Education Endowment Foundation

ReflectED

Technical notes to accompany the evaluation report

December 2022

Louise Gascoine, Louise Tracey, Caroline Fairhurst, Lyn Robinson-Smith, David Torgerson, Carole Torgerson, Kerry Bell.

UNIVERSITY of York

Durham University

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

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.

- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.

- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

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

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

Jonathan Kay
Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP

0207 802 1653

jonathan.kay@eefoundation.org.uk

www.educationendowmentfoundation.org.uk

Contents

Appendix E – Examples of reflection templates

KS1 reflection template:

Full lesson reflection sheet KS1	Date:

I am learning to/WALT/Tags/subject (edit as needed)

_____

At the start of the lesson I feel

☐ I don't know anything about it   ☐ I know a little but will need support   ☐ I am confident   ☐ I'm confident enough to coach

My learning was helped by (circle)

Teacher   teaching assistant   Team or pair work

Videos   Instructions   Games

Resources (e.g. word bank, times table grid)

Other:_____

At the end of the lesson I feel:

☐ I don't know anything about it   ☐ I know a little but still need some help   ☐ I am confident   ☐ I'm confident enough to coach

because_____

_____

_____

KS2 metacognition focussed reflection template (for reflecting on metacognition focussed lessons):

Metacognition Reflection	Date:
The metaconative tool I can add to my toolkit is	

This will help me with my learning in the future because

_____

_____

_____

_____

Appendix F – Example lesson plans

- Year 1 – Term 1 (Lesson 1)
- Year 5 – Term 1 (Lesson 2)
- Year 2 – Term 3 (Lesson 4)
- Year 6 – Term 3 (Lesson 2)

Term 1: Lesson 1

LESSON FOCUS: In this lesson children will be learning what metacognition is and begin to reflect on themselves as learners

Explain to the children that today they will be learning about metacognition. Show them the picture of the brain on slide 2.

Q. What do you think this picture showing?

Take the children's responses and then explain that metacognition is understanding how we learn, or 'thinking about thinking'. Explain that thinking about how we learn can make us better learners. Ask children to think of something that they are learning at the moment. Share ideas – writing, reading, riding a bike etc. Show slide 3. Explain that we are going to be filling our 'metacognition toolkits' with things that help us learn better.

Tell the children that we will also be reflecting ('thinking deeply') about our learning and thinking of ways we can get better at it. Explain that to help us do this we are going to be using four colours. Show the four colours on slides with images explaining each one: Red – I can't do it. Yellow – I needed help to do this. Green – I can complete the activity with no help. Blue – I feel so confident that I could coach someone else.

Point to the colours you have placed in the corners of the room and explain that you are going to show children different activities and you want them to go to the corner that shows how they feel about doing that activity.

Go through the slides showing a range of activities such as drawing, writing stories, driving a car, hopping, playing football etc.

Gather children back on the carpet or at tables. Ask:

Q. Did you notice anything about where people went for certain activities?

Q. Did we all go to the same colours for each activity?

Q. Why is this?

Explain that we all feel differently about learning. Some people find things easier than others whereas some people learn some things slower or faster than others. Explain that is why we are learning metacognition, so we can understand how to help ourselves. Explain that you will be using these colours to say how you feel about activities you do in your learning at school. It is important that you emphasise that it is ok to be any of the colours.

→ Classroom Organisation

Children sitting in mixed attainment ReflectED pairs chosen by the class teacher. Children should stay with the same partner for half a term, at which point the class teacher will allocate new partners.

Before the start of each lesson you will need to put a coloured piece of card in each corner of the room – one red, one yellow, one green and one blue.

🗀 Resources

Intro to ReflectED KS1 PowerPoint.

Four pieces of coloured card – one red, one yellow, one green and one blue.

★ Tasks for the Week

Leave the colour cards up in the room and at various points in the week, after relevant lessons, get the children to go and stand where they feel they are at with their learning. This will help them to begin to realistically assess their own ability and also acts as a great assessment opportunity.

Refer to the fact that everyone was red (or should have been) when you showed them the image of driving a car. We all have to start off as red when we start learning something, but eventually we will get to blue.

👁 Evidence

At an appropriate moment in the lesson, take a picture of the children standing in different corners. Drop this image into all of their SeeSaw folders.

Term 1: Lesson 1

LESSON FOCUS: In this lesson the children will be introduced to the concepts of metacognition and reflecting

If this is the first time you are teaching ReflectED, explain to the children that as a whole school you are all starting a new approach to learning, which will involve them learning about something called metacognition.

Work through slides and questions, explaining to the children what metacognition means and how it is going to help them.

On the slide with the tool box, read each of the words to the children and explain what they mean. Ask them to choose one word and explain to their partner how they think it could help them to be a better learner. Share ideas from the class.

Continue to explain reflecting using the slides. Show the children slides with performance tag colours, take time on each slide to take answers from the class about activities they feel red, yellow, green and blue about, using lots of school and non curriculum examples relevant to their age. Show them the performance tag colour display cards that you have printed and explain that they will be up in the room to help them when they are 'thinking deeply' about their learning.

Explain that we all feel differently about learning – some people find some things easier than others and learn some things slower or faster than others. Add that is why we are learning metacognition, so we can understand how to help ourselves be better learners. Explain to the children that they will be using these colours to describe how they feel

about their learning at school. Emphasise that it is okay to be any of the colours. Refer back to the earlier colours activity and remind them that everyone had something that they felt red about, and that we all have to start off at red when we start learning something new. Ask children to think about the activity where they said they were blue. Were they always blue or did they start off red?

Show examples of what reflections might look like, asking children to think about why writing this would help them

→ Classroom Organisation

Children sitting in mixed attainment ReflectED pairs, chosen by the class teacher.

Children should stay with the same partner for half a term, at which point the class teacher will allocate new partners.

🗁 Resources

One tablet between two children with access to SeeSaw.

Introduction to ReflectED KS2 PowerPoint presentation.

Examples of reflections. These are on the slides but you may want to print appropriate ones for children to read.

Performance tag colour display cards.

Scrap paper.

Class QR codes printed – on tables or up around the room.

☆ Tasks for the Week

Stick up the performance tag colours display in the classroom where it is clearly visible for the children and throughout the week encourage children to refer to the colours when talking about the work.

to be better learners. Show examples of SeeSaw reflection, explain that we will be using SeeSaw to store our reflections and also to create fun reflections that will help us to 'shine a light' on learning moments that are important to us.

Show children how to use QR code to log onto their SeeSaw account, then show SeeSaw instruction video 'How to upload a photo'. Ask children to write onto a piece of paper how they think ReflectED might help them, then get their partner to take a photo of them holding up the piece of paper then upload the photo onto SeeSaw and save it in their Metacognition folder. Have the class feed open on your IWB for the class to see, explain that you will be able to check their reflections and approve them.

👁 Evidence

Make sure every child has upgraded a photo onto SeeSaw and saved it in their Metacognition folder.

> " Children will begin to think more deeply about how they might use their reflections . "

Term 3: Lesson 4

LESSON FOCUS: In this lesson the children will be learning how to justify an argument

Begin the lesson by telling the children that the focus today is on oracy. Oracy is all about learning how to express yourself in a way that others understand.

Explain that one of the ways we improve our oracy is by practising it in fun and different situations and so today we are going to play some games.

The first game is all about how we say things and how we can change our voice to make things sound better or worse, and how we can show emotions using nothing more than hand gestures and tone of voice.

Explain to the children that you are going to give them an emotion and they are going to count from one to five (or ten) getting more and more into the emotion. Demonstrate using the word 'angry'. Start at one in a perfectly normal tone of voice, by about two or three start

Prepared Statements

Football is the best sport.

Ice cream is better than chocolate.

Summer is better than winter.

The Gruffalo's child is very brave.

Paw Patrol is better than Octonauts.

Books are better than films.

sounding a bit cross and by five screw your face up in rage and make huge gestures.

You could play this game as a whole class (although it is likely to be loud!) or you could get four or five children to come up and demonstrate at a time. After each group demonstrates, highlight things that were good or how they were successful in displaying this emotion.

Possible emotions you could use include: angry, sad, tired, happy, bored, frustrated, thrilled, excited.

→ ## Classroom Organisation

Children sitting in mixed attainment ReflectED pairs, but there will be group work so they should be able to work in groups of four to six.

📁 ## Resources

Prepared Statements (see box).

★ ## Tasks for the Week

Get the children to practise making statements aloud using the word 'because' at least once that week.

Now explain to the children that you are going to be getting used to justifying arguments. That means that for every sentence we say, we are going to use the word 'because'.

Write the word on the board and get the children to repeat after you "because, because, because".

Tell the children that you are going to say a statement and they are going to stand on one side of the classroom if they agree with it and on the other side if they disagree.

Rehearse this, getting the children to move a couple of times using statements like "Tomatoes are delicious", "We should have pudding at every meal" or "Everyone should wear red".

Then, using a statement you have already used, eg "Everyone should wear red", get the children to find a partner near them and pair up. They should then turn to their partner and say "Everyone should wear red because … (it is a fun colour/it is my favourite colour/it is part of our school uniform/it makes you stand out so you can't get lost, etc)."

Take feedback from a couple of children and highlight what they have done well.

Repeat this process with the different statements. Feel free to make up your own – they could be curriculum linked (eg, "Mr Twit is meaner than Mrs Twit").

Towards the end of the lesson, ask the children to sit down in their places and put one of the statements on the board. Get the children to turn to their ReflectED partners and say their sentence, then ask them to write the sentence in their books (eg, "Mr Twit is meaner than Mrs Twit because he locks up all the birds").

If there is time, repeat this process with other statements.

At the end of the lesson ask the children to reflect on whether they felt it was helpful to have the debate first. Did it help them to write their sentences by practising saying them out loud first?

If there is time, you could record their answers as a reflection.

👁 Evidence

Add the statements in their books and a whole class reflection to the children's metacognition folders on SeeSaw.

If you are interested in finding out more about debate in primary schools then www.esu.org or www.debatemate.org offer various information and resources.

> " Ask the children to reflect on whether they felt it was helpful to have the debate first. Did it help them to write their sentences by practising saying them out loud first? "

Term 3: Lesson 2

LESSON FOCUS: In this lesson the children will learn structures that will organise and enhance the metacognitive talk in their classroom

At the start of the lesson, arrange the children into teams of four. These teams should be made up of two ReflectED mixed attainment pairs.

Tell the children that today they will be learning a new talk structure to support them to generate ideas collaboratively and receive support through peer coaching, if it is required.

Model the following structure using one team to help you.

Explain to the children that in this lesson they will be learning a talk technique called 'Post-It Frenzy' which is a fantastic activity for generating ideas.

First, set a challenge for the children, for example:

- "How many sums can you find that add up to 100"

- "How many words can you think of to describe a picture (you can find a selection of these on 'The Literacy Shed')

- "List some ways to reduce global warming"

Then, using the timer, set an amount of time for the children to complete the task. By displaying a timer, the children are then able to see how much time they have remaining.

Writing on one Post-It note per idea, the children should write out and say as many ideas as they can in the allocated time. Encourage them to listen to their group's responses so that ideas are not repeated.
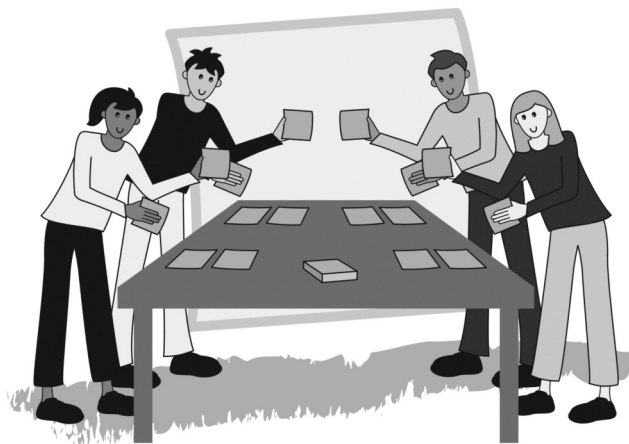
The children should then place each Post-It note on the table, aiming to cover as much of the table as they possibly can.

After the time has elapsed, create a central resource on the topic. You can request an answer from any child as everyone has access to a bank of answers on their table.

This activity can be extended further by getting the children to work cooperatively to sift and sort the answers into different categories.

👁 Evidence

Photograph or video the children in their pairs and save it to the children's metacognition folders on SeeSaw.

➜ Classroom Organisation

Children sitting in mixed attainment ReflectED pairs. Two pairs can be combined to make groups of four.

📂 Resources

Post-It notes or cut up pieces of paper.

Timer.

✭ Tasks for the Week

Embed this into other curriculum areas by incorporating this talk structure into your planning.

Appendix G – Data sharing agreement

Data Sharing Agreement

Between

UNIVERSITY OF YORK

and

DURHAM UNIVERSITY

and

[School Name]

DATED [Date sent]

1. **Parties**

    1.1.   **UNIVERSITY OF YORK**, whose registered office is at University of York, Heslington, York, YO10 5DD;

    1.2.   **DURHAM UNIVERSITY**, whose registered office is at Durham University, Durham, DH1 3LE; and

    1.3.   [School name and address]

2. **Overview**

    2.1.   The purpose of this agreement is to set out the arrangement for the sharing of personal data between the parties identified in section 1 above.

    2.2.   This Agreement has been prepared in line with the Information Commissioner's 'Data Sharing Code of Practice'.

    2.3.   For the purposes of this agreement, the University of York will be the data controller.

3. **Definitions**

    3.1.   For the purposes of this Agreement:

    - Data Protection Law means, the General Data Protection Regulation (EU) 2016/679 and Data Protection Act 2018 and all applicable laws and regulations relating to the processing of the personal data and privacy, including where applicable the guidance and codes of practice issued by the Information Commissioner .
    - 'Data controller', 'data processor', 'data subject' 'personal data', 'processing', 'special category data' have the meanings as defined by the General Data Protection Regulation (EU) 2016/679.

4. **Purpose of the sharing**

    4.1.   The parties agree to share data for the following purposes only:

    The purpose of sharing pupil data (for selected pupils who will be in Year 1 and Year 5 in September 2018) is to assist the evaluation team (researchers at the University of York and Durham University) to independently evaluate the effectiveness of ReflectED on behalf of the Education Endowment Foundation (EEF). The EEF is an independent charity founded in 2011 with funding from the Department of Education. Its aim is to build the evidence for what works in raising children's attainment. Consequently, evaluations are conducted to demonstrate the impact of its projects on attainment. All EEF evaluations require data on the background characteristics of pupils (including free school meals eligibility) and their attainment – from schools and from the National Pupil Database (NPD). Ultimately, the EEF aims to track all its pupils longitudinally using the NPD and link with data collected directly from its evaluations. This data will be stored in an EEF data archive (held by FFT Education), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities.

