## Evaluation Summary

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<td><strong>Age range</strong></td>
<td>Year 6 and Year 7</td>
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<td><strong>Number of pupils</strong></td>
<td>c. 288</td>
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<td><strong>Number of schools</strong></td>
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<td><strong>Design</strong></td>
<td>Randomised controlled trial, randomised at the pupil level</td>
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<td><strong>Primary Outcome</strong></td>
<td>Reading</td>
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### Calderdale Protocol

#### Roles and Responsibilities

#### Evaluation Team

**Chief Investigators:**
Professor David Torgerson (DT), Director, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321340 E: david.torgerson@york.ac.uk
Professor Carole Torgerson (CT), School of Education, Durham University, Leazes Road, Durham, DH1 1TA. T: 0191 334 8382 E: carole.torgerson@durham.ac.uk

**Trial Manager:**
Hannah Ainsworth (HA), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 328158 E: hannah.ainsworth@york.ac.uk

**Trial Statistician:**
Hannah Buckley (HB), Trainee Statistician, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321512 E: hannah.buckley@york.ac.uk

**Researchers:**
Laura Jefferson (LJ), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321511 E: laura.jefferson@york.ac.uk
Dr Natasha Mitchell (NM), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321655 E: natasha.mitchell@york.ac.uk
Clare Heaps (CH), Administrative Support, School of Education, Durham University, Leazes Road, Durham, DH1 1TA. T: 0191 384 8332 E: C.N.Heaps@dur.ac.uk

The evaluation team will be responsible for the design, conduct, analysis and reporting of the independent evaluation.
DT and CT – Design of trial; write protocol; oversee all stages in the design, conduct, analysis and reporting of trial, including recruitment and retention of schools, report-writing; supervise work of trial manager and researchers, statistician and data managers on the trial.

HA – Design of trial; write protocol; register trial; trial co-ordination and data management, contribution to the analysis and write up.

LJ and NM – Trial co-ordination assistance.

HB – Design of trial, write trial analysis plan, undertake minimisation, conduct analyses, contribute to write up.

CH – co-ordinate independent outcome assessments, trial co-ordination assistance

**Sponsor**

Sue Final, Intellectual Property Manager, University of York, Research Innovation Office, Innovation Centre, York Science Park, York, YO10 5DG. T: 01904 435154 F: 01904 435101
E: sue.final@york.ac.uk

**Implementation Team**

Calderdale Excellence Partnership (CEP) Ltd, Company number: 07703965, Room 121, E Mill, Dean Clough, Halifax, HX3 5AX.

Carlton Midgley, Director, Calderdale Excellence Partnership, T: 01422 255006
E: office@hxec.co.uk

Ken Inwood, Director Calderdale Excellence Partnership T: 01422 255006E: nhxfed@hotmail.co.uk

Amanda Rawson, Bursar Calderdale Excellence Partnership, T: 01422 255006E: office@hxec.co.uk

Calderdale Excellence Partnership (implementation team) will be responsible for school recruitment and on-going relationship with schools, informing parents and pupils, intervention development, including writing detailed description of intervention to allow others, if necessary, to be able to replicate the intervention in other areas, intervention training and delivery, baseline data collection.

**Funder**

Education Endowment Foundation (EEF), Registered charity 1142111, Millbank Tower, 21-24 Millbank, London SW1P 4QP.

Emily Yeomans, Grants Manager, EEF. T 020 7802 0644 E: emily.yeomans@eefoundation.org.uk

Camilla Neville, Evaluation Manager, EEF. T: 02078020640 E: Camilla.Nevill@eefoundation.org.uk

The Education Endowment Foundation has funded both the Transitions Project (Improving Writing Quality) and independent evaluation. They will have oversight of the project.

**Ethics Committee**

Durham University School of Education Ethics Committee

York Health Sciences Research Governance Committee (by Chair’s Action)
Approvals

Protocol Version 2 dated 12.02.13 Approval given by Durham University School of Education Ethics Committee: 14.02.2013


Protocol Version 4 dated 08.05.2013 Approval given by CEP: 14.05.2013

Protocol Version 4 dated 08.05.2013 Approval given by EEF: 17.05.2013

Background and significance

The Education Endowment Foundation has funded the University of York and Durham University to evaluate the Improving Writing Quality intervention being delivered and supported by the Calderdale Excellence Partnership in 2013 and 2014.

