English Mastery

Evaluation Report

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Executive Summary

English Mastery provides a knowledge-rich curriculum aiming to help teachers establish students' progress and effectively plan English lessons throughout Key Stage 3. The curriculum has four pedagogical pillars rooted in cognitive and educational research: 1) emphasising accumulation of knowledge; 2) discrete grammar teaching; 3) systematic instruction of Tier 2 vocabulary (high-frequency/multiple meaning words); and 4) use of standardised, norm-referenced student work. There are different pathways for children reaching age-related expectations and those working below expectations. The programme developer is Ark Curriculum Plus, a not-for-profit organisation.

In this trial, English Mastery was delivered to Years 7 and 8 students (11–13 years old) studying Key Stage 3 English, by their English teachers. The programme provides schools with the curriculum and supporting materials (for example, lesson plans). In addition, schools have access to a teacher development programme, which includes induction training, training on use of the integrated assessment model, and support from the developer via a nominated English Mastery Ambassador: an English teacher responsible for implementation in their school. Compliance involves attending all training, delivery of the curriculum's three associated strands (Literary Heritage, Mastery Writing, and Reading for Pleasure), weekly in-school co-planning for all Key Stage 3 English teachers and the use of formative and summative assessments to identify students' progress and any misconceptions.

The trial began in September 2019 and finished in July 2021. A total of 97 schools were recruited: 49 were randomly allocated to the treatment group; and 48 to the control group. This study was intended to be a two-armed cluster randomised controlled efficacy trial, measuring participating students' English attainment at the end of the intervention via the GL Progress Test in English (PTE). However, this project and its evaluation were affected by the 2020 partial school closures caused by the Covid-19 pandemic, with the impact evaluation being cancelled. As a result, the evaluators were not able to administer the GL PTE to estimate the impact of the project on English attainment and therefore, it was not possible to rate the security of impact estimates.

Implementation and process evaluation (IPE) activities were able to go ahead. This involved three surveys and three waves of case studies, including in-depth interviews with teachers in treatment schools, English Mastery Ambassadors, Senior Leadership Team Champions and teachers in control schools. Due to increased workload during periods of remote or hybrid learning, not all schools felt able to participate as a case study school across all three waves. As a result, some new schools were recruited to be case study schools in waves 2 and 3.

Table 1: Key conclusions

Key Conclusions
1. Due to Covid-19 the primary outcome for this evaluation was not collected and so no measure of impact on English attainment is reported. Key conclusions are based on qualitative data from the implementation and process evaluation. The majority of teachers in treatment schools (80%) who responded to the endline survey (n=165) said that the use of English Mastery reduced their workload in relation to planning and marking.
2. The majority (75%) of teachers in treatment schools who responded to the endline survey reported being satisfied with the programme overall. A majority (84%) were also satisfied with the training and support they received to deliver the English Mastery curriculum, found the programme helpful when teaching remotely, and said that they would recommend the programme to other schools. Teachers who participated in the qualitative interviews, across all experience levels, reported that English Mastery had improved their knowledge of spelling, punctuation, and grammar (SPaG), and had enhanced their skills and confidence to teach this.
3. The disruption to in-person teaching caused by the Covid-19 pandemic meant that treatment schools were not able to implement the English Mastery programme as intended. Prior to home learning, schools adhered mostly to model fidelity by making use of all three curriculum strands (Literary Heritage, Mastery Writing, and Reading for Pleasure, although model fidelity was lowest for Reading for Pleasure). However, adherence to co-planning and formative and summative assessments was mixed.
4. Aside from the challenging external context of home learning, two key factors appeared to drive low adherence to model fidelity and responsiveness. Reduced buy-in from schools led to low compliance of particular components, such as the use of summative assessments. Some more experienced teachers reported limited buy-in to the programme, as they felt it was too prescriptive and reduced their opportunity to be creative when planning and delivering lessons.
5. Teachers perceived that there were two key outcomes for students: increased enjoyment of English; and a higher level of writing accuracy. They felt that increased enjoyment stemmed from participation in the Literary Heritage and Reading for Pleasure strands, making literature more enjoyable and exploratory. A higher level of writing accuracy, due to improved SPaG skills, was perceived to be a result of better engagement in critical reading and higher quality teaching of SPaG skills.