5. **Data items to be shared**

    5.1.   The parties will share the minimum amount of data necessary for the specified purpose. For a breakdown of data categories see Appendix 1.

6.   Basis for sharing

6.1.   In line with our charter which states that we advance learning and knowledge by teaching and research, the University processes personal data for research purposes under Article 6 (1) (e) of the GDPR:

Processing is necessary for the performance of a task carried out in the public interest

Special category data is processed under Article 9 (2) (j):

Processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes

Research will only be undertaken where ethical approval has been obtained, where there is a clear public interest and where appropriate safeguards have been put in place to protect data.

At the end of the evaluation, we, as evaluators, are expected to submit data directly to the EEF data archive, held by the Fisher Family Trust (FFT). When the data is transferred to the FFT, the EEF becomes the data controller and is responsible for determining the purpose and means of the data processing. The evaluation data may be shared by the EEF with the Department for Education and, in an anonymised form, the UK Data Archive and potentially other research teams. The EEF processes personal data from evaluations on the basis of legitimate interests, according to the General Data Protection Regulation (GDPR), Article 6, paragraph 1(f), Further information about how the data is processed by the EEF can be found in their privacy notice: https://educationendowmentfoundation.org.uk/public/files/Grantee_guide_and_EEF_policies/Evaluation/ Data_protection/Privacy_notice_-_EEF_evaluations.pdf.

7.   Access and individuals' rights

7.1.   The parties recognise that data subjects have the following general rights under data protection law:

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

7.2.   Where a request is received to exercise any of these rights, the receiving party will, where necessary, notify the other party's nominated representative (see Appendix 3). All parties will take necessary steps, as required by data protection law, to comply with the request.

7.3.   In the event that a Freedom of Information Request is submitted for the shared data, the receiving party will notify and consult the other parties. The decision to disclose (in full or in part) or not will rest with the receiving party.

8.   Governance and security

8.1.   The parties agree to take the following steps to ensure data accuracy: the pupil data provided by the school at the start of the study will be imported into a database and cross-checked with the original to ensure consistency. A dedicated member of the team will ensure that all research data collected during the study is correctly completed, assigned and input.

8.2.   Electronic data sent by the school to the evaluation team will be encrypted and transferred via the University of York's DropOff service. Paper record forms for the metacognition assessments (JrMAI's) completed with pupils by schools in the Autumn Term 2018 and Summer Term 2019 will be sent by post to the evaluation team (these forms will hold no personal details).

8.3. The parties agree to maintain appropriate technical and organisational measures to safeguard data from unauthorised or unlawful processing, accidental loss, destruction or damage. The agreed technical and organisational security measures are laid out in Appendix 2.

8.4. Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of Practice for Health and Social Care 2016.

8.5. Each party agrees to provide the other with all information necessary to demonstrate compliance with the terms of this agreement. This includes a general right to audit, inspect or otherwise verify the steps taken.

9. Data breach management

9.1. Each party shall immediately notify the other party on discovery of accidental or unlawful destruction, loss, alteration, unauthorised disclosure or access to personal data or special category data.

9.2. On discovery of a data breach, the parties will inform the school and follow the University of York's Information Security Incident Management Policy. All parties will, where relevant, assist with investigations.

10. Termination

10.1. In the event of a breach of this agreement and a decision to terminate the sharing arrangement, we will discuss retention of the data with the school and if necessary will securely delete the data.

11. Review

11.1. This Data Sharing Agreement will remain in force until the NPD data has been transferred to EEF (May 2020, two months after the submission of the final report which is due March 2020).

The Parties have signed this Agreement by their respective duly authorised representatives.

SIGNED FOR AND ON BEHALF OF
The University of York

Signed: _____

Name: _____

Title: _____

Date: _____

SIGNED FOR AND ON BEHALF OF
Durham University

Signed: _____

Name: _____

Title: _____

Date: _____

SIGNED FOR AND ON BEHALF OF
[Insert name of school]

Signed: _____

Name: _____

Title: _____

Date: _____

Appendix 1

Description of Data

Item	Purpose/Use	Source	When collected	Format
Pupil details (name, date of birth, Unique Pupil Number (UPN), school, class)	To allow the evaluation team to coordinate the study and access the National Pupil Database (NPD)	School	Autumn Term 2017	Encrypted Excel spreadsheet
Junior Metacognitive Awareness Inventory (JrMAI)	To allow the evaluation team to assess metacognition in the pupils who are in Year 5 in January 2018.		Autumn Term 2018 and Summer Term 2019	Teleform with unique Trial ID for each pupil
KS1 Maths raw score; KS1 Reading raw score	Outcome measures to be used in the statistical analysis for pupils in Year 1 in January 2018.		Summer Term 2019	Encrypted Excel spreadsheet
Pupil-level school census data (most recent) linked to KS2 attainment (2018/19 unamended data) and prior KS1 attainment (2014/15) in one file.	Outcomes and measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis for pupils in Year 5 in January 2018.	National Pupil Database (NPD)	Summer 2019	Txt file downloaded from NPD secure data portal, password required
Pupil-level school census data (most recent) linked to prior EYFSP attainment (2016/17) in one file.	Measures of prior attainment and pupil details (including FSM status [EVERFSM_6_P] and anonymised Pupil Matching Reference) to be used in the statistical analysis for pupils in Year 1 in January 2018.			
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	To allow the evaluation team researchers to assess pupil experience of using the programme, their perceptions of their learning, pupil engagement and confidence.	Collected by evaluation team researchers at the school	Summer Term 2018 – Summer Term 2019	Audio voice recording
Teacher surveys	To establish school and teacher contextual factors which feed in to the implementation and process evaluation (examining how the programme has been put into practice and how training was received).	Collected by the evaluation team through online surveys	Autumn Term 2018 - Summer Term 2019	Online (Qualtrics survey software). Downloaded as CSV file.
Structured observations	To establish fidelity and compliance and observe pupil and teacher experiences of ReflectED.	Collected by evaluation team researchers at the school	Autumn Term 2018 - Summer Term 2019	Paper observation record sheets
Interviews in schools (teachers, head teacher)	To establish school and teacher contextual factors which feed in to the process evaluation (examining how the programme has been put into practice)	Collected by evaluation team researchers at the school	Autumn Term 2018 - Summer Term 2019	Paper and audio voice recording

Reflection analysis & metacognition	To establish the metacognitive content of reflections completed by pupils as part of ReflectED.	Collected by schools and anonymised before being transferred securely to the evaluation team researchers.	Summer Term 2018 – Summer Term 2019	Paper copies and electronic reflections in SeeSaw.

Appendix 2

Security arrangements

All electronic data will be stored on central servers with access through authorised network computers or via the secure Remote Desktop using the University of York encrypted VPN. No data will be stored on portable devices.

Pupils' personal details will be held separately from all other pupil data. Pupils' will be allocated a unique identifier (PupilId) that will be used to label all data collected by the evaluation team.

The University wide information security policy is publicly available at:
https://www.york.ac.uk/media/it-services/docs/policy/policies/InformationSecurityPolicy.pdf

Item	Transfer to/from school or evaluation team	Storage	Access	Destruction
Pupil details (name, date of birth, Unique Pupil Number (UPN))	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers.	Restricted to members of the evaluation team	NPD data will be destroyed one year after the end of the evaluation (May 2021).
Junior Metacognitive Awareness Inventory (JrMAI)	Posted in named envelopes for each school and returned in pseudoanynomised format with only a Trial ID as identifier.	In a locked filing cabinet and once scanned in a password protected database on the university servers.	Restricted to members of the evaluation team	Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU
KS1 Maths raw score; KS1 Reading raw score	Encrypted and sent by the University of York's DropOff service	In a password protected database on the university servers.	Restricted to members of the evaluation team	when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of Practice for Health and Social Care 2016.
NPD data	Txt file downloaded from NPD secure data portal, password required	In a restricted electronic folder on the university servers.	Restricted to members of the evaluation team	
Audio Recordings of pupil focus groups - pupils will not be identified on these recordings	With the researcher on paper and password protected voice recorder	Uploaded to university servers and deleted from voice recorder	Restricted to members of the evaluation team and the transcription service. The transcription service will have	Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU

			no information about the school or pupils.	when the youngest participating young
Teacher surveys	Downloaded from Qualtrics	Stored in Excel files on the university servers	Restricted to members of the evaluation team	person is aged 25. This is in line with the
Structured observations	With the researcher on paper	Paper forms will be held in locked filing cabinets stored in a room with restricted access.	Restricted to members of the evaluation team	Limitations Act 1980 and the Records Management Code of Practice for
Interviews in schools (teachers, head teacher)	With the researcher on paper and password protected voice recorder	Uploaded to university servers and deleted from voice recorder	Restricted to members of the evaluation team and the transcription service. The transcription service will have no information about the school or pupils.	Health and Social Care 2016. Anonymised electronic data and paper documents will be kept indefinitely.
Reflection analysis & metacognition	Encrypted and sent by the University of York's DropOff service or anonymised and posted.	Paper copies will be held in locked filing cabinets stored in a room with restricted access. Electronic copies will be uploaded to university servers.	Restricted to members of the evaluation team	

Appendix 3

Nominated Representatives

The University Representative (University of York) shall be   [   ]

The University Representative (Durham University) shall be   [   ]

[School Name] Representative shall be   [   ]

Appendix H – Trial recruitment materials

MEMORANDUM OF UNDERSTANDING (MOU) - Agreement to participate in the evaluation of ReflectED

This memorandum of understanding (MoU) explains what your school's participation in the evaluation of ReflectED will entail. If you agree to take part and accept the terms and conditions outlined <u>please sign both copies of this MOU</u>, retaining one and emailing the other signed copy to Justine Paton at Rosendale School via **reflected@rosendale.cc**.

Aims of the evaluation

The aim of this project is to evaluate the impact of ReflectED; a metacognitive skills intervention, on the attainment of pupils in KS1 and KS2. The results of the project will make a contribution to understanding the value of metacognition for pupil attainment in both maths and reading.

The project

ReflectED is delivered as a whole school intervention, in all classes and it was developed by a team led by Rosendale Primary School. In this research project the ReflectED intervention will run for five school terms (from spring term 2018 to the end of summer term 2019). Participating schools will be asked to gain opt-out consent from parents/carers for all pupils in year 1 and year 5 in the academic year 2017/18 to participate in the evaluation (as they will be the year groups where data will be collected). The impact of five terms of ReflectED will be evaluated using a randomised controlled trial (RCT) and compared with a 'teaching as usual' approach, i.e. usual teaching.

During this project, you will be contacted by both the ReflectED team (from Rosendale School), hereafter referred to as the 'Project Team', who are responsible for ReflectED training, support and resources and by researchers from York Trials Unit (YTU) at the University of York and from Durham University, hereafter referred to as the 'Evaluation Team', who are carrying out an independent evaluation of project.

Structure of the evaluation

Schools will be involved in delivering either of two possible approaches, with your school being randomly assigned to one of the two approaches for the whole academic year. Random allocation is essential to the evaluation as it is the best way of investigating what effect ReflectED has had on children's attainment. It is important that schools understand and consent to this process. The randomisation is like a lottery and is completed by an independent statistician in the evaluation team using a computer programme. The two approaches that each school will be randomly allocated to one of are:

- *ReflectED approach:* For schools in this group, all teachers across the participating school will teach using ReflectED resources. The head teacher and a nominated lead practitioner in each school (selected by the school) will attend a ReflectED launch event at the end of autumn term 2017 and the lead practitioners will attend further training sessions during the duration of the trial. The lead practitioner will then cascade training to teaching colleagues. Schools will be provided with training materials and remote support
- *'Teaching as usual' approach:* Schools in this group (also known as the control group) will be asked to continue with their usual teaching with for the duration of the project (spring term 2018 – end of summer term 2019). If a school has already planned for other metacognition based interventions of programmes, this should continue, but this should be acknowledged in pre-randomisation surveys and other contact with the evaluation team. After the evaluation has finished, if you are allocated to the business as usual approach, you will have free access ReflectED for the next academic year (2019-2020) and beyond. In addition you will be eligible to choose from a menu of high quality, alternative training to be provided locally or in London during the period of the study (2018-2019).

In order to find out how the intervention is working, the evaluation team will visit a sample of selected schools. In these visits we will observe some lessons and talk with the teachers and pupils in interviews and focus groups. Informed consent will be sought from participants before researchers conduct any interviews or focus groups.

The Evaluation Team will use school and pupil information provided by schools to access the National Pupil Database to assess any impact of the ReflectED on attainment. The outcome measures will be KS2 reading and maths results, KS1 reading and maths results, KS2 GPS and a measure of metacognition for KS2 (Junior Metacognitive Awareness Inventory). Schools will be required to provide the evaluation team with pupil details (including UPNs) at the start of the study and the graded KS1 results for Year 2 children in summer 2020.

Use of Data

All pupil data will be treated with the strictest confidence and will be stored in accordance with the Data Protection Act (1998). Named data will be matched with the National Pupil Database and shared with the Project Team – ReflectED, the Evaluation Team – York Trials Unit, University of York and Durham University, the Department for Education, the Education Endowment Foundation (EEF), FFT Education and in an anonymised form to the UK Data Archive. All results will be anonymised so that no schools or individual pupils will be identifiable in the report or dissemination of any results. Confidentiality will be maintained and no one outside the Project Team and Evaluation Teams will have access to the database.

Responsibilities of the Project Team (ReflectED, Rosendale School)

- To provide appropriate training in ReflectED for schools allocated to the intervention (i.e. schools allocated to receive ReflectED)
- To provide appropriate resources for schools allocated to the intervention[1]
- To organise and provide a choice of training opportunities for schools allocated to business as usual[2]
- To work closely with the Evaluation Team

Responsibilities of the Evaluation Team (University of York, Durham University)

- Act as the first point of contact for any questions about the evaluation
- Conduct the random allocation
- Provide information sheets and consent forms for parents/carers (via the project team)
- Conduct baseline surveys with teaching staff
- Collect class and pupil level data (including name, date of birth, UPN, EVERFSM) and request NPD data using pupil details
- Organise the distribution (to schools) and subsequent collection of a short 12 statement self-report measure of metacognition (the Junior Metacognitive Awareness Inventory) for all pupils in year 5 in autumn term 2017 and then again for the same pupils in year 6 in July 2019.
- Request KS1 results data for year 2 students in the summer term of school year 2018/2019 from all participating schools
- Analyse the data from the project
- Disseminate the research findings
- To work closely with the Project Team

Requirements for Schools

- All schools will not participate in another research project or evaluation that would interfere with the evaluation of ReflectED (e.g. focused on metacognition). Schools should advise the evaluation team about any current activities they are already involved in that focus on metacognition.
- All schools will consent to randomised allocation and will be randomly allocated to either intervention (ReflectED) or control (teaching as usual). All schools will commit to the outcome of the randomisation process[3].
- All participating schools will deliver letters to parents giving them information about the study and an opportunity to opt their child out of the data gathering process. They will inform the Evaluation Team of any responses arising, and permit the publication of anonymised data collected. Schools will advise the project team if any pupils have opted out of any photographs or films that may be produced during the trial for training purposes.