This intervention will provide memorable experiences for pupils in Year 6 before the transition to Year 7. The intervention will include professional development for primary and secondary school teachers in key elements of the writing intervention Self-Regulated Strategy Development (SRSD), including discussion, modelling and planning. Pupils will continue to receive the intervention when they move into Year 7.

The intervention aims to help improve pupils' writing skills during the transition from Year 6 to Year 7, especially the writing skills of pupils who are currently working at KS2 Level 3 or a fragile KS2 Level 4.

The implementation team (CEP) will be responsible for developing and delivering the Improving Writing Quality intervention. They will write up a detailed description of the intervention.

In a systematic review Andrews et al (2006) found that a combination of contextual factors and specific interventions based on the SRSD programme were necessary for successful practice in teaching and learning writing for 7-14 year olds. SRSD is a writing process model in which students are encouraged to plan, draft, edit and revise their writing. SRSD uses heuristics: that is, scaffolding of structures and devices that aid the composition of argumentative writing – in particular, planning, which can include examining a question, brainstorming, organising and sequencing ideas and evaluating.

Research Question

What is the effectiveness of the Improving Writing Quality programme compared with “business as usual” on the writing skills of participating children?

Design

This will be a pragmatic cluster randomised controlled trial. Approximately 24 schools (feeding into 3 secondary schools) will be randomly allocated to be offered the intervention either in 2013 (intervention group) or in 2014. The intervention will be offered to all pupils in Year 6 and the pupils who are predicted to achieve Level 3 or an insecure Level 4 in English in the autumn term when they are in Year 7. Consequently, our sample size estimation is based upon this subgroup of children. We estimate, based on KS2 SATs results from 2010, that there will be approximately 10-12 children per class that are potentially eligible for this study. The trial will be designed, conducted and reported to CONSORT standards (Altman et al, 2011) in order to minimise all potential threats to internal validity, such as selection bias and a range of post randomisation bias (Cook and Campbell, 1969; Shadish, Cook and Campbell, 2002; Torgerson and Torgerson, 2008). In this way, unbiased estimates of the
impact of the intervention will be provided. The children in the primary schools randomised to the intervention group will receive the intervention in 2013 in Year 6 (primary) and Year 7 (secondary). The secondary schools will place all pupils in the targeted group from primary intervention schools into one half or band of Year 7 and all pupils in the targeted group from primary control schools into the other half or band in Year 7, which will enable the intervention to be delivered in Year 7 to the intervention pupils minimising any possible contamination. The intervention will be delivered to all pupils in Year 6 in the primary intervention schools and to all sets containing the targeted pupils from the intervention group in the trial in the secondary schools.

Recruitment

The Calderdale Excellence Partnership will recruit potential schools and children. School recruitment will take place between February and March 2013 and after the evaluation team has received ethical approval from the Ethics Committees for the evaluation. The York/Durham evaluation team will provide information documentation on the trial for the schools and pupils/parents. This will include details of the trial design. It is anticipated the intervention will be delivered between March and Dec 2013.

Inclusion criteria

Participating primary schools will identify eligible pupils using pre-specified criteria: Year 6 pupils, and predicted to achieve Level 3 or an insecure level 4 in English by the end of Key Stage 2 (based on teacher assessments conducted at the end of Autumn term 2012). They will send a list of all pupils in Year 6 to Durham University identified by their name and unique pupil number (UPN) with data on pupils end of Key Stage 2 teacher assessments (from Dec 2012) to enable eligible pupils to be identified. Free school meal status will also be collected. Schools will inform parents of all pupils about the study (material and help provided by the evaluation team and Calderdale Excellence Partnership). Parents will have the opportunity to withdraw their child’s data from being used in the evaluation (opt out).

School participation

In order for schools to be eligible to take part in the evaluation and to receive the intervention we will put in place a memorandum of understanding with the schools which will specify the following:

- Enthusiasm for the project and for your own professional learning
- Provision of baseline data about pupils in Year 6 (primary schools)
- Willingness to allow random allocation to the ‘Memorable Experiences’ intervention in 2013 or 2014 (primary schools)
- Willingness to place all pupils from primary schools implementing the intervention in 2013 in one half of Yr 7 and all pupils from primary schools waiting to implement the intervention in 2014 in the other half of Yr 7 (secondary schools)
- Attendance at professional development days
- Willingness to implement the intervention
- Willingness to administer a writing test to all Year 7 pupils in December 2013 (secondary schools) and to provide the results to Durham University (the test will be marked independently by external markers). This will include identifying test papers with pupil UPNs and pupil date of birth rather than pupil names.