Additional findings

English Mastery was developed to improve upon current assessment approaches to measure progress more effectively in English at Key Stage 3: the programme includes a variety of elements that are of interest to schools, such as an emphasis on explicit teaching, delivering a knowledge-rich curriculum, and interleaving.

The majority of teachers (74%) responding to the endline survey were satisfied with the overall programme. Teachers reported differing views on the effectiveness of individual strands of the programme although these were largely positive: 89% of respondents receiving the intervention thought the Literary Heritage strand was quite or very effective, 73% thought Mastery Writing was quite or very effective and 52% held this view about Reading for Pleasure.

Some teachers participating in qualitative interviews reported that the Literary Heritage strand was prioritised for delivery because it covered core curriculum content and was more straightforward to teach remotely compared to other strands. In interviews and open-text survey responses, it was suggested that the diversity of texts offered could be improved. Both qualitative interviews and survey responses provided less positive views on the effectiveness of the Mastery Writing strand of the programme. Teachers liked the way the strand offered a structured approach of exercise and follow-up task and focused on student recall, supporting weak writers well. However, some teachers reported too much repetition and a lack of challenge for higher achieving students.

Teachers reported mixed responses to Reading for Pleasure. Those who thought it was effective believed that having dedicated time to read offered students the space to enjoy it. Some teachers participating in qualitative interviews either thought there was limited guidance, making it difficult to implement consistently, or elements such as the vocabulary sessions were not challenging enough for higher attaining pupils. Model fidelity was lowest in relation to Reading for Pleasure and teachers reported a range of ways in which adaptations were sometimes driven by existing practices in schools. For example, schools had already invested in other reading interventions, which they wished to continue using alongside, or already had whole-school activities, which Reading for Pleasure lessons were combined with.

Qualitative findings from the IPE suggest aspects of the programme were not always felt to provide enough pathway differentiation for lower and higher attainers, within the different strands of the programme. Some teachers also suggested there should be an additional pathway for SEND (special educational needs and disability) and EAL (English as an Additional Language) students as they found it particularly challenging to engage with the foundation pathway.

In general, teachers participating in the qualitative and quantitative strands of the IPE were positive about the teacher development programme: a majority (84%) were satisfied with the training and support they received to deliver the curriculum. Teachers participating in interviews welcomed the opportunity to network with other teachers delivering the programme during induction training. They suggested that training could be improved if more time was spent explaining the evidence used to inform and develop each programme component.

Teachers reported a preference for in-person training as it provided them an opportunity to network and certain sessions like Assessing for Mastery (wherein teachers review students' work and grades given with a view to improving the accuracy of their own marking and ensuring consistency) were felt to run less smoothly online. Asynchronous use of the MyMastery learning platform and access for all teachers was welcomed to support remote learning when teachers could not co-plan together. The regularity of co-planning varied within schools, with the main barriers being a lack of time or timetabling constraints.

Teachers also reported mixed views on whether summative assessment helped drive planning, delivery, and feedback. Teachers who participated in qualitative interviews reported that the summative assessments were not well foregrounded by the curriculum, and this made them less useful for providing feedback. However, there was low fidelity to the use of summative assessments, largely due to home learning or because schools had decided to follow previously used/school-wide assessment policies, making it difficult to interrogate their role in improving teachers' ability to plan and deliver lessons. Further exploration of this in future research will be useful.

Introduction

Background

This section sets out the policy and practice context in England with regard to Key Stage 3 English, outlines the purpose of English Mastery, and describes the theoretical rationale and existing evidence for the intervention.

In 2015, Ofsted (Office for Standards in Education) conducted research to explore the overall effectiveness of the Key Stage 3 curriculum. The report found that slow progress was made in English and schools were not building sufficiently on students' prior learning, with content from Key Stage 2 being repeated and the most able students not being sufficiently challenged, particularly around literacy development (Ofsted, 2015). Other research conducted by Oxford University Press in 2018 found that 60% of secondary schoolteachers believed the word gap (i.e. students with lower than expected age-related vocabulary) was increasing. It also found that the word gap was not just influencing academic achievement but also impeding a student's wider life chances and mental health (OUP, 2018). In response to the concerns raised in the 2015 report, Ofsted launched a new inspection framework in 2019. The new framework placed emphasis on schools having an ambitious curriculum, designed to provide all students with the knowledge and cultural capital needed to succeed in life (Ofsted, 2021).