---

[1] Intervention schools will be provided with funding for Lead Practitioner release to the value of £1,110 (£185 x 6 days).
[2] Business as usual or control schools will be provided with a local high quality professional development offer during the intervention and a financial payment of £250 following the final data submission at the end of the trial.
[3] Please note, schools in multi academy trusts will be randomised individually. Federated schools will be treated as one school in the randomisation process and as such intervention or control training will not be duplicated if two schools are part of the same federation.

- All schools are required to return the following data to the evaluation team prior to randomisation (by October half term 2017):
  - Requested pupil data for students in year 1 and year 5 (UPN, EVERFSM, pupil name and date of birth)
  - Teacher and head teacher surveys completed
  - Junior Metacognitive Awareness Inventory for pupils in year 5.
- All schools will help researchers from Evaluation and Project Teams to collect evaluation data (including facilitating visits for observations and interviews/focus groups for those schools that are allocated to receive the intervention).
- All schools will nominate a lead practitioner as a key point of contact for the study and for training if randomly allocated to the intervention (ReflectED).
- Schools allocated to the intervention:
  - The head teacher and their nominated lead practitioner will attend a Launch training day in November 2017.
  - The nominated lead practitioner will attend further training related to the ReflectED intervention across the five terms of intervention and cascade this training to their colleagues in school
  - Will liaise with the London Connected Learning Centre regarding the minimum technology requirements to participate in this trial.
  - Will commit to accessing Seesaw for pupils in their school.
- All schools will agree to the Evaluation Team obtaining data on the evaluation cohort's KS2 results from the National Pupil Database, and will provide the names, dates of birth, UPNs and free school meals status of the relevant pupils (unless opt out consent has been received) to enable this to be achieved.
- All schools agree to provide the evaluation team (via an encrypted Excel spreadsheet) KS1 raw scores for year 1 students when they have done their KS1 assessments in summer term 2019.
- All schools agree to do the JrMAI (metacognition measure) in autumn term 2017 with pupils in year 5 and then again with the same pupils when they are in year 6 (summer term 2019).
- All schools will, at the earliest opportunity, notify the Project Team if there are any issues which could prevent the effective implementation of the intervention or the collection of data relating to the evaluation
- If the school has to withdraw from the project for operational or other unavoidable reasons, they will notify the Evaluation and Project Teams straight away and wherever possible still provide assessment data for the evaluation.
- Lead practitioners and/or head teachers will provide valid email addresses and telephone contact numbers to the Evaluation and Project Teams and agree to check communications regularly during the period of the research.

Contact details

Thank you for agreeing to take part in this research. Please do not hesitate to get in touch if you have any questions about the ReflectED intervention or the evaluation of ReflectED:

- ReflectEd project team: **reflected@rosendale.cc**
- Evaluation team (University of York and Durham University): **ytu-reflected@york.ac.uk**

Timescales

2017	September – October 2017	• ReflectED recruit schools and seek signed MOUs from participating schools
	October – November 2017	• Schools send out parent/carer information sheets and notify researchers of any opt-outs • Researchers collect baseline data, including teacher survey, KS2 metacognition measure (year 5) and pupil information (name, DOB, UPN)
	November 2017	• Researchers randomly assign schools to control or intervention
	November/ December 2017	• Launch: Schools allocated to intervention given the opportunity for Head and lead practitioner to visit Rosendale School and see ReflectED in action
2018/19	January 2018 – July 2019	• Intervention schools deliver ReflectED for five school terms • Control schools carry on with teaching as usual and offered an alternative training session • Researchers visit a sample of intervention schools to carry out observations of ReflectED lesson, focus groups with teachers and pupils
	July 2019	• All schools to provide (via an encrypted Excel spread) KS1 raw scores for year 2 students (year 1 in school year 2017/18) when they have done their KS1 assessments in summer term 2019 • Metacognition measure repeated for KS2 (year 6, those who were in year 5 in school year 2017/18) • Teacher survey (all schools)

Head teacher agreement

I agree for my school to take part in the evaluation of ReflectED research project and I accept the requirements outlined in this MOU.

School Name: _____

Head teacher name: _____ Head teacher signature:_____

Head teacher email: _____ Date: _____

Lead practitioner contact name (if not Head Teacher): _____

Lead practitioner Email Address (if not Head Teacher): _____

School Telephone Number: _____

Is your school part of a multi-academy trust (please circle?

YES   NO   If yes, please state name of MAT _____

Is your school a federated school (please circle)?

YES   NO   If yes, please state name other school(s) _____

Thank you for taking part in this research

MEMORANDUM OF UNDERSTANDING (MOU) ADDENDUM (April 2018)

As you will be aware, Data Protection legislation is changing with the implementation of the General Data Protection Regulation (GDPR) (2016), applicable in the UK from May 2018. As you have already signed a Memorandum of Understanding (MOU) to take part in the evaluation of ReflectED this addendum updates the information provided in the MOU about the basis for sharing and processing pupil data and audio recorded data collected from staff in observations and interviews. **This addendum supersedes information about the sharing and processing of data in the original MOU that you previously signed.**

As you know, the evaluation of this study involves the use of pupils' personal data[4]. We intend to process this under Article 6(1)(e)[5] and Special Category data under Article 9(2)(j)[6] of the GDPR. As such, it is not necessary to obtain individual consent from participants or their parents/carers; however, parents/carers have been informed of the research through information sheets distributed by your school on behalf of the evaluation team (University of York and Durham University). The information sheet explained the intervention and the research in simple language, provided opportunities for parents to ask additional questions, and provided clear steps to follow if they wished to withdraw their child's data from being shared. This withdrawal process replaces any reference in the MOU to opting-out, which is no longer applicable. We have prepared an updated parent/carer information sheet that we will ask you to distribute on our behalf in due course.

Thank you for your continued support with this research. Please do not hesitate to get in touch if you have any questions about the ReflectED intervention, or the evaluation of ReflectED:

- ReflectEd project team: **reflected@rosendale.cc**
- Evaluation team (University of York and Durham University): **ytu-reflected@york.ac.uk**

Head teacher acknowledgement of MOU addendum (June 2018)

Please sign and return a signed copy of this MOU addendum to **ytu-reflected@york.ac.uk**, please keep a copy for your own records.

I acknowledge receipt of this addendum to the MOU for the evaluation of ReflectED and the changes in respect of the processing of data in line with GDPR (2016).

Head teacher name: _____ Head teacher signature:_____

School Name: _____

Head teacher email: _____ Date: _____

 Original parent / carer information and consent:

---

[4] For a full list of the pupil data and other data collected as part of the evaluation of ReflectED please refer to the data sharing agreement document.
[5] "(e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller".
[6] "(j) processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject."

York Trials Unit
Department of Health Sciences
Faculty of Sciences
ARRC Building, University of York
YO10 5DD

[Insert date]

Dear Parent/Carer;

Parent/Carer Information: Evaluation of ReflectED

We are writing to you because the head teacher at [insert name of school] has chosen to take part in the evaluation of ReflectED Metacognition. Researchers from the University of York and Durham University have been chosen by the Education Endowment Foundation (EEF) (an organisation funding research into education) to independently evaluate the effectiveness of ReflectED. In particular, we are looking at the impact of ReflectED on pupils' attainment in maths and reading.

What is ReflectED?

ReflectED is a programme that focusses on developing metacognitive skills to improve attainment. Metacognitive skills help pupils to think about and reflect on their own learning, including thinking about what helps them to learn. ReflectED was developed, and is being led, by staff from Rosendale Primary School and Children's Centre in London.

How is ReflectED being evaluated?

This project uses a randomised controlled trial (RCT) to help us to see if participating in ReflectED has an impact on pupil attainment. In the autumn term 2017 your child's school will be randomly selected (by a computer) to either receive ReflectED for five school terms (intervention group) or to continue with their usual teaching (control group). If your child's school is allocated to receive ReflectED, teachers will receive training and have access to additional resources and support in teaching metacognitive skills. Your child's school will also timetable a weekly ReflectED lesson focussing on metacognition skills (30 minutes, once each week) in all classes.

Why are we writing to you?

We are writing to all parents/carers of pupils in Year 1 and Year 5 in September 2017 in all of the schools that have signed up to participate, because our evaluation focusses on these year groups. At the end of the trial, researchers will compare results for pupils in maths and reading assessments from schools that have used ReflectED (intervention group) to results for schools that have not used ReflectED (control group). To make this comparison we would like to collect some information about your child: some of this information will be gathered directly from your child's school (i.e. name, date of birth, unique pupil number, free school meal eligibility) and some (including national assessment results) from the National Pupil Database (NPD) (held by the Department for Education).Pupils in Year 5 in January 2018 will also be asked to complete a short (10-15 minutes) questionnaire to explore their self-reported metacognitive skills, they will be asked to complete the same questionnaire again in summer term 2019. During the study, researchers will visit a sample of schools to observe ReflectED lessons and talk to some pupils about their experiences of it (in short audio recorded focus groups of no longer than 20 minutes).

Pupils' assessment results and all other pupil data will be treated with the strictest confidence. Named data will be matched with the National Pupil Database and shared with ReflectED, the evaluation team (University of York and Durham University), the EEF and EEF's data contractor FFT Education and in an anonymised form in the UK Data Archive. We will not use your child's name or the name of the school in any report or publications arising from the research.

Please note: not all schools will be asked to participate in pupil focus groups; we will visit a sample of the 140 schools that we will recruit. Audio recordings of focus groups will be stored securely and in line with Data Protection Act (1998) and destroyed 1 year after completion of the evaluation.

> **If you do not want your child to participate *(via the sharing of their data, their participation in focus groups, or both), please inform their teacher by returning the opt-out form enclosed.***

Please find attached a list of frequently asked questions and their answers. If you would like more information about the evaluation of ReflectED or have any questions, please contact the evaluation team at **ytu-reflected@york.ac.uk** or Louise Gascoine on 01904 321809.

If you have any questions or would like further information about ReflectED please contact the project team at Rosendale School via **reflected@rosendale.cc** or telephone 0208 6704962.

Thank you in anticipation of your help

Yours faithfully,

Dr Louise Gascoine, Professor David Torgerson and the ReflectED evaluation team

✂ -

Evaluation of ReflectED: Opt-out Form

If you DO NOT want your child to take part in the evaluation of ReflectED, please return this form to your child's school by [insert date] (if you are happy for your child to take part please do not return this form to school).

Please note that if you choose to opt out, you can opt out of one or both aspects below. E.g. if you do not want information about your child to be shared, but are happy for them to participate in an audio recorded focus group then you should only tick the first box.

☐ I **DO NOT** give permission for information about my child (including name, date of birth, free school meals eligibility, assessment results) to be shared (and linked to the NPD) for use in the evaluation of ReflectED

☐ I **DO NOT** give permission for my child to participate in an audio recorded focus group about ReflectED

Parent/carer signature: _____

Date: _____

Child's name: _____

Child's school: _____

Evaluation of ReflectED

Frequently Asked Questions for Parents/Carers

What is ReflectED? ReflectED is a whole school approach to teaching pupils metacognitive skills that was developed by teachers at Rosendale Primary School in London. In summary, the ReflectED programme comprises training for school staff (delivered by the ReflectED team), lesson plans for weekly metacognition lessons and access to an app (Seesaw) for pupils to record reflections about their learning.

Will I find out if my child's school has been randomly allocated to receive ReflectED or to continue with teaching as usual? Your child's school will find out which group they have been allocated to in November 2017, we are happy for them to share this information with you if you would like to know.

What happens if my child's school is allocated to receive ReflectED? The school will receive training and access to the aspects of ReflectED described above. All children in your child's school will receive ReflectED for the duration of the evaluation (five terms beginning in January 2018); the head teacher has decided to implement it as part of the curriculum in your child's school.

Why do the researchers want to look at data from the National Pupil Database (NPD)? The NPD is a government database where information about all pupils in English schools and their exam results (e.g. SATs) are stored. Looking at data on the NPD will allow the researchers to compare the attainment of pupils in schools who did and did not receive five terms of the ReflectED programme. To match data on the NPD we need to ask your child's school to provide their full name, date of birth and unique pupil number. The funder of the research (EEF) has also asked us to collect information about free school meal eligibility, because they are interested in exploring the reach of the interventions that they fund. All data will be transferred securely by schools to the evaluation team.

What is the measure of metacognition for pupils in year 5 in January 2018? The Junior Metacognitive Awareness Inventory (JrMAI) is a short, self-report questionnaire where pupils are asked to read and respond to 12 statements using a three point scale. E.g. "I know when I understand something"; "I can make myself learn when I need to…" (1 = never, 2 = sometimes, 3 = always).

Why do the evaluators want to talk to some children about their experiences of ReflectED? When looking at how effective a programme is, it is important for researchers to consider different factors that may affect this. We will look at how ReflectED has been implemented in different schools and are interested in what pupils and their teachers think of it. The researchers would like to audio record focus groups with pupils to allow them to engage fully in conversation rather than focussing on writing notes. The focus groups will include 4-6 pupils at a time and last no longer than 20 minutes, we would expect that pupils will enjoy this opportunity to talk about their learning.

Do the researchers on the evaluation team have DBS clearance? All of the researchers visiting schools are required to have DBS clearance.

Is data about my child stored securely? All data, including audio recordings, will be stored securely and in line with the Data Protection Act (1998). Data will be stored in an anonymous format and kept separately from identifiable data (e.g. children's names).

Has the evaluation of ReflectED research project received ethical approval? The project has received full ethical approval from the School of Education at Durham University and the Department of Health Sciences at University of York.

Is my child's participation in the research confidential? Unless the researchers are worried about the safety or wellbeing of a child, information provided by children in the research (e.g. from discussions in focus groups or on written responses to the metacognition measure/JrMAI) will be kept confidential and anonymous.

Where can I find out the results of the evaluation of ReflectED? The evaluation team have to produce a final evaluation report. This is due in March 2020 and will be published by the EEF on their website (**https://educationendowmentfoundation.org.uk**); this final report will not name any schools or individual participants. You can read about the original trial that produced promising results on the EEF website.

I am happy for my child to participate, what do I need to do next? If you are happy for your child to take part in the ReflectED Evaluation you do not need to do anything more, thank you for taking the time to read this.

I am not happy for my child to participate, what do I need to do next? If you do not want your child's information to be collected and used, please sign the attached opt-out consent form and return it to your child's school as soon as possible.