Randomisation

An independent York Trials Unit statistician will use a dedicated computer program to randomise schools to the intervention group (SRSD programme in 2013) or to the control group (SRSD programme in 2014) after school recruitment and consent and pupil baseline results have been
received. Minimisation using school characteristics/demographic information will be undertaken to ensure the groups are balanced.

Minimisation may include the following school characteristics:

- Number of pupils on roll
- % pupils eligible for FSM
- % pupils from minority ethnic groups
- % pupils on school action or school action plus (not including children with statement of SEN)
- % stability
- whether a school is in special measures or not

A final decision will be made based upon the spread of data for participating schools.

**Sample size calculation**

The focus of this evaluation is on children who are performing at either Level 3 or fragile Level 4 and hence the sample size calculation is based upon this subgroup of children.

It is anticipated that 24 primary schools will be involved in this study. The average Year 6 cohort in Calderdale is estimated at 45 pupils and it is predicted that between a quarter and a third of pupils will meet the eligibility criteria. This means that on average there will be between 11 and 15 eligible pupils per primary school. Assuming, conservatively, 12 pupils per school meaning around 288 pupils will be in the trial (144 per group). Assuming an intra-cluster correlation co-efficient of 0.19 (from ECC randomised trial, Torgerson et al, 2011) would give a design effect of 3.09. Dividing the number of pupils in the trial (288) by this design effect leads to an ‘effective sample size’ of approximately 94 pupils. However, we also assume a pre and post test correlation of 0.70 which inflates the effective sample size to 192 pupils. Allowing for an attrition rate of 10% leads to an effective sample size of 172 pupils. This would give an 80% power to show a difference of 0.43 standard deviations in writing score between the two groups providing a difference of this magnitude exists.

**Analysis**

Analysis will be conducted using the principles of intention to treat, meaning that all schools and pupils will be analysed in the group they were randomised to irrespective of whether or not they actually attended the intervention.

Statistical significance will be assessed at the 5% level unless otherwise stated. Regression based methods of analysis will be used. 95% confidence intervals will be provided as appropriate. Methods for handling missing data and further detail on analyses will be provided within a statistical analysis plan.

**Primary Analysis**

The primary objective of this study is to investigate the effectiveness of the intervention on the writing skills of children meeting the inclusion criteria described previously; Yr 6 at the beginning of study and predicted to achieve Level 3 or an insecure level 4 in English by the end of Key Stage 2 (based on teacher assessments conducted at the end of Autumn term 2012). The difference in writing scores between pupils in the intervention and control group will be compared using a regression analysis with post-test result as the response variable. Group allocation and predicted KS2 score will be used as covariates in the model and adjustment will be made for cluster randomisation using the Huber-White method which will yield robust standard errors.
Secondary Analyses

A similar analytical approach will be used to assess the effectiveness of the intervention on writing skills for all children at Level 3 and above.

Regression models will also be used to compare differences between the intervention and control groups with respect to the secondary outcomes of reading, spelling and grammar. Comparisons will be made both for children meeting the inclusion criteria and for all children at Level 3 and above.

The effect of the intervention in terms of mean post-test score will also be analysed in the sub-group of pupils who are eligible for FSM. This will be conducted for both the focus group used for primary analysis and all children at Level 3 and above.

For all analyses, the impact of non-compliance (should this occur) will be assessed using Complier Average Causal Effect (CACE) analysis to estimate effect of the intervention on writing skills.

Outcome measure

We propose to use the Progress in English 11 (Long Form), GL Assessment, for our main literacy outcome. The primary outcome will be the combined score on the 2 writing tasks within the test. Secondary outcomes will be scores on the reading, spelling and grammar components of the test. (N.B. Pupil gender and DOB may also be collected on the test papers). The assessment will be carried out within 2 weeks of the intervention ending in the intervention group and before the intervention is delivered for the ‘wait list’ control group. All Year 7 pupils will take the post-test with the exception of pupils identified as below level 3. It is anticipated that all tests will be completed by December 2013. To ensure that, as far as possible, we keep to the intention to treat principle we will endeavour to follow-up children with the outcome measure who did not go into the local secondary schools. Long term outcomes can be collected through the National Pupil Database.

