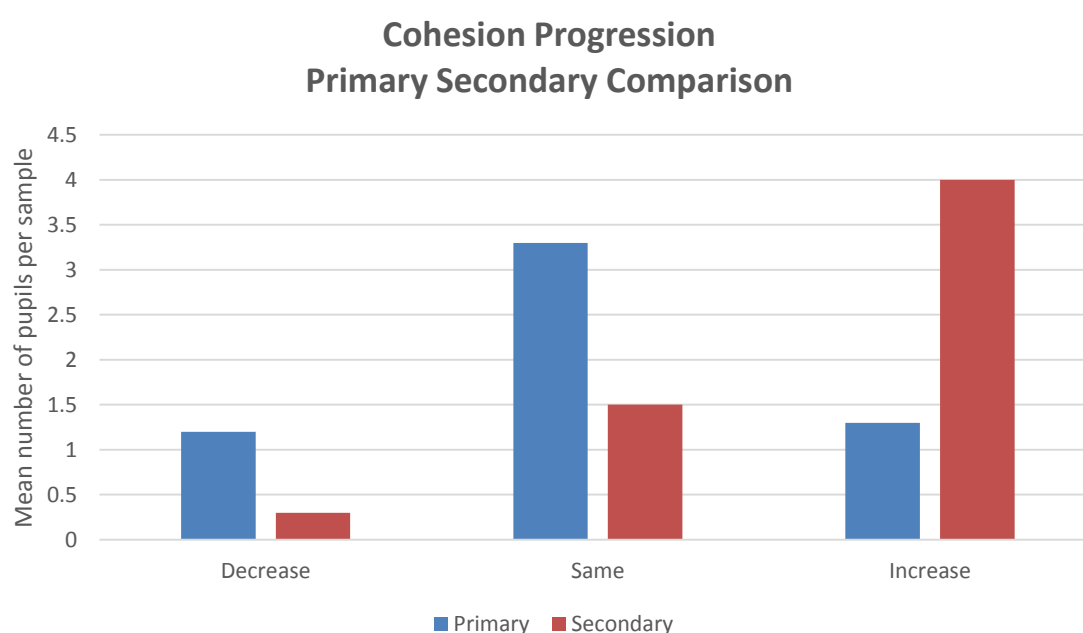
When comparing the cohesion of student work between EAL and non-EAL students, it is interesting to see that more EAL students made progress than non-EAL students, with over

half of non-EAL students tending to plateau and stay the same. This could be attributed to the naturally greater progression of EAL students during the course of the programme given their lower starting level in English.



Phase

The comparative data for pupils in either the primary or secondary phase follows much the same trajectory as the structure progression, with secondary school pupils making the greatest progress with regards cohesion. Again, the cohesion of some primary school samples has decreased however this could tentatively be attributed to the type of work submitted, or indeed the conditions in which it was written.



Pupil outcomes: Qualitative Evidence

The following pieces of qualitative evidence were collated from teachers participating in the programme and regard pupil progression in the Writing Mastery elements. This is very valuable evidence given some of the variance in quantitative data obtained.

Vocabulary

- Vocabulary use has been the main and most impactful aspect of the course so far
- Children's use of vocabulary has improved considerably
- The children were engaged, enjoyed finding new words and used these in their own writing. We covered non-chronological reports and children were using tier 2 and 3 vocab in their writing
- More confidence, greater understanding and some have enhanced their use of key vocabulary in dialogue
- They use words more consciously now
- The children are becoming increasingly excited about learning vocabulary as they are now more alert of how effective interesting vocabulary can hook their reader as well as improve their own level of writing
- Pupils are consciously trying to use the new vocabulary and are understanding tasks
- They have created a positive 'peer pressure' game whereby they use the words of the day in their own conversations
- They enjoy learning new words and trying to use them in their writing
- The children get very excited waiting for the new 'word of the day' and remind me if I haven't introduced one at the routine time
- Children are more aware of words in tier two, their meaning and how they are spelt
- The students enjoy discussing the words and using the words where they can
- They like reflecting on the words they have learnt and try to include them in their writing
- Students are using varied vocabulary through a range of their writing
- Word of the Week is working well and students- particularly KS3- are enjoying the challenge of using and learning new words
- Children are more mindful of the words they use
- Looking at the meaning of the word and putting it into context – children like giving their own examples
- Love it! They LOVE listening to newsround and identifying new words and use these in their learning
- I have noticed that my more able students are making good progress as they're using the words from the rascal rat to use in their writing
- Pupils have a better use of subject vocabulary when paired with effective questioning strategies
- Because the vocabulary is displayed the children can access it quickly and use it in their writing as well as check their spellings