I was happy for my child to participate but I've changed my mind and no longer want my child's information to be shared, what do I do? You are free to withdraw your child from the research project at any time. Please tell your child's school or contact the evaluation team directly by email **ytu-reflected@york.ac.uk** or phone 01904 321809.

I have another question… If you would like more information about the evaluation of ReflectED or have any questions, please contact the evaluation team at **ytu-reflected@york.ac.uk**. If you have specific questions about how ReflectED is taught please contact the ReflectED team at **reflected@rosendale.cc** or by telephoning 0208 670 4962.

Thank you

York Trials Unit
Department of Health Sciences
Faculty of Sciences
ARRC Building, University of York
YO10 5DD

June 2018

Dear Parent/Carer;

UPDATED Parent/Carer Information: Evaluation of ReflectED

We are writing to you because, as you know, the head teacher at your child's school has chosen to take part in the evaluation of ReflectED Metacognition. Researchers from the University of York and Durham University were chosen by the Education Endowment Foundation (EEF) (an organisation funding research into education) to independently evaluate the effectiveness of ReflectED. As you know, the evaluation focusses on pupils currently in Year 1 and Year 5 and their attainment in maths and reading.

Why are we writing to you again?
We are writing to you again to remind you about the evaluation and to inform you of the ways in which we (University of York and Durham University) will collect, use, store and share your child's data.

This letter also sets out how long we keep your child's data and what rights you have in relation to that data under the General Data Protection Regulation (GDPR) and Data Protection Act 2018. In line with the our purpose to advance learning and knowledge, the universities conduct research under the GDPR on the grounds of 'public interest' i.e. processing is necessary for the performance of a task carried out in the public interest (Article 6(1)(e)[7]), and Special Category data under Article 9(2)(j)[8] of the GDPR.

What is ReflectED?
ReflectED is a programme that focusses on developing metacognitive skills to improve attainment. Metacognitive skills help pupils to think about and reflect on their own learning, including thinking about what helps them to learn. ReflectED was developed, and is being led, by staff from Rosendale Primary School and Children's Centre in London.

How is ReflectED being evaluated?
This evaluation uses a randomised controlled trial (RCT) to help us to see if participating in ReflectED has an impact on pupil attainment. In the autumn term 2017 your child's school was randomly selected (by a computer) to either receive ReflectED for five school terms (intervention group) or to continue with their usual teaching (control group). If your child's school was allocated to receive ReflectED, teachers received training and now have access to additional resources and support in teaching metacognitive skill (including a weekly ReflectED lesson focussing on metacognition skills (30 minutes, once each week) in all classes).

What data will we collect and why do we need it?
At the end of the trial (Summer term 2019), researchers will compare results for pupils in maths and reading assessments from schools that have used ReflectED (intervention group) to results for schools that have not used

---

[7] "(e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller".

[8] "(j) processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject."

ReflectED (control group). To make this comparison we have collected and will collect some information about your child:

- Information gathered directly from your child's school (i.e. name, date of birth, unique pupil number, free school meal eligibility, JrMAI[9] metacognition measures for Year 5 only, KS1 assessment results for students currently in Year 1 only and examples of work completed in ReflectED lessons);
- Information gathered from pupils when researchers may visit your child's school (e.g. researchers talking to children in focus groups[10] that they audio record and anonymously transcribe);
- National assessment results will be gathered from the National Pupil Database (NPD) which is held by the Department for Education.

Who will we share your child's data with?

Pupils' assessment results and all other pupil data will be treated with the strictest confidence. We will not use your child's name or the name of the school in any report or publications arising from the research. For the purpose of research, your child's data will be linked with information about your child from the NPD and shared with the Department for Education (who hold the National Pupil Database), the EEF (the funder of this research), FFT Education (EEF's data processor for the EEF data archive)[11] and, in an anonymised form, with other research teams and potentially the UK Data Archive. Further matching to NPD data may take place during subsequent research. (See "What is the EEF" in the frequently asked questions below for more information).

We expect that your child will enjoy being a part of this research. Your child may withdraw at any time. If you would now prefer your child not to take part in the testing (JrMAI metacognition measure for current Year 5 pupils only in summer 2019), or their data not to be processed as above please inform ytureflected@york.ac.uk.

Please find attached a list of frequently asked questions and their answers, this information supersedes the information that you received previously and has been prepared to reflect GDPR requirements. If you would like more information about the evaluation of ReflectED or have any questions, please contact the evaluation team at ytu-reflected@york.ac.uk or Louise Gascoine on 01904 321809.

If you have any questions or would like further information about ReflectED please contact the project team at Rosendale School via reflected@rosendale.cc or telephone 0208 6704962.

Yours faithfully,

Dr Louise Gascoine, Professor David Torgerson and the ReflectED evaluation team

---

[9] Pupils in Year 5 in January 2018 were asked to complete a short (10-15 minutes) questionnaire to explore their selfreported metacognitive skills, they will be asked to complete the same questionnaire again in summer term 2019.

[10] Please note: not all schools will be asked to participate in pupil focus groups; we will visit a sample of the 140 schools that we will recruit. Audio recordings of focus groups will be stored securely and in line with GDPR and destroyed 1 year after completion of the evaluation.

[11] Data will be transferred securely to FFT using their secure portal and following the procedures and specification provided by the FFT.

Evaluation of ReflectED

Frequently Asked Questions for Parents/Carers

What is the Education Endowment Foundation (EEF)?
The EEF is an independent charity founded in 2011 with funding from the Department of Education. Its aim is to build the evidence for what works in raising attainment. Ultimately, this means demonstrating the impact of its projects on children's attainment at Key Stage 1, Key Stage 2 and GCSE, with some projects now also evaluating impact on attainment post 16. All EEF evaluations require data on the background characteristics of pupils and their attainment – from schools and from the NPD. Ultimately, the EEF aims to track all its pupils longitudinally using the NPD and link with data collected directly from its evaluations. This data will be stored in an EEF data archive (held by the Fisher Family Trust), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities.

Why do the researchers want to look at data from the National Pupil Database (NPD)? The NPD is a government database where information about all pupils in English schools and their exam results (e.g. SATs) are stored. Looking at data on the NPD will allow the researchers to compare the attainment of pupils in schools who did and did not receive five terms of the ReflectED programme. To match data on the NPD we need to ask your child's school to provide their full name, date of birth and unique pupil number. The funder of the research (EEF) has also asked us to collect information about free school meal eligibility, because they are interested in exploring the reach of the interventions that they fund. All data will be transferred securely by schools to the evaluation team.

Who is the Data Controller?
For the purposes of this information sheet, University of York, is the data controller as defined in the General Data Protection Regulation.

How do we keep your data secure?
The University takes information security extremely seriously and has implemented appropriate technical and organisational measures to protect data. Access to information is restricted on a need-to-know basis and security arrangements are regularly reviewed to ensure their continued suitability.

How long will we keep your data?
Electronic data and paper documents including identifiable personal data will be securely archived and disposed of by YTU when the youngest participating young person is aged 25. This is in line with the Limitations Act 1980 and the Records Management Code of Practice for Health and Social Care 2016. Anonymised electronic data and paper documents will be kept indefinitely.

What rights do you have in relation to your data?
Under the GDPR, you have a right of access to your data, a right to rectification, erasure (in certain circumstances), restriction, objection or portability (in certain circumstances). For further information please see:
https://www.york.ac.uk/records-management/generaldataprotectionregulation/individualsrights/.

Questions or concerns
If you have any questions about this information sheet or concerns about how your child's data is being processed, please contact the evaluation team at ytu-reflected@york.ac.uk or 01904 321809 (Louise Gascoine) in the first instance. You may also contact the University or York's Acting Data Protection Officer at dataprotection@york.ac.uk.

Right to complain
If you are unhappy with the way in which the University has handled your personal data, you have a right to complain to the Information Commissioner's Office. For information on reporting a concern to the Information Commissioner's Office, see www.ico.org.uk/concerns.

Will I find out if my child's school has been randomly allocated to receive ReflectED or to continue with teaching as usual? Your child's school will find out which group they have been allocated to in November 2017, we are happy for them to share this information with you if you would like to know.

What happens if my child's school is allocated to receive ReflectED? The school will have received training and access to the aspects of ReflectED described above. All children in your child's school will receive ReflectED for the duration of the evaluation (five terms beginning in January 2018); the head teacher has decided to implement it as part of the curriculum in your child's school.

What is the measure of metacognition for pupils in year 5 in January 2018 (repeated when they are in year 6 in summer term 2019)? The Junior Metacognitive Awareness Inventory (JrMAI) is a short, self-report questionnaire where pupils are asked to read and respond to 12 statements using a three point scale. E.g. "I know when I understand something"; "I can make myself learn when I need to…" (1 = never, 2 = sometimes, 3 = always).

Why do the evaluators want to talk to some children about their experiences of ReflectED? When looking at how effective a programme is, it is important for researchers to consider different factors that may affect this. We will look at how ReflectED has been implemented in different schools and are interested in what pupils and their teachers think of it. The researchers would like to audio record focus groups with pupils to allow them to engage fully in conversation rather than focussing on writing notes. The focus groups will include 4-6 pupils at a time and last no longer than 20 minutes, we would expect that pupils will enjoy this opportunity to talk about their learning.

Do the researchers on the evaluation team have DBS clearance? All of the researchers visiting schools are required to have DBS clearance.

Has the evaluation of ReflectED research project received ethical approval? The project has received full ethical approval from the School of Education at Durham University.

Is my child's participation in the research confidential? Unless the researchers are worried about the safety or wellbeing of a child, information provided by children in the research (e.g. from discussions in focus groups or on written responses to the metacognition measure/JrMAI) will be kept confidential and anonymous.

Where can I find out the results of the evaluation of ReflectED? The evaluation team have to produce a final evaluation report. This is due in March 2020 and will be published by the EEF on their website (https://educationendowmentfoundation.org.uk); this final report will not name any schools or individual participants. You can read about the original trial that produced promising results on the EEF website.

I am still happy for my child to participate, what do I need to do next? If you are still happy for your child to take part in the ReflectED Evaluation you do not need to do anything more, thank you for taking the time to read this.

I was happy for my child to participate but I've changed my mind and no longer want my child's information to be shared, what do I do? You are free to withdraw your child from the research project at any time. Please tell your child's school or contact the evaluation team directly by email ytu-reflected@york.ac.uk or phone 01904 321809.

TEACHER OBSERVATION AND INTERVIEW INFORMATION SHEET

Dear colleague,

The Education Endowment Foundation (EEF) has asked researchers at the University of York and Durham University to independently evaluate the ReflectED intervention that is being delivered in your school. A process evaluation (evaluating the processes involved in the implementation of ReflectED) forms part of this independent evaluation.

As part of the process evaluation we would like to talk to you in a short interview (10-20 minutes) and observe you delivering ReflectED to your students. Your input would be extremely helpful to us in the evaluation and we would be very grateful for your help with this. Please be assured that interview and observation data will be fully anonymised and treated with the strictest of confidence and in line with the latest data protection regulations (Data Protection 1998, and then from 25th May 2018 GDPR (2016)). All identifying data will be fully anonymised and retained for one year after the end of the study, after which time it will be destroyed. For further details on how we will process and store your data, please refer to the data sharing agreement.

It would be very helpful to us if we could observe you delivering the ReflectED intervention and to talk to you about this in a short interview, but you do not have to agree. You are free to withdraw at any time and do not need to give a reason for withdrawal.

If you are happy take part please sign and return a copy of the attached agreement to participate form to the researcher that completes the observation and interview. Please keep this information sheet and a copy of the agreement to participate form for your records if required.

If you would like more information about the independent evaluation of ReflectED, or to withdraw your participation at any time, please contact: ytu-reflected@york.ac.uk

If you would like more information about the ReflectED intervention please contact reflected@rosendale.cc

Thank you for taking the time to read this.

Kind Regards

Louise, Imogen and the ReflectED evaluation team (University of York and Durham University)

TEACHER OBSERVATION AND INTERVIEW: AGREEMENT TO PARTICIPATE

Please initial each box to indicate that you have read the statements before signing below.

☐ I have read and understood the observation and interview information sheet and had the opportunity to ask questions.

☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without consequence.

☐ I understand that my details will be provided to researchers working on the evaluation and that they will be stored securely.

☐ I understand that neither I, the school that I work in, nor my pupils will be identified in any reports or publications pertaining to the independent evaluation of ReflectED.

☐ I agree to the evaluation team observing a ReflectED lesson that I teach.

☐ I agree to participate in an interview with the evaluation team about the implementation of ReflectED in my school

☐ I agree that the research team may audio record the interview and may use these recordings for analysis purposes only.

☐ I would like to take the opportunity to comment on a written record of my interview. I agree to provide any comments within two weeks of receipt of the transcript.

The evaluation team will endeavour to send transcripts **within four weeks** of the interview taking place. Please provide an email address where the transcript can be sent if you would like to receive a copy: _____

Signature of Teacher: _____

Name of Teacher: _____

Date: ___/___/_____

Name of School: _____

PLEASE RETAIN A COPY FOR YOUR RECORDS (IF YOU WISH) AND RETURN A SIGNED COPY TO THE RESEARCHER.

DEVELOPER INTERVIEW INFORMATION SHEET (Incorporating Privacy Notice) AND CONSENT

Project title: Evaluation of ReflectED

Researcher(s): Dr Louise Gascoine (Durham University), Dr Louise Tracey (University of York), Imogen Fountain (University of York)
Department: School of Education, Durham University
Contact details: louise.gascoine@durham.ac.uk

Part of the implementation and process evaluation for ReflectED, as outlined in the trial protocol, involves an interview about the development and implementation of ReflectED. Before you decide whether to agree to take part it is important for you to understand the purpose of the research and what is involved as a participant. Please read the following information carefully. Please get in contact if there is anything that is not clear or if you would like more information.

The data controller for the evaluation of ReflectED is University of York. For more information about how the university uses your personal data, please see the University's Data Protection Legislation webpages. These webpages include the University's General Privacy Notice and your individual rights in relation to data that is held.

What is the purpose of the developer interview and why am I invited to take part?

This developer interview, allows the evaluation team to explore with the development team how the implementation of ReflectED has gone over the five terms of intervention. Your views, as the developers of ReflectED, are an invaluable part of the evaluation of ReflectED being conducted by researchers at the University of York and Durham University and this is why you are invited to take part in this interview.

Do I have to take part?

Your participation is voluntary and you do not have to agree to take part. If you do agree to take part, you can withdraw at any time, without giving a reason. After the end of November 2019 interview data will have been analysed and written up in a fully anonymised format, at this point it will not be possible to withdraw responses from within the analysed data. Other data held, including consent forms, would be destroyed if withdrawal was requested.