Over the same period, Ark Curriculum Plus had been considering how to develop a knowledge-rich, evidence-based Key Stage 3 curriculum intervention that addressed the gaps in the national curriculum and used some principles of the Mastery Learning approach to accelerate teacher expertise and support all pupils to succeed.

The Mastery Learning approach involves a subject matter being broken down into units with specified outcomes. Students must demonstrate comprehension of a unit's content (typically 80%) before moving onto the next unit (EEF, 2021). The English Mastery programme also draws on other principles of Mastery Learning, including the expectation that all pupils can master a subject by understanding its fundamental concepts in sufficient depth that they can apply subject knowledge in unfamiliar contexts (Drury, 2014). Mastery Learning is a well-established approach to teaching Mathematics and meta-analysis of a range of the Maths Mastery impact evaluations found it to be successful in raising the attainment of students in Year 1 (aged 5 and 6) and Year 7 (aged 11 and 12) (Vignoles, 2015). However, the Mastery Learning approach has been used less to teach other subjects. In 2014, the English Mastery programme was launched with a view to bridging the gaps outlined in the Ofsted research and to introduce a Mastery.

A small-scale evaluation of the English Mastery programme using a quasi-experimental matched design, which included 14 schools and 1,700 students, was conducted by The Brilliant Club (Cheung, 2018). The trial found that the programme had a significant positive impact on students' English scores, regardless of students' prior attainment or demographic characteristics. Schools who adopted the programme also made four months more progress compared to control schools. While the evaluation found very positive results, it was small in scale, which limits the extent to which the findings can be generalised more widely.

This efficacy trial was designed to build on the promising findings from the early trial and find out whether similar results can be achieved across a larger number of schools. The evaluation design included an impact evaluation involving a two-armed cluster randomised controlled trial with 100 schools, with schools split evenly between treatment and control groups. In addition, the design also included an Implementation and Process Evaluation (IPE) which was designed to understand and explore how English Mastery was delivered and whether there were any barriers or facilitators to delivery and the context underpinning programme delivery.

Due to school closures in 2020 and 2021 caused by the Covid-19 pandemic the impact evaluation was cancelled as it was not possible to undertake students' assessments under the required school-based conditions. It was also unlikely that an impact evaluation would have provided a true reflection of the impact of English Mastery given there was extensive disruption to programme delivery during the evaluation period. Elements of the IPE were also necessarily reduced. Further details on this are outlined in the Methods section.

Intervention

Overview

The English Mastery curriculum and teacher development programme is designed to improve the attainment levels of all students at Key Stage 3. The programme includes a curriculum, which replaces business as usual English lessons and provides schools with a coherent and cumulative approach to curriculum design including bespoke assessments, aligned to the content delivered. This section describes the English Mastery curriculum, as it was intended to be delivered. Changes necessitated by Covid-19 are outlined in Table 3.

The programme has two curriculum pathways: the traditional curriculum for children reaching age-related expectations; and the foundation curriculum for those working below expectations for their age. All pupils receive the same dosage and study the same topics, but the foundation curriculum is adapted to be accessible to lower attaining pupils (for example, using abridged texts). There is scope for students to 'graduate' from the foundation to traditional pathway if they can demonstrate through the assessments provided that they are meeting age-related expectations.

As part of the programme, teachers are provided with subject-specific training, curriculum materials, and ongoing in-school support and coaching. The curriculum materials are divided into three strands:

- **Literary Heritage**: this strand introduces students to canonical texts and modern classics. The lessons follow a knowledge-rich approach to teaching English. This includes knowledge about the subject of English, the world, history, culture, and heritage, and how that knowledge connects together is taught explicitly.

- **Mastery Writing[1]**: this strand introduces students to grammatical concepts and rules in a logical and cumulative sequence. Writing instruction lessons are separate from reading lessons. The lessons follow an interleaved structure and students deliberately practise concepts to the point of mastery.

- **Reading for Pleasure**: this strand introduces students to shared reading of contemporary texts using a structured approach. This strand is used to teach vocabulary explicitly:

  - alongside the support and materials provided, teachers are expected to undertake regular co-planning sessions alongside their peers to support the development of robust lesson plans that meet the needs of their students; and
  - use of standardised, norm-referenced student testing.