Process Evaluation

Independent observer(s) will attend at least one session at one of the participating schools to observe the delivery of the intervention.

Data Protection Statement

Durham University’s data protection policy is publically available at:
http://www.dur.ac.uk/resources/data.protection/dataprotectionpolicy.pdf

“Durham University is committed to protecting the rights and freedoms of individuals in accordance with the provisions of the Data Protection Act 1998. The requirements to which University staff and student who process personal data must adhere are set out in the University’s Data Protection Policy”

The University of York’s data protection policy is publically available at:
http://www.york.ac.uk/media/recordsmanagement/documents/dataprotectiondocs/Data%20Protection%20Policy.pdf

Risks

Low risks associated with this project include operational and project specific risks. For the operational risks such as staffing and IT / assessment system we are confident that we have systems and procedures in place to minimise any risks, but would nonetheless be very happy to provide further details.

School and pupil recruitment – whilst this will be the primary responsibility of the implementation team, the evaluation team have a good track of recruiting schools, and will help with this if necessary.
Attrition and loss to follow up – in a study such as this it is essential that this is kept to a minimum. Whilst this will be the primary responsibility of the implementation team, our involvement, as with the recruitment, will help to minimise attrition.

Maintaining fidelity (intervention and control) - it is essential that as many as possible schools maintain a high level of implementation fidelity. Again whilst the primary responsibility will lie with the implementation team we will provide some support, for example, by emphasising the importance of contributing to the process of building good evidence.

References


Appendices

Appendix A: Trial Diagram

Primary Schools Recruited n = 24
Secondary Schools Recruited n = 3

Children recruited n = 288
(based on 12 children per school)
Inclusion criteria:
- Yr 6
- predicted to achieve Level 3 or an insecure level 4 in English by the end of Key Stage 2 (based on teacher assessments conducted at the end of Autumn term 2012)

Baseline data collection Feb 2013
Key stage 2 English Teacher Assessments from Dec 2012

Primary School - Cluster Randomisation

Control Group
Schools N = 12
Children N = 144
No intervention
(Primary Schools will receive intervention next academic year)

Excluded
- Not meeting inclusion criteria
- Other reasons

Intervention Group
Schools N = 12
Children N = 144

Follow up data collection Dec 2013
- Progress in English 11 (long form)
  (Conducted in Secondary School)

Long term follow up
Routine test results recorded in National Pupil Database
Appendix B: Trial Timelines

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Appendix C: Expression of Interest Document for Schools

The University of York

Evaluation of Calderdale Excellence Partnership Improving Writing Quality intervention

The Education Endowment Foundation has asked researchers at the University of York and Durham University to evaluate the Improving Writing Quality intervention being delivered and supported by the Calderdale Excellence Partnership in 2013 and 2014. In addition to providing memorable experiences for the pupils the intervention will include professional development for teachers in key elements of the writing intervention Self-Regulated Strategy Development (SRSD), including discussion, modelling and planning. The evaluation aims to find out if the intervention helps to improve pupils’ writing skills during the transition from Year 6 to Year 7, especially the writing skills of pupils who are currently working at KS2 Level 3 or a fragile KS2 Level 4.

All primary schools who decide to take part in the intervention and its evaluation will be asked to provide information to Durham University about all pupils currently in Year 6 at their school. The information will include each Year 6 pupil’s UPN and their KS2 teacher assessment (from the end of the autumn term 2012) plus some basic demographic information about the school.

Primary schools will then be randomly allocated in March 2013 by an independent researcher at the University of York to either implement the intervention in summer term 2013 with their Year 6 pupils or wait to implement the intervention in summer term 2014 with Year 6 pupils. Notice will be taken of the demographic information to ensure that the two groups are balanced. Schools delivering the programme in 2013 will receive training in March 2013. The intervention will be delivered to all Year 6 pupils in the experimental group.