What will happen to me if I take part?

If you give your consent, we would like to talk to you in an interview over the phone (no more than 1 hour duration). We would like to record the interview for the purposes of analysis. Your input would be extremely helpful to us in the evaluation and we would be very grateful for your help with this. As per the trial protocol (published online), the evaluation of ReflectED has received ethical approval from the School of Education ethics committee at Durham University. This information sheet/consent form and the interview schedule questions for this interview, were approved as an addendum to the original ethics application on [insert date].

In line with the university's purpose to advance learning and knowledge, the university conducts research under the GDPR on the grounds of 'public task' i.e. processing is necessary for the performance of a task carried out in the public interest

We have not identified any potential risks to you if you take part in the developer interview.

Will my data be kept confidential?

You have the right to be provided with information about how and why we process your personal data. Where you have the choice to determine how your personal data will be used, we will ask you for consent.

All information obtained during the study will be kept confidential. If the data is published it will be entirely anonymous and will not be identifiable as yours. Given that this is a small group interview, and you will know the other participants it is possible that you would be able to identify things that you or others in the interview said. The researchers will paraphrase responses and refer to the interviewees collectively as 'the developers' in order to maintain anonymity.

Your data will not be shared outside of the evaluation team for the evaluation of ReflectED (comprising researchers from University of York and Durham University). Your data will only be used for the purposes of the evaluation of ReflectED.

What is the lawful basis for processing the data?

The legal basis for processing data in this evaluation is the University's public task: Collection and use of personal data is carried out under the University's public task, which includes teaching, learning and research.

How is personal data stored and how long is it stored for?

Personal data (including consent forms) will be stored securely in a locked filling cabinet. If consent forms are returned electronically, this will be implemented via a secure Drop Off email. Electronic copies of consent forms and/or research data will be stored securely on a password protected computer. We will hold personal data (consent forms) for six months after the submission of the final report, i.e. until 31 January 2021, after which time they will be destroyed.

How to object to the processing of your personal data for this project:

If you have any concerns regarding the processing of your personal data, or you wish to withdraw your data from the project, contact Dr Louise Gascoine (louise.gascoine@durham.ac.uk).

What will happen to the results of the project?

As per the trial protocol, a draft report of the evaluation of ReflectED will be submitted to the EEF in January 2020 and the full report is expected to be published in summer 2020. No personal data collected as part of this interview (including signed consent) will be shared. Anonymised data, in the form of views, opinions and short excerpts of interview responses, may be used in the final report and any associated publications.

All research data and records needed to validate the research findings will be stored for 10 years after which time they will be fully destroyed.

Who do I contact if I have any questions or concerns about this study?

Please contact louise.gascoine@durham.ac.uk if you have any questions or concerns about this study.

DEVELOPER INTERVIEW – INFORMED CONSENT FORM

Project title: Evaluation of ReflectED

Researcher(s): Dr Louise Gascoine (Durham University), Dr Louise Tracey (University of York), Imogen Fountain (University of York)
Department: School of Education, Durham University
Contact details: louise.gascoine@durham.ac.uk

This form is to confirm that you understand what the purposes of the project, what is involved and that you are happy to take part. Please initial each box to indicate your agreement:

I confirm that I have read and understand the information sheet dated 24/09/2019 which incorporates the privacy notice for the above project.	
I have had sufficient time to consider the information and ask any questions I might have, and I am satisfied with the answers I have been given.	
I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	
I agree to take part in the above project.	
I agree for the interview to be audio recorded and anonymously transcribed	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.	

Participant's Signature_____ Date_____

(NAME IN BLOCK LETTERS)_____

Researcher's Signature_____ Date_____

(NAME IN BLOCK LETTERS)_____

Appendix I – Junior Metacognitive Awareness Inventory (JrMAI)

Junior Metacognitive Awareness Inventory (JrMAI)*

Participant ID: ☐☐☐☐☐☐

> We are interested in what learners do when they study or learn. Please read the following sentences and circle the answer that relates to you and the way you are when you are doing school work or home work. Please answer as honestly as possible.

1. I know when I understand something.

Never   Sometimes   Always

2. I can make myself learn when I need to.

Never   Sometimes   Always

3. I try to use ways of studying (or learning) that have worked for me before.

Never   Sometimes   Always

4. I know what the teacher expects me to learn.

Never   Sometimes   Always

5. I learn best when I already know something about the topic.

Never   Sometimes   Always

6. I draw pictures or diagrams to help me understand while learning.

Never   Sometimes   Always

7. When I have done my schoolwork, I ask myself if I learned what I wanted to learn.

Never   Sometimes   Always

8. I think of several ways to solve a problem and then choose the best one.

Never   Sometimes   Always

9. I think about what I need to learn before I start working.

Never   Sometimes   Always

10. I ask myself how well I am doing while I am learning something new.

Never   Sometimes   Always

11. I really pay attention to important information.

Never   Sometimes   Always

12. I learn more when I am interested in the topic.

Never   Sometimes   Always

Date completed: ☐☐ / ☐☐ / 2 0 ☐☐
Day   *Month*   *Year*

*Sperling, R. A., Howard, B. C., Miller, L. A., & Murphy, C. (2002). Measures of Children's Knowledge and Regulation of Cognition. Contemporary Educational Psychology, 27(1), 51-79. doi:10.1006/ceps.2001.1091

8562285938

Appendix J – IPE data collection tools (observations, interviews)

Lesson observation proforma:

ReflectED – Classroom visit   Date:

Teacher ID:_____   **School ID:**_____
Researcher: _____   **Lesson Time:**_____
Year Group:_____**Term:**_____   **Lesson:** _____

Teacher behaviours	
The teacher is confident delivering the content of the lesson?	
The teacher links the content of the lesson to the children's experiences in the classroom in other subjects	
The teacher supports children with their reflections by highlighting strategies, modelling and suggesting next steps	
Teacher uses programme materials/handouts appropriately	
Teacher uses (and models) appropriate metacognitive language	
Child behaviours	
The children are given plenty of opportunity to share their ideas with their partner	
The children are able to link the theme and content of the lesson to their learning experiences in the classroom in other subjects	
The children demonstrate awareness of the four performance tag colours	
The children are confident in talking about themselves as different colours for different activities	
The children are able to, or beginning to be able to, accurately self-assess their performance at the end of the lesson using performance tag colours	
The children are able to talk about strategies they use when learning - both orally and in reflections	
The children are able to make useful and meaningful comments about the lesson	
Can the children talk about their reflections with you - explaining why they reflect and how it helps them learn?	
Children are engaged	
Other	
Colour-coded tags are displayed in classroom	Y/N
See-saw used to reflect	Y/N
Reflection sheets used	Y/N

Key: 3= Often, 2= Sometimes, 1 = Rarely, 0 = Never / Not seen, N/A = Not applicable

Comments:

Activities	Description	Time spent
Lesson opener		
Main body of lesson		
Lesson closer		

NB: Have the lesson plan and associated resources to hand. Note down where the lesson plan is being followed and any adaptions or additions observed. If the lesson plan is annotated attach a copy to this sheet at the end of the observation.

Teacher interview schedule:

TEACHER INTERVIEW SCHEDULE

Were you involved in the decision to take part in the evaluation of ReflectED? Why do you think your school wanted to take part?

To what extent do you feel that the training you received in school to help you deliver ReflectED prepared you well?

Do you deliver ReflectED lesson in mixed ability pairs? How do you find this?

How have you found implementing ReflectED in your classroom so far? In both ReflectED lessons and in other lessons.

How have the pupils responded to the performance tag colours? Are they able to confidently use them to assess their performance?

Are pupils able to, with increasing accuracy, identify successes and areas for improvement in their reflections?

Have you noticed change in the language (metacognitive) that pupils use to talk about their learning and the strategies that they use?

Are there any aspects of ReflectED that you find are particularly effective? Why?

Are there any aspects of ReflectED that you find challenging or problematic? Why?

How have the students reacted to using ReflectEd? In the ReflectEd lessons? In other subject lessons?

What, if anything, do you think are the main benefits of ReflectED?

What did previous teaching around metacognition look like in your school? What does it look like now (in addition to/distinctly from ReflectED)?

How easy was it to incorporate ReflectED into the school day? Is it timetabled into a specific slot, are specific lesson times 'borrowed' to incorporate it (if yes, what)?

Are you using Seesaw, written reflections or a combination of both? How are you finding using Seesaw, was it easy to set up, do the students and staff find it easy to use?

Could you tell us about any actual or potential barriers to the successful delivery of ReflectED? Was anything difficult to fit in or do? If so, how do you think these could be overcome?

Have you adapted the ReflectED approach or resources in any way? Why?

Are there any particular aspects of ReflectED that you think need changing or improving? Why?

What advice would you give a teacher or school contemplating using ReflectED in the future?

Have you got any other comments about ReflectED?

Pupil focus group questions:

- Tell me about your ReflectED lessons (check with schools what these are called in individual settings) – what do you do etc?

- Do you enjoy your ReflectED lessons – what do you enjoy the most?

- Have you been using Seesaw to record reflections of your work (or paper based - check with individual schools first)? What kinds of things to you record?

- What can you tell me about the performance tag colours? How do you use them? Do you think they help your learning?

- Have you learned any new skills since you started doing ReflectED at school? Do you think these have helped you with your learning?

- Why do you think your teachers ask you to reflect on your work? Do you think that reflecting on your work is helping you to learn? How?

- Do you talk about your reflections with your teacher and/or classmates?

- Is there anything you would change about your ReflectED lessons to make them better/easier/more enjoyable?

Appendix K – IPE data collection tools (surveys)

Baseline survey:

ReflectED baseline survey

Q1 The Education Endowment Foundation (EEF) has asked researchers from the University of York and Durham University (collectively known as the Evaluation Team) to independently evaluate ReflectED. In order to gather information about usual practice and some biographical information about the participating schools, we would be very grateful if you could complete this short, online questionnaire. This questionnaire should take no longer than 10 minutes. We will contact you again in summer term 2019 to ask you about your experiences of implementing ReflectED at the end of the trial.

Your input, by completing this questionnaire, will be extremely helpful for us, we are unable to randomise schools until we have received responses to this questionnaire.

Please note, all data provided in answers to this questionnaire will be kept in the strictest confidentiality and stored in accordance with the Data Protection Act (1998) [NB. This survey was issued prior to GDPR, please see main report for further information], in any reports and publications arising from the evaluation all data will be presented anonymously with no individuals (schools, teachers, pupils) identified. Confidentiality will be maintained at all times and no one outside of the evaluation team will have access to the the database containing the questionnaire answers.

If you have any questions about this questionnaire or the evaluation of ReflectED, please contact the evaluation team on: ytu-reflected@york.ac.uk

If you have any questions about the ReflectED approach specifically, please contact the ReflectED team on: reflected@rosendale.cc

Thank you in advance for your time and we look forward to working with you

Kind Regards,

The Evaluation Team

Q2 Your name:

_____

Q3 School name:

_____

Q4 School postcode:

_____

Q5 Six digit school unique reference number (URN)

_____

Q6 Your role:

- ➢ Head teacher (1)
- ➢ KS1 teacher (2)
- ➢ KS2 teacher (3)
- ➢ Nominated lead practitioner for ReflectED in my school (4)

Q7 Which year group do you teach?

- ➢ Reception (1)
- ➢ Year 1 (2)
- ➢ Year 2 (3)

➢ Year 3 (4)
➢ Year 4 (5)
➢ Year 5 (6)
➢ Year 6 (7)
➢ Other e.g. leadership role, PPA cover... (please state) (8)

_____

Q8 Number of years teaching:

■ Less than 1 year (1)
■ 1 - 5 years (2)
■ 5-10 years (3)
■ More than 10 years (4)

End of Block: Biographical Info

Start of Block: Head teacher questions

✳

Q9 Number of pupils currently on role (academic year 2017/18):

_____

Q10 What percentage of pupils in your school have ever been eligible for free school meals (catagorised as everFSM in the National Pupil Database)?

_____

✳

Q11 Number of pupils currently in Year 1:

_____

*

Q12 How many Year 1 classes do you have this academic year?

_____

Q13 Are students in your school in KS1 taught in classes comprising mixed year groups?

■ Yes (1)

■ No (2)

*

Q14 Number of pupils currently in Year 5:

_____

*

Q15 How many Year 5 classes do you have this academic year?

_____

Q16 Are students in your school in KS2 taught in classes comprising mixed year groups?

■ Yes (1)

■ No (2)

Q17 Are pupils in Year 1 grouped by ability for **maths or numeracy**?

- Yes all of the time (1)
- No none of the time (2)
- Some of the time (3)

Q18 Are the **maths or numeracy** groupings facilitated by having different classes or different groups (e.g. tables) in a mixed ability class?

- Different classes taught by different members of staff (1)
- Pupils work in groups, tables or similar according to ability (2)
- Other (please state) (3)

_____

Q19 Are pupils in Year 1 grouped by ability for **literacy**?

- Yes all of the time (1)
- No none of the time (2)
- Some of the time (3)

Q20 Are the **literacy** groupings facilitated by having different classes or different groups (e.g. tables) in a mixed ability class?

- Different classes taught by different members of staff (1)
- Pupils work in groups, tables or similar according to ability (2)
- Other (please state) (3)

_____

X→

Q21 Is your school currently implementing any whole school, KS1 or KS2 **maths or numeracy interventions**?

■ Yes (2)

■ No (1)

Q22 Please provide brief details about the **maths or numeracy intervention(s)** including the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

X→

Q23 Is your school currently implementing any whole school, KS1 or KS2 **literacy or reading interventions**?

■ Yes (2)

■ No (1)

Q24 Please provide brief details about the **literacy intervention(s)** including the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

X→

Q25 Is your school currently implementing any whole school, KS1 or KS2 approaches to **metacognition** (e.g. Thinking Skills, Learning to Learn or similar)?

■ Yes (2)

■ No (1)

Display This Question:
If Is your school currently implementing any whole school, KS1 or KS2 approaches to metacognition (e... = Yes

Q26 Please provide brief details of approaches to **metacognition** including the name of the approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

X→

Q27 To the best of your knowledge have you or any of your staff received any training specifically relating to metacognition?

■ Yes (2)

■ No (1)

Q28 Please provide details about the metacognition training (who? what? when? content if known?)

_____

_____

_____

_____

_____

Q29 Metacognition is an important concept in my school...

■ Strongly agree (16)

■ Somewhat agree (17)

■ Neither agree nor disagree (18)

■ Somewhat disagree (19)

■ Strongly disagree (20)

Q30 Please can you describe what metacognition looks like in your school currently? (i.e. specific practices in terms of teaching and pedagogy, language used to talk about learning, specific approaches or interventions...)