The programme is heavily influenced by evidence from cognitive science around concepts such as cognitive load and interleaving.

Who: developer

The intervention developer is English Mastery, which is an Ark Curriculum Plus venture that is part of the education charity, Ark. English Mastery is designed to be delivered by secondary school English teachers. Every school participating in the English Mastery programme is expected to nominate a member of their English department to become an English Mastery Ambassador (EMA)[2]. The EMA is responsible for leading the implementation of English Mastery in their school. It is expected that every school nominate a Senior Leadership Team (SLT) Champion. Their role is to support the EMA by acting as a champion for the programme within the leadership team and across the school more widely. Each school is assigned a link person from English Mastery (English Mastery Link) who visits the school at the start of the intervention to provide bespoke training and supports the EMA with programme implementation. The English Mastery Link visits the school two more times across the year to build on the work from the first visit and deliver bespoke support and training if requested by the school. Visits happen typically once per long-term and the placement

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[1] Since the time of this trial, Mastery Writing is now named Writing Mastery.

[2] The English Mastery Ambassador (EMA) is now named the English Mastery Lead.

of these are decided by the school and their individual needs. The English Mastery Link repeats these three visits during the second year of the programme.

The programme is for all Key Stage 3 students (Years 7–9). The evaluation covered the implementation of the programme by EMAs and English teachers to students in Years 7 and 8.

How: mode of delivery

All English teachers delivering the programme, including the EMA, receive an induction training session before the start of the school year. In addition, the SLT Champions and EMAs receive an additional day of training that focuses on the leadership and implementation of the programme. This training is followed by termly optional subject mastery webinar sessions (which support the development of subject knowledge for forthcoming units or pedagogical knowledge of a component of the curriculum), termly in-school visits (which include coaching and bespoke Continual Professional Development [CPD] sessions), and termly Assessing for Mastery days. Assessing for Mastery days focus solely on the Literary Heritage strand and involve teachers sharing a sample of their students' work. The group of teachers joining the session collectively determine the grade it should be awarded, referring to the norm-referenced essays in the standardisation booklets the developer provides. Teachers apply the same approach to marking their own students' work in school.

In parallel to the training, teachers receive lesson plans and resources to support programme delivery. This is done by granting English departments access to the English Mastery library, where co-planning guidance, lesson-by-lesson resources, and units of work can be downloaded.

The English Mastery Link visits a school a minimum of three times a year to ensure the programme is implemented effectively. Schools that require further support to embed the programme are offered additional visits. Visits include teaching observations and discussions with members of staff at different levels of hierarchy within the English department and the wider school.

Where: location of the intervention

The English Mastery curriculum is implemented in regular Key Stage 3 classrooms of participating schools in England.

When and how much: duration and dosage of the intervention

English Mastery lessons are designed to be delivered six times a week in a way that fits the school timetable. The curriculum units run across each school term. Schools are provided with guidance on how many hours to dedicate to each curriculum strand per week. This includes at least 100 minutes per week on Literary Heritage and at least 50 minutes per week on Mastery Writing and Reading for Pleasure. There is an abridged version of the curriculum for schools that only have four or five timetabled hours of English. Guidance is available for these schools on how to adapt the curriculum to fit their timetable.

What: materials

Teachers are provided with lesson plans and all student-facing materials. Teachers have access to all the units for the year within a given strand. Teachers receive a fully resourced lesson-by-lesson Key Stage 3 curriculum that help students of all abilities work through classic stories such as *Oliver Twist*. Departmental co-planning materials, designed for weekly use, are also provided. Teachers are also offered training and support through induction training (which takes place termly, but which teachers only need to attend once), termly school coaching visits, termly Assessing for Mastery days, and optional webinar sessions.

What: procedures, activities, and/or processes used in the intervention

A total of eight days of training are provided by the English Mastery developer (referred to from here on as the developer), in addition to three in-school visits per year. The various training days are aimed at different members of staff depending on their role in delivering the intervention (for example, SLT Champions are only required to attend one induction training day while EMAs attend two). The training model is designed to build subject-specific pedagogy,

curriculum content knowledge, and effective delivery methods. The training is sequential and there is coherence between the different elements.