Pupils taking part in the intervention will continue to receive the intervention when they move into Year 7. All secondary schools who decide to take part will be asked to place all pupils from primary schools who have been running the programme into one half of Year 7 (who will continue to take part in the activities in the autumn term 2013), and all pupils from primary schools who have not been running the programme in 2013 into the other half of Year 7 (who will receive the usual teaching in autumn term 2013). The intervention will be delivered to those classes/sets in which there are pupils from the intervention schools.

At the end of autumn term 2013 all Year 7 pupils (with some exceptions where needed) in participating secondary schools will complete the GL Assessment Progress in English (PIE) 11 (Long Form). Secondary schools will send the pupils’ results to Durham University.

The PIE results of all pupils taking part in the intervention will then be compared with the results of all children receiving the usual teaching, in order to estimate the effect the intervention has had on pupils’ writing skills.

What commitment would this project require from schools?

- Enthusiasm for the project and for your own professional learning
- Provision of baseline data about pupils in Year 6 (primary schools)
- Willingness to place all pupils from primary schools implementing the intervention in 2013 in one half of Year 7 and all pupils from primary schools waiting to implement the intervention in 2014 in the other half of Year 7 (secondary schools)
- Willingness to implement the intervention
- Willingness to administer a writing test to all Year 7 pupils in December 2013 (secondary schools) and to provide the results to Durham University (the test will be marked independently by external markers)

When will this project take place?

We hope to randomise participating schools in early March 2013. The first CPD days will be in March 2013. For primary schools allocated to implement the intervention in 2013, the activities will begin after the Easter holidays.

Is there funding to support my involvement?

Yes – funding for memorable experiences, training and development.

Please come to the information meeting to find out more
On **Tuesday 26th February 2013** the Calderdale Excellence Partnership and the Evaluation team will jointly hold an information meeting for schools to find out more about the intervention and its evaluation. We very much hope to see you at this event – 1.15pm for a 1.30pm start and a 3.00pm finish at the Cedar Court Hotel, Lindley Moor Road, Ainley Top, Huddersfield, West Yorkshire HD3 3RH. To book a place, please contact the Partnership office. Email: hxec.co.uk Tel: 01422 255006
Appendix D: Primary School Agreement to participate form

Evaluation of Calderdale Excellence Partnership *Improving Writing Quality* intervention

**Primary School Agreement to Participate**

☐ I confirm that I have read and understood the information sheet for the above evaluation and have had the opportunity to ask questions;

☐ I understand that all children’s results will be kept confidential and that no material which could identify individual children or the school will be used in any reports of this evaluation;

☐ I agree to send an information letter out to all parents/carers of children in Year 6 and collect in any returned opt out forms;

☐ I agree to provide baseline data about pupils in Year 6 to the evaluation team, Calderdale Excellence Partnership and EEF (excluding any pupils for whom opt out forms have been returned);

☐ I understand that named baseline data will be matched with the National Pupil Database and shared between the evaluation team, Calderdale Excellence Partnership and EEF.

☐ I agree to random allocation to implement the ‘Improving Writing Quality’ intervention in 2013 or 2014

☐ I agree to staff attending professional development days

☐ I consent to the school taking part in the above study.

Name of headteacher

Name of School

School Tel no

Headteacher Email address

Name of School Contact (if not headteacher)

School Contact email address

Signature of headteacher……………………………………………………………………………Date……………………

Thank you for agreeing to take part in this research. Please return this consent form at the information meeting or afterwards by post to:

Calderdale Excellence Partnership office Room 121, E Mill, Dean Clough, Halifax, HX3 5AX
Appendix E: Secondary School Agreement to participate form

Evaluation of Calderdale Excellence Partnership Improving Writing Quality intervention

Secondary School Agreement to Participate

☐ I confirm that I have read and understood the information sheet for the above evaluation and have had the opportunity to ask questions;

☐ I understand that all children’s results will be kept confidential and that no material which could identify individual children or the school will be used in any reports of this evaluation;

☐ I agree to place all pupils from primary schools implementing the intervention in 2013 in one half of Yr 7 and all pupils from primary schools waiting to implement the intervention in 2014 in the other half of Yr 7;

☐ I agree to implement the ‘Improving Writing Quality’ intervention with children in Year 7 from primary schools implementing the intervention in 2013;

☐ I agree to staff attending professional development days

☐ I agree to send an information letter out to all parents/carers of children in Year 7 and collect in any returned opt out forms;

☐ I agree to administer a writing test to all Year 7 pupils in December 2013;

☐ I understand that pupils’ test responses, date of birth and gender will be collected by GL Assessment and accessed by the evaluation team. Named data will be matched with the National Pupil Database and shared between the evaluation team, Calderdale Excellence Partnership and EEF (Excluding data on any pupils for whom opt out forms have been returned).