_____

_____

_____

_____

_____

X→

Q31 At present is specific time set aside for metacognition in your school? (e.g. a specific lesson slot or sections of lessons that are defined?)

■ Yes (2)

■ No (1)

Q32 Please can you describe what this time for metacognition looks like in your school at present:

➢   Daily time set aside for reflection on learning (1)

➢   A specific lesson slot once per week (2)

➢   Specific lesson slots more than once per week (3)

➢   Time is built into all lessons via teacher planning to think about and reflect on learning (4)

➢   Other (please state) (5)

_____

Q33 Have you or your school engaged with ReflectED resources prior to showing an interest in participation in this evaluation?

■ Yes (1)

■ No (2)

Q34 What did your previous engagement with ReflectED resources comprise?

➢   Used online resources (1)

➢   Attended training (2)

➢   Other (please state) (3)

_____

Q35 Please indicate the extent to which you agree with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Pupils in my school are confident in talking about their own learning (1)	■	■	■	■	■
Pupils in my school use appropriate vocabulary to talk about their learning (2)	■	■	■	■	■
Pupils in my school are confident to work independently (3)	■	■	■	■	■
Pupils in my school have conversations about learning with each other (4)	■	■	■	■	■

End of Block: Head teacher questions

Start of Block: KS1/2 teacher, lead practitioner questions

Q36 Have you received any training specific to metacognition or related concepts? (e.g. Thinking Skills, Learning to Learn...)

■ Yes (1)

■ No (2)

Q37 Please provide details about the metacognition training (content, amount, resources provided...)

_____

_____

_____

_____

_____

Q38 Have you or your school engaged with ReflectED resources prior to showing an interest in participation in this evaluation?

■ Yes (1)

■ No (2)

Q39 What did your previous engagement with ReflectED resources comprise?

➢   Used online resources (1)

➢   Attended training (2)

➢   Other (please state) (3)

_____

Q40 Metacognition is an important concept in my classroom and teaching...

- ■ Strongly agree (16)
- ■ Somewhat agree (17)
- ■ Neither agree nor disagree (18)
- ■ Somewhat disagree (19)
- ■ Strongly disagree (20)

Display This Question:

If Metacognition is an important concept in my classroom and teaching... != Strongly disagree

Q41 What does metacognition look like in your classroom? (e.g. do you follow specific guidance directed by the school, do you set aside specific time in your lessons or specific lessons? Do you follow any specific practices or use specific language to talk about metacognition and learning?)

_____

_____

_____

_____

_____

Q42 At present is specific time set aside for metacognition in your classroom? (e.g. a specific lesson slot or sections of lessons that are defined?)

- ■ Yes (1)
- ■ No (2)

Display This Question:

If At present is specific time set aside for metacognition in your school? (e.g. a specific lesson s... = Yes

Q43 Please can you describe what this time for metacognition looks like in your classroom at present:

➢   Daily time set aside for reflection on learning (1)

➢ A specific lesson slot once per week (2)

➢ Specific lesson slots more than once per week (3)

➢ Time is built into all lessons via teacher planning to think about and reflect on learning (4)

➢ Other (please state) (5)

_____

Q44 Please indicate the extent to which you agree with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Pupils in my class are confident in talking about their own learning (1)	■	■	■	■	■
Pupils in my class use appropriate vocabulary to talk about their learning (2)	■	■	■	■	■
Pupils in my class are confident to work independently (3)	■	■	■	■	■
Pupils in my class have conversations about learning with each other (4)	■	■	■	■	■

Start of Block: Headteacher/LP questions combined

✳

Q45 Number of pupils currently on role (academic year 2017/18):

_____

✳

Q46 What percentage of pupils in your school have ever been eligible for free school meals (catagorised as everFSM in the National Pupil Database)?

_____

✳

Q47 Number of pupils currently in Year 1:

_____

✳

Q48 How many Year 1 classes do you have this academic year?

_____

Q49 Are students in your school in KS1 taught in classes comprising mixed year groups?

■ Yes (1)

■ No (2)

✳

Q50 Number of pupils currently in Year 5:

_____

✳

Q51 How many Year 5 classes do you have this academic year?

_____

Q52 Are students in your school in KS2 taught in classes comprising mixed year groups?

■ Yes (1)

■ No (2)

Q53 Are pupils in Year 1 grouped by ability for **maths or numeracy**?

■ Yes all of the time (1)

■ No none of the time (2)

■ Some of the time (3)

Q54 Are the **maths or numeracy** groupings facilitated by having different classes or different groups (e.g. tables) in a mixed ability class?

> ➢ Different classes taught by different members of staff (1)
> ➢ Pupils work in groups, tables or similar according to ability (2)

➢ Other (please state) (3)

_____

Q55 Are pupils in Year 1 grouped by ability for **literacy**?

■ Yes all of the time (1)

■ No none of the time (2)

■ Some of the time (3)

Q56 Are the **literacy** groupings facilitated by having different classes or different groups (e.g. tables) in a mixed ability class?

➢ Different classes taught by different members of staff (1)

➢ Pupils work in groups, tables or similar according to ability (2)

➢ Other (please state) (3)

_____

Q57 Is your school currently implementing any whole school, KS1 or KS2 **maths or numeracy interventions**?

■ Yes (1)

■ No (2)

Q58 Please provide brief details about the **maths or numeracy intervention(s)** including the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it

(e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

Q59 Is your school currently implementing any whole school, KS1 or KS2 **literacy or reading interventions**?

■ Yes (1)

■ No (2)

Q60 Please provide brief details about the **literacy intervention(s)** including the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

Q61 Is your school currently implementing any whole school, KS1 or KS2 approaches to **metacognition** (e.g. Thinking Skills, Learning to Learn or similar)?

■ Yes (1)

■ No (2)

Q62 Please provide brief details of approaches to **metacognition** including the name of the approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class):

_____

_____

_____

_____

_____

Q63 To the best of your knowledge have you or any of your staff received any training specifically relating to metacognition?

- Yes (1)
- No (2)

Q64 Please provide details of the metacognition training (who? what? when? content if known?)

_____

_____

_____

_____

_____

Q65 Metacognition is an important concept in my school...

- ■ Strongly agree (16)
- ■ Somewhat agree (17)
- ■ Neither agree nor disagree (18)
- ■ Somewhat disagree (19)
- ■ Strongly disagree (20)

Q66 Please can you describe what metacognition looks like in your school currently? (i.e. specific practices in terms of teaching and pedagogy, language used to talk about learning, specific approaches or interventions...)

_____

_____

_____

_____

_____

Q67 At present is specific time set aside for metacognition in your school? (e.g. a specific lesson slot or sections of lessons that are defined?)

- ■ Yes (1)
- ■ No (2)

Q68 Please can you describe what this time for metacognition looks like in your school at present:

> ➢ Daily time set aside for reflection on learning (1)
> ➢ A specific lesson slot once per week (2)
> ➢ Specific lesson slots more than once per week (3)

> ➢ Time is built into all lessons via teacher planning to think about and reflect on learning (4)

> ➢ Other (please state) (5)

_____

Q69 Have you or your school engaged with ReflectED resources prior to showing an interest in participation in this evaluation?

◼ Yes (1)

◼ No (2)

Q70 What did your previous engagement with ReflectED resources comprise?

> ➢ Used online resources (1)

> ➢ Attended training (2)

> ➢ Other (please state) (3)

_____

Q71 Please indicate the extent to which you agree with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Pupils in my school are confident in talking about their own learning (1)	◼	◼	◼	◼	◼

Pupils in my school use appropriate vocabulary to talk about their learning (2)	■	■	■	■	■
Pupils in my school are confident to work independently (3)	■	■	■	■	■
Pupils in my school have conversations about learning with each other (4)	■	■	■	■	■

End of Block: Headteacher/LP questions combined

Training survey:

ReflectED training survey

Q1 The evaluation team, (University of York and Durham University) evaluating the ReflectED intervention, are interested in your views on the training that you recently attended with the ReflectED team at Rosendale School. The information gathered in this survey is anonymous and responses will be treated with the strictest of confidence. We are also interested in how this training prepared you to deliver training in your school for the ReflectED intervention.

Q2 Which day did you attend the ReflectED training?

○ Thursday 11th January 2018 (1) ○ Thursday 18th January 2018 (2) ○

Thursday 25th January 2018 (3) ○ Thursday 1st February 2018 (4)

○ Thursday 8th February 2018 (5)

Q3 What is your role? ○ Head teacher (1) ○

Deputy Head Teacher (2)

○ Lead Practitioner for ReflectED in your school (3) ○ Classroom teacher (4)

○ Other (please state) (5) _____

Q4 In which Key Stage do you primarily teach?

○ EYFS (1) ○ KS1 (2) ○ KS2 (3)

○ The majority of my role is leadership and not teaching (4)

Q5 Prior to the ReflectED training you attended in January/February 2018, had you received any ReflectED

training previously? ○ Yes (1) ○ No (2)

Display This Question:
If Prior to the ReflectED training you attended in January/February 2018, had you received any
Refle... = Yes

Q6 Please can you briefly describe the ReflectED training that you received previously?

_____

_____

_____

_____

_____

Q7 Please indicate the extent to which you agree with the following statements about the training day that you attended:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
The training day had the right amount of information about implementing ReflectED in my school (1)	○	○	○	○	○
The training day was well organised (2)	○	○	○	○	○
The materials provided at the training day were useful (3)	○	○	○	○	○
I am confident that I understand the principles of the ReflectED approach to metacognition (4)	○	○	○	○	○

Q10 Do you have any other comments about the training day that you attended at Rosendale for ReflectED?

_____

_____

_____

_____

Q12 I have trained the staff in my school (all year groups) to deliver ReflectED ⭘ Yes (1)

⭘ No (2)

Q13 If no, please give the date you will complete this training

⭘ Date: (1) _____

Q14 Please indicate the extent to which you agree with the following statements, with regards to the ReflectED training that you delivered in your school (after attending the training day at Rosendale):

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
The training day prepared me to deliver training to my colleagues back at school (1)	⭘	⭘	⭘	⭘	⭘

The ReflectED training was well received by teachers at my school (2)	○	○	○	○	○
I feel that teachers in my school were prepared well to begin teaching using the ReflectED approach (3)	○	○	○	○	○

Q16 Do you have any other comments about the training that you delivered to your colleagues back at your school?

_____

_____

_____

_____

_____

Q17 Thank you for taking the time to complete this survey, we really appreciate your input. If you have any questions about the evaluation of ReflectED please contact the evaluation team at ytu-reflected@york.ac.uk. If you have any questions about the ReflectED intervention, or implementing it in your school, please contact: reflected@rosendale.cc

End of Block: Default Question Block

Post intervention survey (intervention schools):

ReflectED end of evaluation survey - INTERVENTION SCHOOLS

Q1 The Education Endowment Foundation (EEF) has funded researchers from the University of York and Durham University (collectively known as the Evaluation Team) to independently evaluate ReflectED. In order to gather information about the implementation of ReflectED, over the past 5 terms, we would be very grateful if you could complete this short online questionnaire. This questionnaire should take no longer than 20 minutes.

We ask that this questionnaire is completed by: Headteacher and Year 6 teacher and Year 2 teacher and the nominated Lead Practitioner for ReflectED.

Please note:
You have been asked to complete this questionnaire because you are the Headteacher or the Year 6 teacher or the Year 2 teacher or the nominated Lead Practitioner for ReflectEd.
   If you hold more than one of these roles please select all the roles that apply

Thank you for your time
Kind Regards,

The Evaluation Team

Q2 Confidentiality and data processing:

All data provided in answers to this questionnaire will be treated with the strictest of confidentiality and in accordance with General Data Protection Regulation (EU) 2016/679 and Data Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals (schools, teachers, pupils) identified. Confidentiality will be maintained at all times and no one outside of the evaluation team will have access to the the database containing the questionnaire answers.

In this questionnaire we will ask you for your school's name, postcode and your role within the school. The purpose of collecting this data is because the evaluation team need to make sure the correct people in each school have answered the questionnaire, this is part of the agreement that your school made when they signed up to participate in the evaluation of ReflectED.

The purpose of collecting your answers about the implementation of ReflectED is so that the evaluation team can fulfil their role as evaluators, as outlined in the Memorandum of Understanding (and it's addendum) that your school signed. Further information about the data the evaluation team collect can also be found in the data sharing

agreement (DSA) that your school signed. As outlined in the DSA, the legal basis under which the University processes personal data for research purposes is Article 6 (1) (e) of the GDPR: Processing is necessary for the performance of a task carried out in the public interest.

You will now be asked to check three boxes to confirm that you agree to complete this short questionnaire and that you have read the information above in relation to how the data will be processed.

If you wish to withdraw your answers after you have submitted this survey you will need to take note of the random 5 digit ID number that is generated before the end of this survey. Please understand that this then means the evaluation team will know which responses are yours and they will be able to find them to delete them. Please note responses cannot be withdrawn after 1st September 2019, by this point the data will have been analysed and the ID numbers removed so individual data cannot be withdrawn.

If you have any questions about this questionnaire or the evaluation of ReflectED, please contact the evaluation team on: ytu-reflected@york.ac.uk

---

✱

Q3 Please read and check the boxes below to confirm your agreement:

☐ I confirm that I have read the information about how data from this questionnaire will be processed. (2)

☐ I understand that if I wish to withdraw my responses prior to 1st September 2019 I need to contact the evaluation team with my random number that is generated at the end of the survey. (5)

☐ I confirm that I am happy to complete this short online questionnaire about ReflectED and my experiences of it. (1)

End of Block: Intro

Start of Block: Questions for all

Q4 School name:

_____

✱

Q5 School postcode:

_____

Q6 Please tell us about your role in school, if you hold more than one of the roles listed below select all the roles that apply:

☐   Head teacher (1)

☐   Year 2 classroom teacher (3)

☐   Year 6 classroom teacher (2)

☐   Nominated lead practitioner for ReflectED in my school (4)

Display This Question:

    If Q6 = Nominated lead practitioner for ReflectED in my school

Q7 As the nominated lead practitioner for ReflectED, what other role(s) do you have in school?

Please select all that apply.

☐   Classroom teacher (please tell us which year group you teach) (1)
_____

☐   Leadership role (please state) (7) _____

☐   Other e.g. teaching assistant, PPA cover... (please state) (8)
_____

Display This Question:

    If Q6 = Year 6 classroom teacher

    Or Q6 = Year 2 classroom teacher

Q8 When did you start using ReflectED with your class?

Month (4)

Year (5)

▼ January (1) ... June ~ 2019 (30)

Q9 When did your school start using ReflectED?

Month (4)

Year (5)

▼ January (1) ... June ~ 2019 (30)

Q10 Have you been at your current school for the duration of the ReflectED evaluation? (i.e. January 2018 - current)

◯ Yes (2)

◯ No (4)

Q11 When did you begin working at your current school?