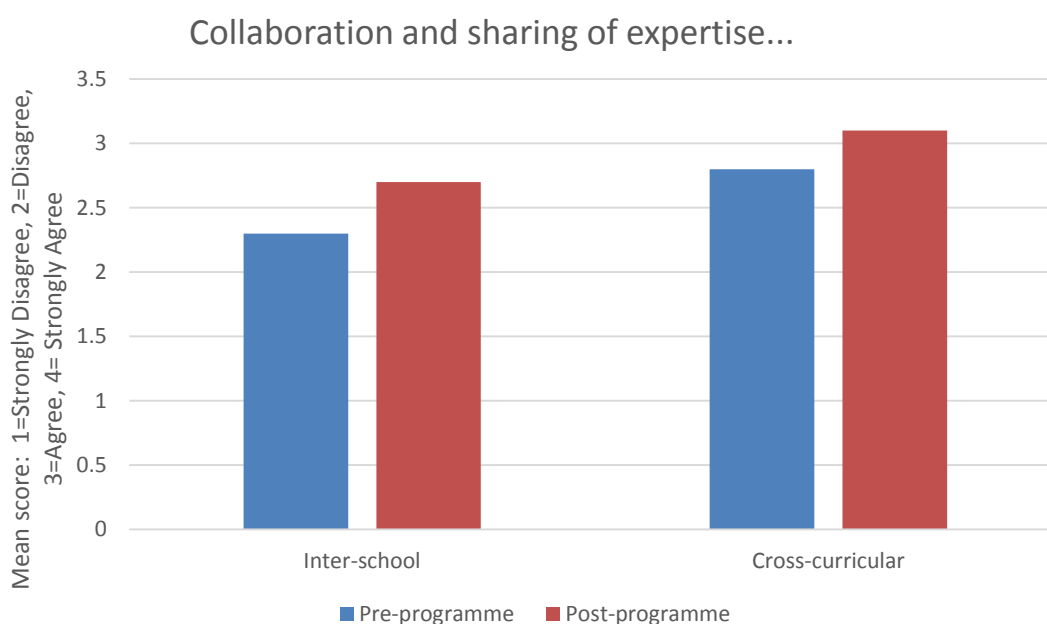
Structure and Cohesion

- They found it useful to break the story down into sections and therefore produced more detail within each section and the story flowed from beginning to end
- They are more aware of their narrative structure
- The children produced some excellent pieces of work based on the Barnacle goose video in the second session
- I have used the narrative structure climax etc with Year 11 who are preparing controlled assessment
- We wrote a story using the structure of a story we had been studying and wrote the sections day by day
- Year 11 resist planning but many are finding it useful
- Especially in the creative writing parts of the schemes of work, narrative structure reminders are great. But also to analyse stories/texts
- Children are showing that they enjoy having a structure. It has been evident that they enjoy having the opportunity to 'plan' something with a structure. In addition it has shown that children enjoy having a chance to add more depth into a plan
- They find narrative a useful way of looking at more complex ideas
- It seems to help them structure their ideas and manipulate their narrative
- Children seem to have a deeper understanding of, and a better connection to the topics being taught
- I have used the narrative structure in English and it has worked well
- The children of lower attainment are making sure that they use the story plan but using pictures to support them
- Thanks to immersion, children are able to relate to the topic and have a deeper understanding of the subject
- They are enjoying the process and improving their writing
- Through immersion the children get a better feel and have experienced what they will be writing about
- Initially the children were a little overwhelmed, however they soon got into the spirit of it and the element of competition, coupled with their ever increasing lexicon means that they are now quite enthusiastic about it
- There are less opportunities in science however I have implemented it twice as a project with my focus class with huge success
- I can also see the implications of this in Year 8 who are working on a Blog related to exploration of Antarctica and adventure writing

Wider System Outcomes

Participants demonstrated an improvement across all of the wider system outcomes. It is clear from the data that cross-curricular collaboration continues to be stronger than inter-school though this is to be expected given the proximity of colleagues within a school setting. It is clear that this is still an aspect which would benefit from further exploration in order to show more significant improvements.