The induction training for all teaching staff involved in English Mastery delivery at their schools[3] builds on subject pedagogy and provides opportunities for modelling and deliberate practice. EMAs are also invited to participate in a further day of training to review and refine planning and programme delivery accordingly. This sequence is repeated termly for new EMAs and/or members of the Key Stage 3 teaching team only. Table 2 provides a summary of the training provided, who was required to attend, and the timing of each training sessions.

Table 1: Overview of training and support

Type of training or support	Timing	Staff attendance at training		
		EMA	SLT Champion	Teacher
Induction training (Day 1)	Beginning of academic year	Required	Required	N/A
Induction training (Day 2)	Beginning of academic year and repeated termly for new teachers or those requiring a 'refresher'	Required	N/a	Required
Assessing for Mastery	Three times throughout the academic year	Required	N/A	N/A
English Mastery Link school visits	Visits happen three times in an academic year	Required	Required	Required
English Mastery library (resources to support with co-planning and lesson planning)	N/A	N/A	N/A	N/A
Subject mastery webinar sessions	Twice throughout the academic year	Optional	Optional	Optional

English Mastery developed a series of videos aiming to help EMAs implement the programme successfully in schools. The videos focus on demonstrations of best practice in the classroom. The videos are a mixture of standalone resources and footage that can be used to complement training in webinars and on training days.

EMAs are expected to lead weekly co-planning sessions to support teachers to plan lesson delivery together. Schools are provided with co-planning materials, scripted examples, and video examples to support this process.

As described above, schools also receive specialist support via three in-school visits. Each visit includes instructional coaching via lesson observations and bespoke CPD support for the English department. Extra visits are available for schools that need more support.

Tailoring

English Mastery is an evidence-informed intervention and the need for optimal treatment fidelity is emphasised by the developer. Schools are meant to deliver the curriculum as intended, including the three components of the programme (Literary Heritage, Mastery Writing, and Reading for Pleasure). Nonetheless, implementers are encouraged to make intelligent adaptations to facilitate a sense of ownership and to respond to the children's mastery of a given concept.

Intervention Logic Model

Figure 1 presents the English Mastery Logic Model as specified in the study protocol. The Logic Model was developed in collaboration with the developer during evaluation set-up. The Logic Model outlines the sequence of activities and resulting outputs. It sets out the intended impacts of the programme for students, and the short- and medium-term outcomes for teachers and students that are expected to lead to these impacts. In response to the Covid-19 pandemic, programme delivery was modified.

The Logic Model assumes that teachers will access all components of the teacher development programme, will buy-in to the programme, implement the English Mastery curriculum, and make use of supporting resources provided. It also

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[3] Senior Leadership Team (SLT) representative, English Mastery Ambassador (EMA), and English teachers.

assumes that teachers will undertake weekly co-planning sessions and make use of an integrated assessment model to inform the design and delivery of English lessons.

The programme is designed to equip teachers with the skills and expertise to deliver more effective English lessons and increase their understanding of how to use assessment to inform planning and delivery of lessons and provide more effective feedback to students. The assumption is that through these improved teaching practices, students will be able to read and comprehend sophisticated texts with confidence and write with precision and clarity. In turn, this will improve students' reading and writing outcomes and in the longer term it is assumed this will ensure they have the necessary skills to succeed at GCSE, A Level, university, and beyond. The programme theory depicted in the Logic Model also hypothesises that having access to a variety of materials to support planning and lesson delivery could reduce teacher workload and access to training and support could improve teacher confidence. A revised Logic Model (see Figure 7 in the Conclusion section) presents changes to the programme theory based on IPE findings.