Month (4)

Year (5)

▼ January (1) ... June ~ 2019 (30)

Q12 Please tell us about the training you have received for ReflectED (select all that apply):

☐ I attended training at Rosendale school (London) in January or February 2018 (2)

☐ I received training in my school delivered by teacher(s) from my school in the Spring term of 2018 (1)

☐ I received training in my school delivered by teacher(s) from my school but not in the Spring term of 2018 (please tell us when, month and year, below) (7)
_____

☐ I have been trained informally by colleagues at my school (e.g. talking through what ReflectED is about, watching lessons, but not a formal CPD presentation in school) (3)

☐ I received training at the lead school for my regional hub with the team from Rosendale in September 2018 (5)

☐ My school had a visit from the ReflectED team (from Rosendale) and I had training then (please tell us when, month and year, below) (6) _____

☐ I have not received any training for ReflectED (please explain why if possible) (4)
_____

Display This Question:

If Q12 != I have not received any training for ReflectED (please explain why if possible)

Q13 Please indicate the extent to which you agree with the following statements in relation to the training you have received for ReflectED:

	Strongly agree (1)	Somewhat Agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
The training I received for ReflectED was pitched at an appropriate level (1)	○	○	○	○	○
The training I received prepared me for my involvement in the delivery of ReflectED in my school (2)	○	○	○	○	○
After training I was confident I understood the principles of the ReflectED approach to metacognition (3)	○	○	○	○	○

Display This Question:

If Q13 = Somewhat disagree

Or Q13 = Strongly disagree

Q14 Please can you tell us why you disagree. Why did the training that you received for ReflectED not meet your needs?

_____

_____

_____

_____

_____

Q15

Please indicate the extent to which you agree with the following statements about ReflectED:

	Strongly agree (41)	Somewhat agree (42)	Neither agree nor disagree (43)	Somewhat disagree (44)	Strongly disagree (45)
Using ReflectED has been a positive experience (14)	○	○	○	○	○
ReflectED supports pupils to talk about their learning (16)	○	○	○	○	○
ReflectED has increased my awareness of metacognition (18)	○	○	○	○	○
ReflectED supports pupils to be metacognitive (17)	○	○	○	○	○
Metacognition is an important concept in my school/my classroom (19)	○	○	○	○	○
ReflectED was adapted to fit in with existing approaches in our school (34)	○	○	○	○	○

Display This Question:

If Q15 = ReflectED was adapted to fit in with existing approaches in our school [Strongly agree]

Or Q15 = ReflectED was adapted to fit in with existing approaches in our school [Somewhat agree]

Q16 Please tell us about the adaptations you made to the ReflectED approach to fit in with your school:

_____

_____

_____

_____

_____

Q17
Did you attend any of the regional HUB meetings for ReflectED?

◯ Yes (23)

◯ No (24)

＊

Q18 How many HUB meetings did you attended?

_____

Q19
Please tell us how far you agree with the following statements about the HUB meetings:

	Strongly agree (27)	Somewhat agree (28)	Neither agree nor disagree (29)	Somewhat disagree (30)	Strongly disagree (31)
The HUB meetings were useful because we could share practice (1)	○	○	○	○	○
At the HUB meetings I picked up useful tips to implement ReflectED (2)	○	○	○	○	○
I was able to have any queries I had about ReflectED answered at HUB meetings (3)	○	○	○	○	○
After attending HUB meetings I communicated the discussions to colleagues back at school (4)	○	○	○	○	○

Q20 Are there any changes or improvements you would suggest for the HUB meetings?

_____

_____

_____

_____

_____

Q21 Please indicate the extent to which you agree with the following statements about the pupils in your school:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Pupils are confident in talking about their own learning (1)	◯	◯	◯	◯	◯
Pupils use appropriate vocabulary to talk about their learning (2)	◯	◯	◯	◯	◯
Pupils are confident to work independently (3)	◯	◯	◯	◯	◯
Pupils have conversations about learning with each other (4)	◯	◯	◯	◯	◯
Pupils are able to reflect on their learning and think about the next steps (5)	◯	◯	◯	◯	◯
Pupils in my school are able to evaluate their learning (6)	◯	◯	◯	◯	◯
I believe that pupils use metacognitive language appropriately to talk about their learning (9)	◯	◯	◯	◯	◯
Metacognition is an important concept in my school and/or classroom (10)	◯	◯	◯	◯	◯

Q22 Do you plan on using ReflectED next year?

○ Yes (1)

○ Maybe (2)

○ No (4)

Q23 Please could you tell us why you are, or are not, planning on using ReflectED next year:

_____

_____

_____

_____

_____

End of Block: Questions for all

Start of Block: Head teacher questions

Q24 Please indicate the extent to which you agree with the following statements about ReflectED:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
It was easy to fit ReflectED into our school curriculum (1)	○	○	○	○	○
We were easily able to free up staff from school to attend regional HUB meetings (3)	○	○	○	○	○
Implementing ReflectED has been a positive experience for our school (4)	○	○	○	○	○
If I had a question about ReflectED, it was easy to contact the team at Rosendale and get help (6)	○	○	○	○	○

Display This Question:

If Q24 = It was easy to fit ReflectED into our school curriculum [Somewhat disagree]

And Q24 = It was easy to fit ReflectED into our school curriculum [Strongly disagree]

Q25 Please explain why it was difficult to fit ReflectED into your school curriculum

_____

_____

_____

_____

_____

Q26 Please can you tell us more about your difficulties for staff from your school attending regional HUB meetings:

_____

_____

_____

_____

_____

Q27 Please explain why you feel that implementing ReflectED **has not been** a positive experience:

_____

_____

_____

_____

_____

Q28 Please explain why it was not easy to get help from the team at Rosendale if you had a question or needed help in relation to ReflectED:

_____

_____

_____

_____

_____

Q29
Please could you tell us about any additional costs (e.g. purchasing of any resources) that have been required in order to implement ReflectED in your school.

Describe what the cost is (e.g. books, iPads/other tablets, resources for learning a new skill lessons) and how much they cost to the nearest pound.

Do not include the cost of Seesaw or the cost of supply cover for attendance at training and HUB meetings.

_____

_____

_____

_____

_____

Q30 Please could you give us an indication of the cost (to the nearest pound) to your school for travel to ReflectED training and HUB meetings between January 2018 - July 2019 (e.g. train tickets, petrol costs).

_____

_____

_____

_____

_____

Q31 Please could you estimate the cost (to the nearest pound) of any additional printing of resources required to deliver ReflectED over the five terms of intervention (January 2018 - July 2019) across your school?

_____

_____

_____

_____

_____

X→

Q32 Is your school currently implementing any whole school, KS1 or KS2 **maths or numeracy interventions**?

○ Yes (2)

○ No (1)

Display This Question:
*   If Q32 = Yes*

Q33 Please provide brief details about the **maths or numeracy intervention(s).**

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

X→

Q34 Is your school currently implementing any whole school, KS1 or KS2 **literacy or reading interventions**?

○ Yes (2)

○ No (1)

Q35 Please provide brief details about the **literacy or reading intervention(s).**

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

Q36 Not including ReflectED, is your school currently implementing any whole school, KS1 or KS2 **metacognition interventions**?

◯ Yes (30)

◯ No (31)

Q37 Please provide brief details about the **metacognition** intervention(s).

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

Start of Block: Y2 / Y6 teacher questions

Q38 Is the class you teach a mixture of two year groups (e.g. Y1/Y2 or Y5/Y6?)

○ Yes (30)

○ No (31)

Display This Question:

   If Q38 = Yes

Q39 If your class is a mixture of two year groups, which ReflectED lessons do you follow? Please tell us the year group for the lessons you follow.

_____

Q40 Please indicate the extent to which you agree with the following statements about your teaching of ReflectED :

	Strongly agree (20)	Somewhat agree (21)	Neither agree nor disagree (22)	Somewhat disagree (23)	Strongly disagree (24)
It was easy to fit ReflectED lessons into my weekly plans/schedule (2)	○	○	○	○	○
ReflectED lessons can be taught in the suggested 20-40 minutes (1)	○	○	○	○	○
I have used aspects of ReflectED in my other lessons (7)	○	○	○	○	○
Pupils in my class complete at least one reflection per week (10)	○	○	○	○	○
I use the performance tag colours with my class regularly (11)	○	○	○	○	○

Display This Question:

If Q40 = ReflectED lessons can be taught in the suggested 20-40 minutes [Somewhat disagree]

Or Q40 = ReflectED lessons can be taught in the suggested 20-40 minutes [Strongly disagree]

✱

Q41 How long, on average did it take you to teach a ReflectED lesson? Please give your answer in minutes:

_____

Display This Question:

If If How long, on average did it take you to teach a ReflectED lesson? Please give your answer in minu... Text Response Is Displayed

Q42 Why do you think it took more or less time, than the suggested 20-40 minutes, to teach a ReflectED lesson with your class?

_____

_____

_____

_____

_____

Q43 Which aspects of ReflectED have you used in other lessons (e.g. performance tag colours, reflection sheets, Seesaw...) and which lessons did you use them in?

_____

_____

_____

_____

_____

Q44 Pupils in my class work in mixed ability pairs in ReflectED lessons:

○ Always (27)

○ Most of the time (28)

○ About half the time (29)

○ Sometimes (30)

○ Never (31)

Q45 How many reflections were completed, on average, per pupil per week?

_____

Q46 Please tell us how pupils usually recorded their reflections in your class (select all that apply):

☐ On Seesaw (independently) (1)

☐ On Seesaw (the teacher or another member of staff uploaded them for the pupils) (2)

☐ On a reflection sheet (3)

☐ Free text in their exercise books (4)

☐ Scaffolded by the teacher in their exercise books (5)

☐ Other (please state) (6) _____

Q47 Please tell us why reflections were not recorded on Seesaw (select all that apply)

☐ We did not have enough iPads in school (4)

☐ Seesaw did not work as we imagined it should (6)

☐ The internet speed prevented this (7)

☐ Pupils were not able to operate Seesaw with some degree of independence (8)

☐ The time taken to use Seesaw to reflect was too long (9)

☐ Other (10) _____

Q48 Do you see evidence of metacognition in pupils reflections about their learning?

○ Definitely yes (18)

○ Probably yes (19)

○ Might or might not (20)

○ Probably not (21)

○ Definitely not (22)

Q49 Where is this evidence of metacognition in pupil reflections?

☐ In pupils written reflections (either on paper or in Seesaw) (1)

☐ In pupils verbal reflections (2)

☐ Other (please state) (3) _____

Q50 What does this evidence of metacognition look like? For example, do they use specific language or talk about particular things?

_____

_____

_____

_____

_____

Q51

Please indicate the extent to which you agree with the following statements about ReflectED in relation to the pupils in your class:

	Strongly agree (20)	Somewhat agree (21)	Neither agree nor disagree (22)	Somewhat disagree (23)	Strongly disagree (24)
Pupils enjoy ReflectED lessons (3)	○	○	○	○	○
Pupils can confidently assess their learning using the performance tag colours (8)	○	○	○	○	○
Pupils are confidently able to reflect on their own learning (9)	○	○	○	○	○
ReflectED lessons have had a positive impact on pupil learning (5)	○	○	○	○	○
I can see pupils applying things they had learned in ReflectED lessons to other lessons (1)	○	○	○	○	○
Completing reflections as part of ReflectED was positive for pupils learning (11)	○	○	○	○	○
The quality of pupil's reflections has improved over time (12)	○	○	○	○	○

X→

Q52 Do you think that some groups of students have seen more benefits from ReflectED than others? (Please check all that apply)

☐ Girls (1)

☐ Boys (2)

☐ Higher ability students (3)

☐ Middle ability students (4)

☐ Lower ability students (5)

☐ Students with additional needs (6)

☐ Students who have English as an additional language (7)

☐ No groups of students in particular (8)

☐ Other (please state) (9) _____

Q53 Please can you explain why you think the groups of students you have selected have seen more benefits from ReflectED:

_____

_____

_____

_____

_____

End of Block: Y2 / Y6 teacher questions

Start of Block: Lead practitioner questions

Q54 Have you been the Lead Practitioner for ReflectED since the intervention began with training in January 2018?

○ Yes (1)

○ No (2)

Q55 When did you take over as Lead Practitioner for ReflectED? Please tell us the month and year

Month (17)

Year (18)

▼ January (1) ... June ~ 2019 (30)

Q56
Please indicate how far you agree with the following statements in relation to your role as a lead practitioner for ReflectED:

	Strongly agree (20)	Somewhat agree (21)	Neither agree nor disagree (22)	Somewhat disagree (23)	Strongly disagree (24)
If I had a question about ReflectED it was easy to contact the team at Rosendale and get help (2)	○	○	○	○	○
I was confident to deliver guidance and training to other staff in my school about ReflectED (3)	○	○	○	○	○
The training I delivered about ReflectED in school was well received by staff (5)	○	○	○	○	○
Staff in my school were enthusiastic about ReflectED (6)	○	○	○	○	○

End of Block: Lead practitioner questions

Start of Block: Random ID

Q57 Here is your random ID number: ${e://Field/Random%20ID}

You will need to make a note if this if you later wish to withdraw your responses.

End of Block: Random ID

Post intervention survey (control schools):

ReflectED end of evaluation survey - CONTROL SCHOOLS

Q1 The Education Endowment Foundation (EEF) has funded researchers from the University of York and Durham University (collectively known as the Evaluation Team) to independently evaluate ReflectED.
As part of this evaluation we are interested in what usual teaching looks like in control schools over the past 5 terms (the duration of the evaluation period), we would be very grateful if you could complete this short online questionnaire. This questionnaire should take no longer than 10 minutes.

We ask that this questionnaire is completed by: Headteacher and Year 6 teacher and Year 2 teacher

Please note:
You have been asked to complete this questionnaire because you are the Headteacher or the Year 6 teacher or the Year 2 teacher
   If you hold more than one of these roles please select all the roles that apply

Thank you for your time
Kind Regards,

The Evaluation Team

Q2 Confidentiality and data processing:

All data provided in answers to this questionnaire will be treated with the strictest of confidentiality and in accordance with General Data Protection Regulation (EU) 2016/679 and Data Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals (schools, teachers, pupils) identified. Confidentiality will be maintained at all times and no one outside of the evaluation team will have access to the the database containing the questionnaire answers.

In this questionnaire we will ask you for your school's name, postcode and your role within the school. The purpose of collecting this data is because the evaluation team need to make sure the correct people in each school have answered the questionnaire, this is part of the agreement that your school made when they signed up to participate in the evaluation of ReflectED.