☐ I consent to the school taking part in the above study.

Name of headteacher
...........................................................................................................................................................................

Name of School
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School Tel no
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Headteacher Email address
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Name of School Contact (if not headteacher) ...........................................................................................................................................................................

School Contact email address...........................................................................................................................................................................

Signature of headteacher............................................................................................................................Date

Thank you for agreeing to take part in this research. Please return this consent form at the information meeting or afterwards by post to: Calderdale Excellence Partnership Office Room 121, E Mill, Dean Clough, Halifax, HX3 5AX
Appendix F: Parent and Pupil Information Letter Year 6

[INSERT DATE]
[INSERT SCHOOL NAME]

Dear Parent / Carer

Your child’s school is taking part in the Improving Writing Quality programme evaluation. Durham University and the University of York have been asked by the Education Endowment Foundation (an organisation funding research into education) to independently evaluate the Improving Writing Quality programme.

The Improving Writing Quality programme is being led by the Calderdale Excellence Partnership (an organisation which helps schools in the Calderdale area). It is designed to improve children’s writing skills during the transition from Year 6 to Year 7. Good writing skills are important for all children.

To find out how well the Improving Writing Quality programme works some schools will use the Improving Writing Quality programme this year and some schools will not. This is decided randomly by a computer. (However all schools will continue to teach children writing skills.) Researchers will then compare results from schools that have used the programme with schools that have not. In order to do this we would like to collect information about your child from your child’s primary school and later from your child’s secondary school.

Your child’s school will provide information including your child’s name, date of birth, gender, unique pupil number, details on your child’s current National Curriculum writing level and free school meal status.

Your child’s information will be treated with the strictest confidence. Named data will be matched with the National Pupil Database and shared between the evaluation team, Calderdale Excellence Partnership and EEF. We will not use your child’s name or the name of the school in any report arising from the research. Your child’s information will be kept confidential at all times.

If you are happy for your child’s information to be used you do not need to do anything. Thank you for your help with this project.

If you would rather your child’s school did not share your child’s information for this project please complete the enclosed opt out form and return it to your child’s school by [INSERT DATE].

If you would like further information about the Improving Writing Quality evaluation please contact Hannah Ainsworth the Evaluation Coordinator: hannah.ainsworth@york.ac.uk; 01904 328158

Yours faithfully

Professor David Torgerson (University of York)
Professor Carole Torgerson (Durham University)
Calderdale Excellence Partnership
Education Endowment Foundation
Improving Writing Quality Evaluation: Opt Out Form

If you **DO NOT** want your child’s data to be shared for use in the Improving Writing Quality evaluation, please return this form to your child’s school asap.

☐ I **DO NOT** want my child’s data to be shared for use in the Improving Writing Quality evaluation

Parent/Carer Signature……………………………………………………………………………….
Date…………………………………

Child’s Name………………………………………………………………………………………………………..
………………………….

Child’s School……………………………………………………………………………………………………….
………………………….
Appendix G: Parent and Pupil Information Letter Year 7

[INSERT DATE]
[INSERT SCHOOL NAME]

Dear Parent / Carer

Your child’s school is taking part in the Improving Writing Quality programme evaluation. Durham University and the University of York have been asked by the Education Endowment Foundation (an organisation funding research into education) to independently evaluate the Improving Writing Quality programme.

The Improving Writing Quality programme is being led by the Calderdale Excellence Partnership (an organisation which helps schools in the Calderdale area). It is designed to improve children’s writing skills during the transition from Year 6 to Year 7. Good writing skills are important for all children.

To find out how well the Improving Writing Quality programme has worked we would like to use English test results. Your child will do a test at school designed by GL assessment. When the test is completed the test will be sent to GL assessment who will mark the test and send the test results to the evaluation team who will analyse the results of the test as part of the research. Your child’s gender and date of birth will also be collected.