Figure 1: Logic Model

| Activities | Outputs | Teacher level Outcomes | Student level Outcomes | Impact |

Recruitment
- Recruit settings
- Randomisation
- School implementation requirements
- Lead teacher and participating teachers identified

Teacher Development programme
- Induction training — N=7 attendees (per school)
- Bespoke in-school CPD and school coaching visit
- CPD twilight
- CPD day (standardised assessment)

Curriculum & Assessment programme
- Units of work, lesson by lesson resources
- Best practice videos
- Weekly co-planning of lesson design and delivery
- Integrated assessment model

Outputs
- Six days of subject-specific knowledge and pedagogy and assessment training attended
- 220 lessons using an evidence-based subject-specific curriculum pedagogy delivered
- 100% of students receive standardised assessment
- At least three visits to give feedback on programme implementation and coach teachers

Teacher level Outcomes
- Teachers deliver more effective teaching of canonical texts, grammatical concepts, and vocabulary
- Teachers have increased understanding of how to use assessment to drive planning and delivery and give effective feedback to students
- Reduced teacher workload and improved teacher confidence*

Student level Outcomes
- Students read and write sophisticated texts with confidence, precision, comprehension, and clarity
- Students reading and writing outcomes improve
- Other outcomes to be potentially measured: Tier 2 vocabulary; Knowledge

Impact
- Students possess the key competencies required to succeed at GCSE, A' Level, University, and beyond

*Secondary outcomes

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Issues that arose during the project

School closures due to the Covid-19 pandemic

Delivery changes

Table 2: English Mastery activity adaptations

Activity	Prior to home learning	During periods of home learning
Induction training	In-person training	Online training, which offered a combination of live Zoom sessions and asynchronous training
English Mastery Link visits	Whole-day face-to-face sessions, once per term	Online sessions, twice per term (90 minutes each)
Assessing for Mastery	Face-to-face, once per term	Online training, which offered a combination of live Zoom sessions and asynchronous training Sessions between March and July 2020 were cancelled to allow teachers time to familiarise themselves with remote teaching, resulting in teachers missing two sessions
Dosage	All curriculum strands must be used. The developer offered a guide to the length of time that should be dedicated to each strand: • Literary Heritage = At least 100 mins+ per week • Mastery Writing = At least 50 mins per week • Reading for Pleasure = At least 50 mins per week	All curriculum strands must be used. The developer reduced the time dedicated to each strand: • Literary Heritage = 100 mins+ per week[4] • Mastery Writing = 50 mins a fortnight • Reading for Pleasure = 50 mins a fortnight
Resources	All resources were shared with the English Mastery Ambassador (EMA) who was then expected to cascade to Key Stage 3 English teachers	The MyMastery platform, an online portal, included all lesson and curriculum resources, as well as asynchronous training. All teachers had access to the platform (not just EMAs)
Assessments	Formative assessments: fortnightly quizzes to establish comprehension and misconceptions Summative assessments: an assessment under standardised conditions at the end of each term	Formative assessment quizzes could be undertaken online. The developer shared versions of the quizzes in Microsoft Forms and Google Forms so that schools could transfer them over to their own systems Schools were not required to undertake the summative assessments during periods of home learning

The English Mastery programme and its evaluation were affected by the 2020 and 2021 partial school closures caused by the Covid-19 pandemic and associated national lockdowns. As a result, some of the intervention activities were

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[4] Hours for Literary Heritage remained the same. Teachers were advised by the developer to prioritise delivery of this strand during the Covid-19 pandemic for a range of reasons including but not limited to: that it was easier to deliver this strand remotely, with greater consistency; the developer wanted schools to focus on delivering one strand well, rather than three poorly; and reading a text requires consistent momentum, whereas students can engage with the other strands in a more 'ad hoc' way.

temporarily or permanently adapted to reflect the changes to home learning necessitated as a result of the pandemic. Table 3 describes the initial planned activities and adaptations made due to school closures.

Methodological changes

Due to the Covid-19 pandemic, all school-based assessments under exam conditions in 2020 and 2021 were cancelled. At the centre of our impact evaluation was a test under exam conditions at the end of the final year of the evaluation (June 2021). As it was not possible to assess students in this way, the impact evaluation was cancelled. Any other method of data collection would have reduced the reliability and generalisability of findings. It was also decided that due to remote teaching, and the likelihood that this would increase teacher workload in a way that was incomparable with estimates taken at baseline prior to the Covid-19 pandemic, it would not be appropriate to continue measuring the secondary outcome of teacher workload.

School closures, as a result of the Covid-19 pandemic, also resulted in some of the intended IPE activities, which required in-person data collection being cancelled (class observations) or modified (telephone interviews instead of face-to-face). In addition, the longitudinal case study design approach had to be adapted as some of the schools initially selected to be a case study school for the duration of the evaluation could not commit time to three-rounds of interviews during the period of considerable disruption for schools.