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
Inter-school collaboration and sharing of expertise	Survey	Surveys completed pre and post programme by participants	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 2.3 collected September 2014	Mean score 2.7 collected March 2015
Cross curricular collaboration and sharing of expertise	Survey	Surveys completed pre and post programme by participants	Mean Score based on a scale of 1-4. 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	Mean score 2.8 collected September 2014	Mean score 3.1 collected March 2015



During the sessions, participants had the opportunity to share their ideas and approaches with other teachers and feedback from participants demonstrated that this was a rare opportunity which they valued greatly.

As detailed in the “barriers to implementation” section, participants commented that the pressures of the school day and a results driven mentality adopted by many schools means that there is very little time for structured discussion and debate surrounding pedagogical issues. The fourth unit in which participants were introduced to and took part in a Harkness debate was particularly effective in this respect. Participants also enjoyed the challenge of critiquing and receiving feedback on each other’s dissemination plan towards the end of the same session.

The Writing Mastery team attempted to continue to promote inter-school collaboration outside of the dedicated sessions through an online forum and weekly webinars. However, these were unfortunately underused by participants.

The data for cross curricular collaboration shows less improvement than might have been expected. However, the data was collected before most schools had implemented the cascade model of delivering CPD to other teachers within their schools. During the school visits in July 2015, participants commented to the Writing Mastery team that following their internal CPD sessions, teachers were starting to use some of the techniques, for example having whole school implementation of “words of the week” appropriate to each key stage with students and teachers submitting suggestions to be used in subsequent weeks. Teachers talked of very high engagement in this initiative with the words displayed on posters around the school each week. Both students and teachers use the words as much as possible in their language and students are tasked with identifying when teachers use the specific words.

Schools talked of introducing “talk for writing” (covered in both the second and third sessions) with their teachers and encouraging its use in lessons through the production of bookmarks containing a description of each of the student roles to act as a prompt for teachers.

The Harkness debate which teachers took part in during the final unit inspired many teachers to try a similar model with their students and to demonstrate this to other teachers. Teachers commented that they had initially had mixed results in terms of student engagement with this style of debate but that they had learnt that setting up the task with an engaging and open question helped students to get the most out of it. The debate was often used to generate ideas which could then be incorporated into students’ writing.

Below are some additional comments provided by participants relating to wider system outcomes and the cross-curricular sharing of the approaches with colleagues on a school-wide level:

- I am more aware of implementing a consistent approach to vocabulary teaching across my school
- The training will make me think about supporting colleagues in other departments around narrative
- After today I feel prepared to share Writing Mastery approaches with my colleagues
- We have introduced a school-wide Word of the Week programme focussing on tier 2 words
- We have created a table where the children are able to compare the words and features of the words such as the syllables, prefixes, suffixes, synonyms
- After discussion with my fellow Mastery Leads from my school we decided to implement a class challenge chart, where children are rewarded for bringing in interesting vocabulary, which they then have to apply in their writing.
- My year group (four classes) is competing with each other, where children are encouraged to bring tier 2 words and using them in their writing.

Impact Timelines

Teachers

It can happen that teachers attend CPD sessions but don’t have the time to plan for implementation of the new pedagogy and therefore much of what is covered is lost. The Writing Mastery programme was designed so that there would be an immediate impact on teachers’ practice after each session, the idea being that they needed to come away with

strategies which they could implement immediately in their classrooms. As has already been discussed, vocabulary seemed to have the quickest impact with the other two content modules necessitating more specific planning.

There was an immediate impact on teacher knowledge after each session as demonstrated in the teacher outcomes section of the report.

As well as the intended immediate impact of the programme, it is envisaged that aspects covered in the programme will continue to have an effect throughout the teacher's career as once they have implemented the techniques for the first time and have had time to reflect on their impact on student outcomes as well as students' reception of the new approaches, they will be able to refine their practice accordingly so that it has the maximum impact. This is why it is useful to have multiple teachers from each school on the project as they reflect on their practice with their peers.

Pupils

Clearly it takes longer for the CPD to have an impact on pupils than it does on teachers but presuming that teachers came away from the sessions with strategies for implementation of the approaches immediately, pupils would start to benefit as soon as the teacher employed the strategies. Most teachers talked of starting straight away, particularly with the vocabulary techniques which meant that students were quickly able to benefit from the programme.

As the cascade model is implemented, the project will expand its reach to a broader range of students across the schools involved and the impact will spread over time.

Wider School outcomes

We expected to see an impact on wider school outcomes towards the end of the programme as teachers implemented the cascade model of CPD to teachers across their schools. However, some proactive participants started to implement the strategies school-wide almost immediately which meant that the impact was felt sooner than we had expected.