Your child’s information will be treated with the strictest confidence. Named data will be matched with the National Pupil Database and shared between the evaluation team, Calderdale Excellence Partnership and EEF. We will not use your child’s name or the name of the school in any report arising from the research. Your child’s information will be kept confidential at all times.

If you are happy for your child’s information to be used you do not need to do anything. Thank you for your help with this project.

If you would rather your child’s school did not share your child’s information for this project please complete the enclosed opt out form and return it to your child’s school by [INSERT DATE].

If you would like further information about the Improving Writing Quality evaluation please contact Hannah Ainsworth the Evaluation Coordinator: hannah.ainsworth@york.ac.uk; 01904 328158

Yours faithfully

Professor David Torgerson (University of York)
Professor Carole Torgerson (Durham University)
Calderdale Excellence Partnership
Education Endowment Foundation
Improving Writing Quality Evaluation: Opt Out Form

If you **do not** want your child’s data to be shared for use in the Improving Writing Quality evaluation, please return this form to your child’s school asap.

☐ I **do not** want my child’s data to be shared for use in the Improving Writing Quality evaluation

Parent/Carer Signature………………………………………………………………………………………………………
Date…………………………………….

Child’s Name………………………………………………………………………………………………………………
……………………………………..

Child’s School………………………………………………………………………………………………………………
……………………………………..

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## Appendix H: Variable Collection Table

<table>
<thead>
<tr>
<th>Variable</th>
<th>Required By</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Information:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>All</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Secondary School DCSF code</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Secondary School Address + Postcode</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Secondary School Telephone Number</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Secondary School Assessment Lead Name</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Secondary School Assessment Lead Email and Role</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Number of tests required per secondary school</td>
<td>GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td>Number of Pupils on Roll</td>
<td>EV</td>
<td>Current missing for secondary schools</td>
</tr>
<tr>
<td>% pupils FSM (Ever 6)</td>
<td>EV</td>
<td>Current missing for secondary schools</td>
</tr>
<tr>
<td>% pupils from minority ethnic groups</td>
<td>EV</td>
<td>Current missing for secondary schools</td>
</tr>
<tr>
<td>% pupils supported at school action plus without SEN statement</td>
<td>EV</td>
<td>Current missing for secondary schools</td>
</tr>
<tr>
<td>Special measures (binary variable)</td>
<td>EV</td>
<td>Current missing for secondary schools</td>
</tr>
<tr>
<td><strong>Pupil Information:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Name</td>
<td>EEF, EVD, GL</td>
<td></td>
</tr>
<tr>
<td>UPN</td>
<td>EEF, EVD, GL</td>
<td></td>
</tr>
<tr>
<td>DoB</td>
<td>EEF, EV, GL</td>
<td>Current missing (Retrieve from NPD)</td>
</tr>
<tr>
<td>Gender (M/F)</td>
<td>EEF, EV, GL</td>
<td>Current missing (Retrieve from NPD)</td>
</tr>
<tr>
<td>Predicted KS2 English Level (end of Autumn Term 2012)</td>
<td>EEF, EV</td>
<td>Retrieving from NPD</td>
</tr>
<tr>
<td>Actual KS2 English Level</td>
<td>EEF, EV</td>
<td>Retrieving from NPD</td>
</tr>
<tr>
<td>FSM current</td>
<td>EEF, EV</td>
<td></td>
</tr>
<tr>
<td>FSM not ever 6</td>
<td>EEF, EV</td>
<td></td>
</tr>
<tr>
<td>PP</td>
<td>EEF, EV</td>
<td>Current missing (Retrieve from NPD)</td>
</tr>
<tr>
<td>EAL</td>
<td>EEF, EV</td>
<td>Current missing (Retrieve from NPD)</td>
</tr>
<tr>
<td>Secondary School Class/Registration Group</td>
<td>EV, GL</td>
<td>Current missing (DP to collect)</td>
</tr>
<tr>
<td><strong>Post Intervention:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil post test results</td>
<td>EEF, EV</td>
<td>Provided by GL to EVD</td>
</tr>
<tr>
<td>Fidelity Measure?</td>
<td>EV</td>
<td>In development</td>
</tr>
</tbody>
</table>