Evaluation objectives

The intention at the outset of this study was to conduct an impact evaluation, utilising a two-arm randomised controlled trial methodology and an implementation and process evaluation (IPE). Details of the planned evaluation design can be found in the protocol[5] and Statistical Analysis Plan (SAP).[6] As stated above, the impact evaluation was cancelled owing to school closures as a result of the Covid-19 pandemic. This report will, instead, focus on the findings from IPE activities undertaken as part of the project.

Set out below are the impact evaluation and IPE research questions.

Impact evaluation

Intended research questions not reported on

Primary research question

- RQ1. What is the impact of a two-year English Mastery programme on the overall English attainment of participating Year 8 students in England?

Secondary research questions

- RQ2. How does the impact of a two-year English Mastery programme differ by free school meals (FSM) status?

- RQ3. What is the impact of a two-year English Mastery programme on the English SPaG and reading comprehension attainment of participating Year 8 students in England?

- RQ4. What are the effects of the programme on teacher workload?

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https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Protocols/EEF_trial_protocol_English_Mastery_v3_0
70521_FINAL.pdf

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https://educationendowmentfoundation.org.uk/public/files/Projects/English_Mastery_SAP_v3.0_Covid_Update_FINAL_15042021.p
df

- RQ5. What are the longer-term effects of the programme on GCSE English attainment and Attainment 8[7] of the participating students?

Exploratory Questions

- RQ6. How does the impact of a two-year English Mastery programme differ by number of hours of English lessons?

- RQ7: How does the impact of a two-year English Mastery programme differ by Key Stage 2 prior attainment in English?

- RQ8. How does the impact of a two-year English Mastery programme differ by gender?

Implementation and Process Evaluation

Research questions reported on

- RQ1. What perceptions do teachers have about the EM programme design and how the programme is delivered?

- RQ2. What are the key challenges in the delivery of the programme and what adaptations have been made?

- RQ3. What are the perceived benefits of the programme for teachers? Do teachers believe they have changed their teaching practice? How do they think practice has changed?

- RQ4. What are the perceived benefits of English Mastery on students from the perspective of teachers in relation to 1) students' enjoyment of studying English and 2) progress in reading and writing?

- RQ5. What are the local and national contextual issues, including changes to school regulations and inspections, that affect delivery and adaptation?

Research questions not reported on

- RQ6. What are the perceptions around the cost of the programme and value for money? What are the implications of these for wider take up of English Mastery?

The IPE also intended to collect cost information to establish the average cost of delivery per student. Given the cancellation of the impact evaluation, a decision was made not to carry out cost evaluation activities.

The key dimensions of implementation that the process evaluation assesses are fidelity, dosage, responsiveness, adaptation, and usual practice.

Ethics and trial registration

Ethics

Ethical approval to carry out the study was granted by NatCen's Research Ethics Committee (REC). The REC consists primarily of senior NatCen staff and provides guidance and recommendations to ensure projects are conducted to the highest ethical standards.

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[7] Attainment 8 measures the achievement of a pupil across 8 Key Stage 4 qualifications including mathematics, English, three further qualifications that count in the English Baccalaureate (EBacc) measure, and three further qualifications that can be GCSE qualifications (including EBacc subjects), or any other non-GCSE qualifications on the Department for Education (DfE)-approved list. For more details on how these are calculated see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561021/Progress_8_and_Attainment_8_how_measures_are_calculated.pdf

Process for obtaining agreement for schools to participate

The English Mastery team identified and recruited 97 eligible schools by June 2019, prioritising recruiting schools with high numbers of Free School Meals (FSM) students. Schools opted in by signing a Memorandum of Understanding (MoU) confirming their commitment to deliver the programme as required and taking part in evaluation activities. Every month, and as soon as a minimum number of new schools was recruited, randomisation was performed by the evaluation team at NatCen[8]. Schools were allocated to the intervention or control group using a minimisation process, which is explained in detail in the sections entitled School Selection and Randomisation below. Headteachers were then informed about the allocation of their school to treatment or control groups:

1)   The 'intervention' group received the English Mastery programme for two years for a subsidised fee of £2,000 per academic year; and

2)   The 'control' group did not receive the English Mastery programme, but agreed to receive £1,500 on completion of all testing and data requirements (£500 for uploading the data and a further £1000 for completing testing)

Following cancellation of outcome testing in January 2021, the incentive structure was amended in recognition that control schools were participating to a lesser extent than originally planned. Control schools were offered an incentive of £500 in recognition of completing evaluation activities in 2019/2020 and a further £500 on completion of evaluation activities in 2020/2021.