It is envisaged that the impact in participating schools will grow in the next academic year as participants deliver CPD to staff within their school based on the cascade plan which they developed in the last session. Revisiting elements of the programme at the start of the academic year will refresh the approaches for both Mastery Leads and teachers who have received CPD this year from participating teachers.

We had anticipated that teachers would use the online forum and webinars as a portal for sharing ideas and therefore increase the reach of the programme. However, take up for this was minimal and could perhaps be attributed to competing priorities for staff. In terms of building a community, the time afforded in each session to pedagogical discussion with other participants, critiquing implementation plans was highlighted by participants as being particularly valuable and quickly had an impact on participants. It is hoped that this acknowledgement of the power of inter-school collaboration rather than competition for exam results and league table places has now been recognised and will be followed up not

just with schools involved in Writing Mastery, but with other pedagogy based programmes which they take part in in the future.

9. Reflection on overall project impact

Overall Impact

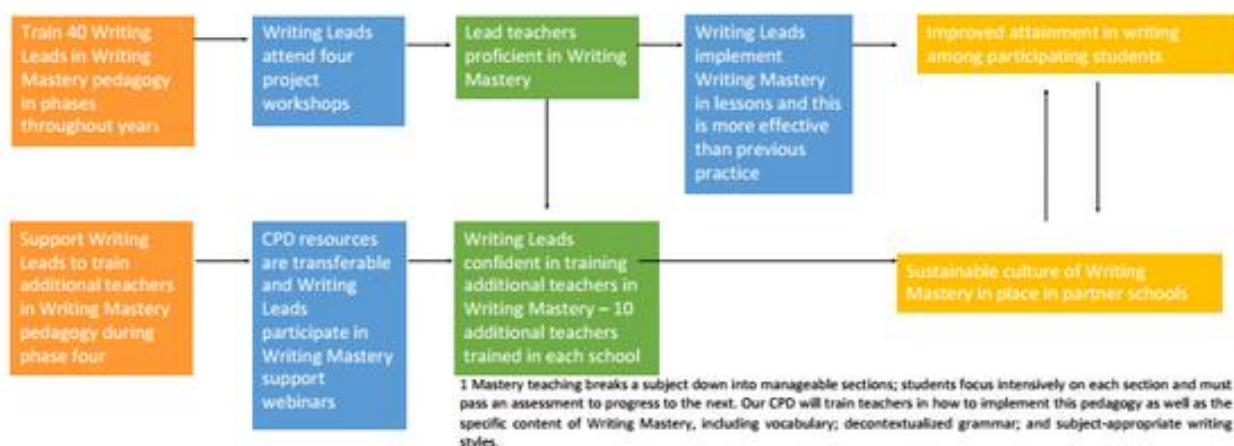
As detailed in each of the individual sections, both the qualitative and quantitative evidence suggest that the project has had a positive impact on outcomes for pupils, teachers and the wider system. The most significant impact has been felt by students with regards their use of tier two vocabulary and teachers' Writing Mastery knowledge.

Accuracy of Theory of Change

Writing Mastery – Theory of Change

School 21
LSEF

- = Activities
- = Assumptions
- = Outcomes
- = Long-term goals



In order to determine the accuracy of the Theory of Change, it is useful to work through each of the elements individually.

The **assumption** underlying the **activity** to “train 40 Writing Leads in Writing Mastery pedagogy in phases throughout year” was that “Writing Leads attend four project workshops” and this was the case for the majority of participants, with only a small number missing a session due to illness or in one case an Ofsted inspection on the same day. The **outcome** of this was to be “proficient in Writing Mastery” which the teacher outcomes section of this report demonstrates to have been successful.

The next assumption in order to reach the **long term goal** of “improved attainment in writing among participating students” was that Writing Mastery techniques were implemented to high effect in lessons. Both qualitative and quantitative teacher and pupil outcome evidence are testament to this.

The second **activity** documented in the Theory of Change was supporting Mastery Leads to train additional teachers in Writing Mastery pedagogy. This was the primary focus of the fourth CPD session and was complemented by the creation of an online portal through which participants (and indeed anybody) could access CPD materials and resources, some of which had been used in the sessions and some of which were in addition to session materials. Between sessions, Mastery Leads were asked to complete feedback forms in which they were given the opportunity to suggest areas in which they would benefit from further support. The programme team were then able to respond to these requests (e.g. more focus on Primary during sessions, more resources for EAL learners etc) both during subsequent sessions, and through the provision of further materials. This fulfils the second **assumption**. The teacher outcomes demonstrate that they fulfilled the next **outcome** and were confident to train further teachers in their schools, which along with increasing cross-curricular collaboration, contributes to the **long-term goal** of having a sustainable culture of Writing Mastery in schools. The two long-term goals are interlinked; ensuring a sustainable culture of Writing Mastery in schools will also facilitate the improvement of student attainment.