The purpose of collecting your answers about the implementation of ReflectED is so that the evaluation team can fulfil their role as evaluators, as outlined in the Memorandum of Understanding (and it's addendum) that your school signed. Further information about the data the evaluation team collect can also

be found in the data sharing agreement (DSA) that your school signed. As outlined in the DSA, the legal basis under which the University processes personal data for research purposes is Article 6 (1) (e) of the GDPR: Processing is necessary for the performance of a task carried out in the public interest.

You will now be asked to check three boxes to confirm that you agree to complete this short questionnaire and that you have read the information above in relation to how the data will be processed.

If you wish to withdraw your answers after you have submitted this survey you will need to take note of the random ID number that is generated before the end of the survey. Please understand that this then means the evaluation team will know which responses are yours and they will be able to find them to delete them. Please note responses cannot be withdrawn after 1st September 2019, by this point the data will have been analysed and the ID numbers removed so individual data cannot be withdrawn.

If you have any questions about this questionnaire or the evaluation of ReflectED, please contact the evaluation team on: ytu-reflected@york.ac.uk

---

✱

Q3 Please read and check the boxes below to confirm your agreement:

☐　　I confirm that I have read the information about how data from this questionnaire will be processed. (2)

☐　　I understand that if I wish to withdraw my responses prior to 1st September 2019 I need to contact the evaluation team with my random number that is generated at the end of the survey. (5)

☐　　I confirm that I am happy to complete this short online questionnaire about ReflectED and my experiences of it. (1)

End of Block: Intro

Start of Block: Questions for all

Q4 School name:

_____

✱

Q5 School postcode:

_____

Q6 Please tell us about your role in school, if you hold more than one of these roles please select all the roles that apply:

☐ Head teacher (1)

☐ Year 6 teacher (2)

☐ Year 2 teacher (3)

Q7 Have you been at your current school for the duration of the ReflectED evaluation period? (i.e. January 2018 - current)

◯ Yes (2)

◯ No (4)

Q8 When did you begin working at your current school?
Month (4)
Year (5)

▼ January (1) ... June ~ 2019 (30)

Q9 Please indicate the extent to which you agree with the following statements about the pupils in your school:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Pupils are confident in talking about their own learning (1)	○	○	○	○	○
Pupils use appropriate vocabulary to talk about their learning (2)	○	○	○	○	○
Pupils are confident to work independently (3)	○	○	○	○	○
Pupils have conversations about learning with each other (4)	○	○	○	○	○
Pupils are able to reflect on their learning and think about the next steps (5)	○	○	○	○	○
Pupils in my school are able to evaluate their learning (6)	○	○	○	○	○
I believe that pupils use metacognitive language appropriately to talk about their learning (9)	○	○	○	○	○
Metacognition is an important concept in my school and/or classroom (10)	○	○	○	○	○

Start of Block: Head teacher questions

X→

Q10 Is your school currently implementing any whole school, KS1 or KS2 **maths or numeracy interventions**?

○ Yes (2)

○ No (1)

Display This Question:
> *If Q10 = Yes*

Q11 Please provide brief details about the **maths or numeracy intervention(s).**

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

X→

Q12 Is your school currently implementing any whole school, KS1 or KS2 **literacy or reading interventions**?

○ Yes (2)

○ No (1)

Display This Question:
> *If Q12 = Yes*

Q13 Please provide brief details about the **literacy intervention(s).**

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

Q14 Is your school currently implementing any whole school, KS1 or KS2 **metacognition interventions**?

○ Yes (30)

○ No (31)

Q15 Please provide brief details about the **metacognition** intervention(s).

Details should include the name of the intervention or approach (where applicable) and a brief description of what it comprises, who delivers it (e.g. teacher, TA, external), who receives it (year group, individuals, small groups, whole school, whole class).

_____

_____

_____

_____

_____

Q16 Do you plan on using ReflectED next year?

As per the Memorandum of Understanding you will be able to access ReflectED after the intervention period has finished.

○ Yes (1)

○ Maybe (2)

○ No (4)

Q17 Please could you tell us why you are or are not likely to use ReflectED next year?

_____

_____

_____

_____

_____

End of Block: Head teacher questions

Start of Block: Y2 / Y6 teacher questions

Q18

Please indicate the extent to which you agree with the following statements in relation to teaching your class:

	Strongly agree (20)	Somewhat agree (21)	Neither agree nor disagree (22)	Somewhat disagree (23)	Strongly disagree (24)
I regularly ask pupils to reflect on their learning by talking to their peers (1)	○	○	○	○	○
Pupils regularly write written reflections in their books (2)	○	○	○	○	○
Pupils use a computer program or app to reflect on their learning (18)	○	○	○	○	○
Pupils in my class are aware of metacognition as a concept (3)	○	○	○	○	○
I regularly use metacognitive concepts in my classroom (19)	○	○	○	○	○

Display This Question:

If Q18 = Pupils use a computer program or app to reflect on their learning [Strongly agree]

Or Q18 = Pupils use a computer program or app to reflect on their learning [Somewhat agree]

Q19 Please tell us the name of the computer program or app that pupils use to reflect:

_____

_____

_____

_____

_____

Q20 Have you received any training specific to metacognition or related concepts? (e.g. Thinking Skills, Learning to Learn...)

○ Yes (1)

○ No (2)

Q21 When did you receive training?

○ When I trained to teach (1)

○ Before February 2018 (2)

○ During the last 5 school terms (please tell us the month) (3)
_____

Q22 Please describe the training that you received:

_____

_____

_____

_____

_____

Q23 At present is specific time set aside for metacognition in your classroom? (e.g. a specific lesson slot or sections of lessons that are defined?)

○ Yes (1)

○ No (2)

Q24 Please can you describe what this time for metacognition looks like in your classroom at present:

☐   Daily time set aside for reflection on learning (1)

☐   A specific lesson slot once per week (2)

☐   Specific lesson slots more than once per week (3)

☐   Time is built into all lessons via teacher planning to think about and reflect on learning (4)

☐   Other (please state) (5) _____

Q25 What does metacognition look like in your classroom? (e.g. do you follow specific guidance directed by the school, do you set aside specific time in your lessons or specific lessons? Do you follow any specific practices or use specific language to talk about metacognition and learning?)

_____

_____

_____

_____

_____

End of Block: Y2 / Y6 teacher questions

Start of Block: Random ID

Q163 Here is your random ID number: [random number generated]

You will need to make a note if this if you later wish to withdraw your responses.

End of Block: Random ID

Appendix L – Secondary analysis histograms

Figure 1: Histogram of KS1 writing and KS2 GPS scores
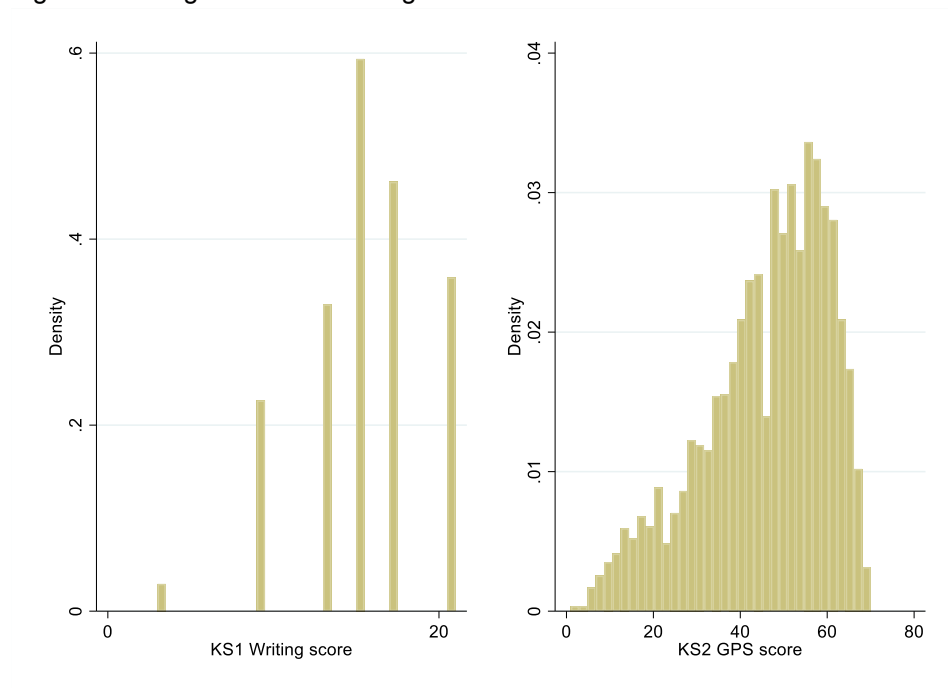
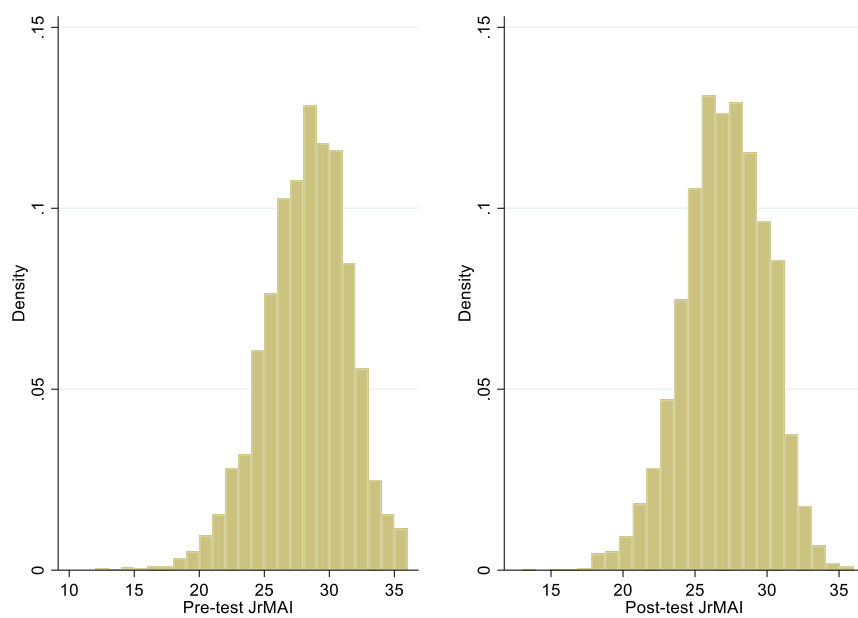Figure 2: Histogram of pre- and post-test JrMAI scores

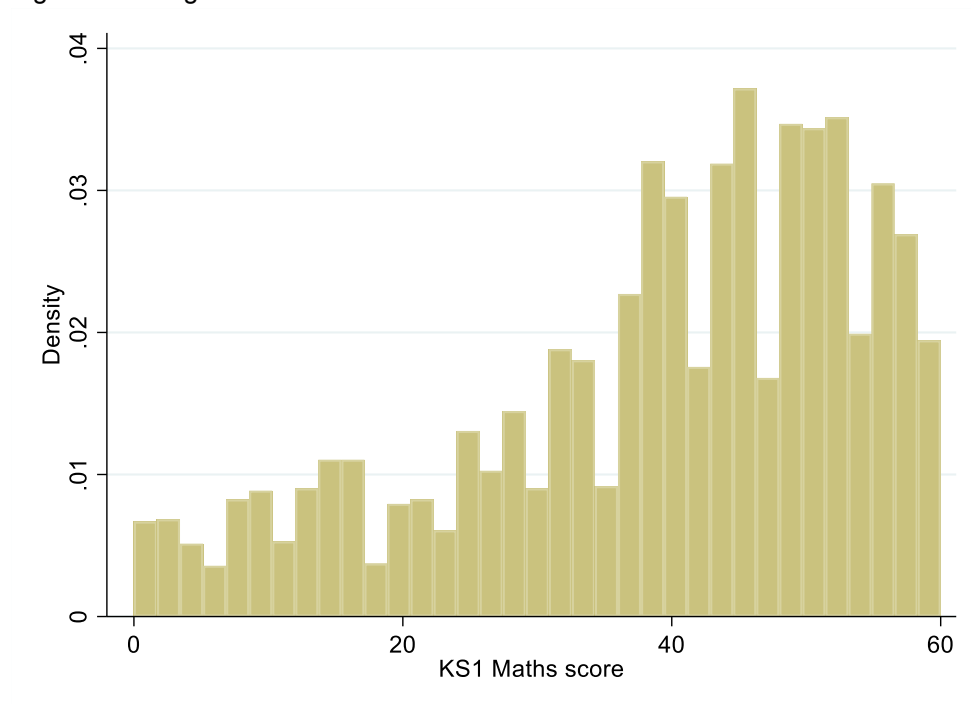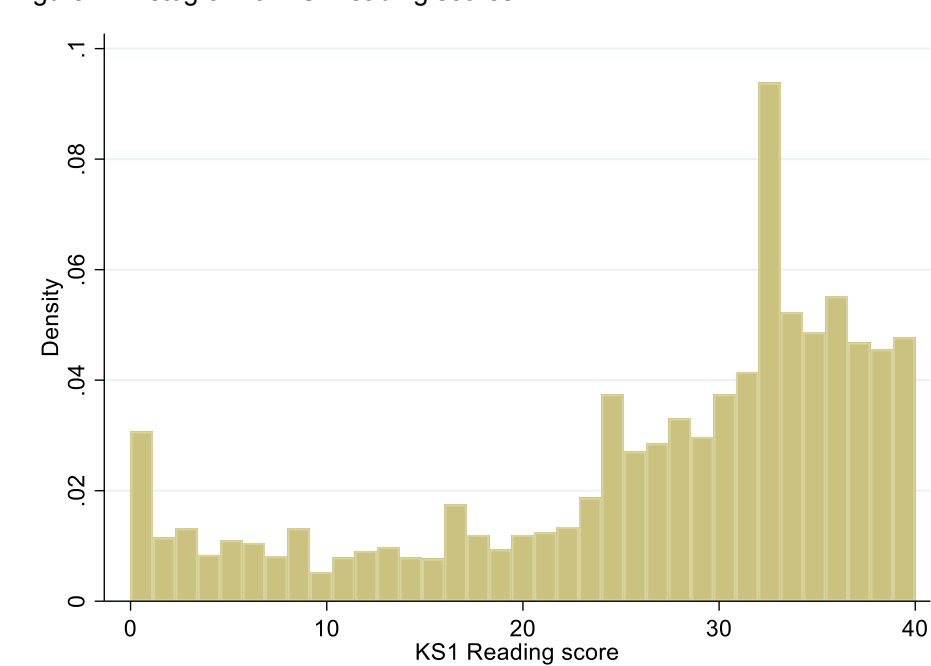Figure 3: Histogram of KS1 mathematics scores

Figure 4: Histogram of KS1 reading scores

Education Endowment Foundation

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

https://educationendowmentfoundation.org.uk

@EducEndowFoundn

Facebook.com/EducEndowFoundn