Contribution to LSEF aims and support for its hypothesis

The Writing Mastery programme supports the aims of the LSEF:

- ❖ By deepening the writing toolkit available to teachers it has cultivated teaching excellence through investment in teaching and teachers.
- ❖ By providing teachers with support and guidance on the cascade model of CPD it ensures that the programme is self-sustaining.
- ❖ By encouraging Mastery Leads to design and deliver CPD within their own schools, it is peer-led.
- ❖ The resources and support made available to participants have helped to raise achievement in writing in primary and secondary schools. Although writing is not one of the LSEF named-subject areas, it is integral to many of the subject areas specified, particularly given the new focus afforded to spelling, punctuation and grammar in external examinations across all subjects.
- ❖ The approaches covered in the Writing Mastery programme have been used at School 21 over the last three years and this LSEF funded project has enabled the School to work together with external experts in order to refine and codify existing content and conduct deeper research into each of the approaches. As we have scaled our approach, it has been particularly useful to conduct an evaluation of its impact on the three main stakeholders; pupils, teachers and the wider system.
- ❖ The final aim of the LSEF is to create cultural change and raise expectations in the London school system. This is exactly what the Writing Mastery programme has been attempting to achieve. It has set out to challenge the assumption that teaching writing is the responsibility of an English teacher. In order to close the attainment gap (particularly relevant in many disadvantaged areas of London) it is vital that students are recipients of highly effective writing pedagogy. If this attainment gap can be closed, London will be well on its way to becoming a world leader in education.

Meta-Evaluation theme

The meta-evaluation theme most relevant to the Writing Mastery project is the “cross-phase work”.

As an all-through school, School 21 believes that it is important to bridge the gap between primary and secondary and the programme was designed with this in mind. Participants from Key Stages Two and Three attended the same CPD sessions, took part in the same discussions and were therefore made more aware of practice at each of the phases. One participant stated after one of the sessions “I was surprised by how useful the KS3 was for primary”.

Although the school context differs between primary and secondary, with primary school teachers spending more time with each of the students, many of the students directly benefitting from the project had a similar level of writing regardless of their age due to other factors such as EAL.

When delivering CPD in the future we will continue to target cross-phase development as we strongly believe that in order to better understand the needs of their students, it is advantageous for teachers from each phase to be more aware of pedagogy and practice at the preceding/following phase.

10. Value for Money

Apportionment of the costs across the activity

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	41%	80,600
Teacher CPD (face to face/online etc)	33%	65,000
Events/Networks for Teachers	15%	30,000
Teacher 1:1 support	8%	16,233
Events/Networks for Pupils	0	0
Others as Required – Office admin	2%	4,000
TOTAL COST	100%	£ 195,833

- 944 pupils affected by teachers directly trained by School 21 Lead Trainers
- 3000+ pupils benefited from the cascade of the training in second phase
- Assuming ~3000 pupils benefiting means cost per pupil of £65

All outcomes were dependent on the delivery of high quality CPD for teachers and as such, CPD development and evaluation costs represent a significant proportion of the project activity. The project stuck closely to the activities outlined in the Theory of Change and the fact that all of the objectives were met is testament to the value for money of the project. Considering that the training materials and models have been produced, the model can now be used to deliver to other schools at a low cost in the future.

Including the cascade model of CPD ensures that the programme has an impact on a large number of students and teachers and given that there is an initial cadre of four Mastery leads in each school to champion the cause, it is envisaged that it will continue to be sustainable in schools in the future.

11. Reflection on project delivery

Key Enablers and Barriers to Achievement

The project team at School 21 are accustomed to a Research and Development approach to programme development and were therefore able to constructively build on feedback received by participants after each session in order to refine content and incorporate this into their planning for future sessions.

In terms of the overall success of the project and any barriers to this, as already discussed in section eight, some participants talked of experiencing difficulty implementing some of the approaches, particularly with regards some of the immersive techniques, citing internal pressures such as the need to focus on exam specific preparation and a lack of time as a barrier to implementation.

In order to improve the take up of the approaches, schools need to ensure that they allow participants the capacity to disseminate their knowledge to other members of staff through internal CPD and crucially, that they are given sufficient time to follow up on this initial CPD, to support other members of staff in the new approaches and techniques. In the final session, participants spent time working on CPD approaches; “the most useful part was having the time to think through different CPD approaches”, but this must be reinforced by SLT in each school.

Furthermore, in order for any new intervention to be successful, schools need to be open to innovative ideas and be prepared to try different approaches to pedagogy, even if this includes some small structural changes.

Management and Delivery Processes

Communication

Overall project management was very strong, with clear communication with participants before sessions and during the programme. Schools were visited at the start and end of the programme and other communication was by email and telephone as well as in person during the content sessions. Pre-event communication was rated very highly, being given an average score of 8.6 out of 10 by participants across the four sessions.

Below is a sample of qualitative evidence around course management:

- Thanks so much for running the course. It was brilliant
- The team are very nice and approachable
- Thank you for all the work in preparation and an excellent delivery
- Very well organised

Session Delivery

The first two sessions began with a theoretical overview to the topic being discussed, before opening into group activities and discussion. Participants then had time to reflect with other members of staff on how they would implement the strategies into their own pedagogy.

We believe that CPD should be of an experiential nature and as such, participants completed activities which could be used with students as soon as possible, with minimal need for structural adaptation. Throughout the course, participants were encouraged to take on the role of the pupil, to experience writing from their perspective.

Another example of this was during the first session on vocabulary when participants were asked to follow a set of instructions consisting of unfamiliar words. This helped them to empathise with their students and furthered the point that many students struggle to access work because they have difficulty understanding the tier two language used in instructions. This was particularly relevant for the schools who were taking part on the course whose student body had large proportions of EAL speakers as well as some participants being teachers of “extra English” or “additional support” lessons.

The second session again successfully mixed theory and practice with participants using video footage as a stimulus to support the session on narrative structure. Talk for writing was also introduced during this session, introducing participants to the roles which students can take on to help to structure collaborative tasks.

The third session was based around immersion and as such, the project team decided that it would be most effective to let participants experience an immersive environment from the start of the session. Prior to the session, they had been asked to write a paragraph about either the French or Russian Revolution. When participants arrived at the venue, they registered, put on a mask and were taken on an immersive theatre experience by School 21 students, transporting them back to both 18th Century France and then Russia in the early 1900s. Following this experience they were asked to write another paragraph about either one of the Revolutions. A comparison was then made between the two, with participants agreeing that their second paragraph was far superior to their first, highlighting the impact that immersion can have on student writing.

This session was particularly innovative in its delivery format with participants being given a map of School 21 and visiting different subject practitioners from both the primary and secondary phases to take part in discussions on immersion and project based learning, taking inspiration from examples of student work as well as immersive classrooms in the primary school.

One teacher was so inspired by this session that she returned to her school and converted her classroom and corridor into an immersive jungle experience for her year 5 class.



In their feedback, participants highlighted their enjoyment of speaking with other teachers and the opportunity for higher level discussion and debate around educational issues. For this reason in the final session we introduced teachers to the Harkness debate (referred to in section 8).

It can often be the case that teachers attend a CPD course, come across a good idea but with the pressures of everyday teaching, don't have the time to come up with a strategy for its implementation. For this reason, in response to participant feedback we made sure that there was sufficient time for planning at the end of sessions so that the teachers were ready to begin implementing the strategies and techniques as soon as they returned to their schools, without need for further extensive planning. One participant wrote on their feedback sheet "I have taken away four strategies I can use tomorrow".

This was particularly useful for the delivery of the final session when participants had the objective of leaving the session with a clear plan as to how they would implement the cascade model of CPD in their own schools which had been critiqued by other participants and the session facilitators.

Below is a sample of qualitative feedback from participants based on their perceptions of session delivery:

- Great delivery during sessions
- Excellent delivery from Head of English
- It was a great session and the impact of the starting task was great
- I really liked the immersion process and discussion with pupils
- Delivery was pacey and interesting

- Activities were engaging and fun
- Speaking to the teachers and hearing their enthusiasm and belief in what they are delivering to the children was fantastic
- I loved looking round each class to see how it can be used
- Subject knowledge of facilitators was appreciated
- It was interesting and interactive
- The layout in groups around tables was very good
- Thank you for all your work in preparation and an excellent delivery
- Some excellent ideas which give us all something to aim for

Future Sustainability and Forward Planning

The project was designed so that it would be sustainable in participating schools, with the final session focussing on sustainability and the best way of implementing a cascade model of dissemination to other teachers. Participants' confidence grew enormously during this session (see section 9).

Each school went about CPD delivery in a different way, depending on its CPD structure. For example, some schools preferred to deliver multiple short sessions to the whole staff body as part of regular morning CPD sessions. Others worked with small groups of teachers who had opted into the Writing Mastery course. Regardless of whether or not CPD was delivered in the summer term, most schools will be delivering the techniques to new staff when they begin in September so that the approaches can be reinforced from the beginning of the academic year.

One school began delivering Writing Mastery CPD between content sessions, before being prompted to do so during the final session. It was useful that they had done so as they were able to share their experiences with other participants during the final session.

In order for the project to remain sustainable in schools it is important that the school's Senior Leadership Team engages with it so that it is afforded time in CPD allocation. Many of the approaches can be implemented into a teacher's pedagogy without need for any major changes or adaptations, such as the vocabulary and structuring techniques. However, for teachers to fully embrace the idea of immersive writing, it is important that they are allowed the freedom to explore different approaches, collaborate with colleagues from other departments and see for themselves the impact that this can have on their students. Most participants have responded positively to questions around the reception of their CPD sessions however one commented that "it was also difficult to break ingrained teaching patterns and habits of colleagues". We hope to continue working with many of the schools who took part in this programme as part of our Voice 21 programme which also works with change management within schools which should help to facilitate the implementation of some of the immersive approaches.

Now that the content and delivery structures have been developed and we have noted the impact that the project has had on student and teacher outcomes, we would like to be able to expand the project to work with other schools so that they can also benefit from the

approaches. Project knowledge and resources have been shared through an online portal which was created specifically for the Writing Mastery programme.

Other options for ensuring sustainability would be collaboration with ITT providers to promote the importance of teaching writing across all subjects, not solely in English. If teachers are coming into the profession with an open mind as to the benefits of teaching writing and already armed with a plethora of techniques and approaches, this can surely only be beneficial to students.

Following the publication of this report we will look to other funders to support our work expanding the project.

12. Final Report Conclusion

Key findings for assessment of project impact

Pupil outcomes

The most evident pupil outcome was the increase in the use of tier two vocabulary by students benefitting from the programme. According to the quantitative data collected the programme had less of an impact on structure and cohesion of student work although students did make progress in these areas. As teachers move into their second year (and first full year) of implementing the approaches with their pupils it is hoped that this positive impact will be extended.

Teacher outcomes

The programme had a significant impact on teachers, with all of the teacher outcomes being achieved. The outcome of creating a common approach to teaching writing both in English and across the curriculum had the least progression but teachers' proficiency in Writing Mastery and their understanding of the different elements made marked improvements. Over time, these will have a strong impact on pupil outcomes. Furthermore, teachers left the final session with increased confidence in delivering Writing Mastery strategies to their colleagues.

Wider system outcomes

Both of the wider system outcomes were achieved, with participants stating that inter-school and cross-curricular collaboration and sharing of expertise had improved since the start of the programme.

Key lessons learnt for assessment of project delivery

Assessment of project delivery was comprehensive, with feedback forms allowing participants to provide detailed feedback on all aspects of delivery. As already discussed, these were used to inform our approach to subsequent modules both in terms of content, delivery and support.

Approach - The experiential approach to CPD worked particularly well. The Harkness debate which was used in the final session was commended by participants and if we were to run the programme again we would try to incorporate such an approach into all modules

Relevance - In terms of feedback received regarding the sessions, participants' views ranged widely with some stating that they were aware of techniques introduced and others celebrating these as new approaches for them. This is of course a difficulty when delivering a course to teachers of different subjects, phases and experiences. One way to respond to this was involving large numbers of facilitators from multiple subjects and phases in the third module which proved to be particularly effective as was the carousel model, giving participants the opportunity to interact with a large variety of practitioners and see student work / ask individual questions.

Support - Some difficulties were encountered in offering support to participants between sessions; for example the lack of engagement in online webinar support. These inter-module sessions were optional but one way of increasing attendance would be to state that participants should attend at least one support webinar between sessions. Allowing participants the opportunity to reflect on their practice and offer further suggestions to the project team through progress reflections were particularly impactful and meant that participants could complete them at a convenient time for them rather than having to log onto a webinar at a particular moment.

Informing Future Delivery

As already referred to, if the project were to be delivered again, it seems that participants would benefit from partaking in further discussion through Harkness debates, enabling them to have meaningful pedagogical discussion which is too often overlooked.

Some participants stated that they were less interested in the theoretical underpinnings behind some of the approaches, however others stated that this was their favourite part. Given the mixed reaction to a theory and practice breakdown of the approaches, the same delivery model would probably be used in the future as we continue to hold the belief that CPD should be evidence based and participants should understand why particular techniques and approaches are important. Although the content of the theory will remain the same, the project team will look into alternative delivery methods for this.

In order to ensure that data collection and engagement is high, it would also be useful to have more communication with Senior Leadership within each school to ensure that they are fully supportive of the participants and are aware of what they are doing as part of the programme. Increasing the involvement of SLT would also facilitate the cascade model, as it would make it easier for Mastery Leads to deliver elements of the programme to teachers in school.

This project was delivered with no cost to schools. However, there is potential to explore a fee-paying model which would help to increase engagement in the programme from the SLT and participants themselves. This could help in terms of both implementation and

evaluation (notably data collection) as Mastery Leads would be accountable to senior members of staff as well as the project team.

Further promotion of the online portal as a tool for uploading and sharing resources will ensure that others across the education sector are able to benefit from its content.

We are pleased with the impact that this project has had on all of the intended outcomes and look forward to being able to use the content and delivery mechanisms devised during this project to increase its impact in the future.

Template Evaluation Plan

<u>Outputs</u>	<u>Indicators of Outputs</u>	<u>Baseline data collection</u>	<u>Impact data collection</u>
Codify CPD resources for Writing Mastery	CPD resources produced and distributed	N/A	Teacher survey, including: feedback on CPD resources
Recruit 10 partner schools across primary and secondary phases	Partnership formed with 10 schools	N/A	Attendance register of teachers at training sessions which includes school affiliated with
Train teachers in each school in Writing Mastery pedagogy	Teachers implementing Writing Mastery pedagogy effectively in lessons	Not practical	<ul style="list-style-type: none"> Teacher survey section including: Confidence teaching Writing Mastery; Progress reflection forms after each unit
Support initial cadre of teachers train additional teachers in their school	Confidence of initial cadre to train additional teachers	Not practical	Teacher survey section including: Confidence training a colleague in Writing Mastery
Teacher Outcomes	<u>Indicators of Outcomes</u>	Baseline data collection	Impact data collection

Improved teaching: Increased subject knowledge and new pedagogy at their disposal and confidence in its implementation	Teachers implementing Writing Mastery pedagogy effectively as documented in progress reflection. Evaluations completed at end of programme reflecting confidence and competence levels, impact on ability to teach writing mastery, action plan. July 2015	Initial evaluations completed by all teachers – assessment of initial confidence in teaching and assessing writing mastery and current department and school approach. Quantitative data (likert scale) as well as open questioning on opinions of aspirations. Designed and reviewed by School21 and Wendy Lee (experience at Education Endowment Fund) September 2014	<ul style="list-style-type: none"> Progress reflection forms submitted between each unit. CPD session evaluations including knowledge of Writing Mastery rating (submitted after each session) Evaluations completed by all teachers measured against principles of good evaluation practice, designed by school21. Includes assessment of teacher confidence teaching and assessing writing mastery, department/school approach. July 2015
Pupil Outcomes	Indicators of Outcomes	Baseline data collection	Impact data collection
Improved attainment in writing for all participating students in KS2&3	Improvement in attainment in direct assessment of students' writing	Baseline assessment of writing skills of participating students. This is based on school data (standardised and moderated) and from this a 6 student sample of classwork will be selected. This will be used to make comparisons with impact data. September 2014	<ul style="list-style-type: none"> Impact assessment of writing skills of participating students for participating students Analysis of samples of student classwork, as in baseline collection.
Follow-on improvement in attainment in non-English subjects for all participating students in KS2&3	Improvement in SPaG component of assessments	Baseline assessment of SPaG component of assessments drawing on existing school data	<ul style="list-style-type: none"> Impact assessment of SPaG component of assessments for participating Analysis of samples of student classwork Summer 2015
School System / 'Culture Change' Outcomes	Indicators of Outcomes	Baseline data collection	Impact data collection
Sustainable culture of Mastery Teaching in	<ul style="list-style-type: none"> Implementation of Writing Mastery pedagogy by trained 	September 2014 - Initial teacher survey, including: Confidence teaching Writing	Teacher survey, including: Confidence teaching Writing Mastery;

place in partner schools	teachers <ul style="list-style-type: none"> Confidence of initial cadre to train additional teachers 	Mastery; Impact observed on students; Confidence training a colleague in Writing Mastery	Confidence training a colleague in Writing Mastery
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NB. Please add more rows or further detail as necessary