All Year 7 students in recruited schools were eligible to take part in the trial. Participating schools were asked to enumerate all prospective Year 7 classes and share the trial information leaflet and privacy notice with all Year 7 students and their parents/carers. The information leaflets explained the study, the research activities (including testing), data linkage to the National Pupil Database (NPD), and the transfer and storage of anonymised data to the EEF's archive. They were given two weeks to withdraw from the trial (and from data processing). After this period, schools were asked to share student-level information for all students in the year group who did not withdraw. NatCen maintained a database of withdrawals and deleted the appropriate level of student data as soon as a withdrawal was communicated.

Trial registration

The trial was registered with the International Standard Randomised Controlled Trial Number **(**ISRCTN) 14494646.

More details are available on the ISRCTN website: https://www.isrctn.com/ISRCTN14494646.

Data protection

NatCen was the data controller and data processor for the project, meaning that NatCen was responsible for deciding the legal basis for processing data. In line with the General Data Protection Regulation (GDPR) Article 6, 'legitimate interest' was chosen as the legal basis for processing personal data. Legitimate interest was selected on the basis that establishing whether English Mastery is a successful intervention will potentially benefit all secondary schools in England.

The central purpose for processing data was to evaluate the effectiveness of the English Mastery programme. NatCen had access to school, student, and teacher information, recordings of interviews, transcripts, charted data, and survey responses. All responses were anonymised before being analysed. All data was collected for evaluation purposes only. Any participant who no longer wished to participate in the evaluation could request that their personal data be deleted at any point up until the submission of the draft report.

NatCen prepared an Memorandum of Understanding (MoU) which explained which data would be collected, how it would be processed, and who would have access to it. A copy of this can be found in Appendix B.

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[8] In practice, randomisation was performed on a monthly basis over the course of the recruitment period.

Third parties who also had access to certain information English Mastery were McGowan Transcription our transcription partner. It was also anticipated that GL assessment, who were to provide the English test for the impact evaluation, would have access to student data. As the impact evaluation was cancelled this transfer of data did not take place.

All data held by NatCen will be securely deleted six months after the project is completed. NatCen is the data controller and processor from evaluation inception, up until relevant data is archived and securely deleted. The EEF will become the data controller once the datasets are archived.

A bespoke project privacy statement and an information letter for parents/carers were developed to make all of the above clear to evaluation participants. Copies of this can be found in Appendices C and D.

Project team

Delivery team

Name	Title	Role
Amy McJennett (January 2019–September 2019) Nick Wallace (September 2019–July 2021)	Director of English Mastery	Oversee implementation of the trial
Evie Newbold	Head of School Development	Oversee team of English Mastery Links and all training delivery
Chris Fountain (January 2019–March 2021) Matt Gray (September 2019–July 2021) Matea Marcinko (January 2019–April 2019) Claudia Parkes (January 2019–May 2021)	Design Lead	Develop curriculum resources and training materials
Cat Gomez (January 2019–July 2019) Emily Huballah (September 2019–July 2021)	Project Manager	Manage project implementation and coordinate reporting milestones
Eliza Grant Hannah Gwatkin Roisin McEvoy Alice Tribe	School Development Lead	Act as the English Mastery Link for treatment schools Deliver and design training content
Courtney Andersen (September 2019–July 2021) Hannah Brown (February 2019–May 2019)	Programme Administrator	Provide administrative support to programme delivery

Evaluation team

Name	Title	Role
Malen Davies (September 2021–February 2022) (formerly, Valdeep Gill, March 2020–July 2021 and Priya Khambhaita, January 2019–March 2020)	Research Directors	Principal investigator Overall study lead Senior oversight of implementation and process evaluation (IPE)
Anna Marcinkiewicz	Senior Researcher	Project manager, IPE
Migle Aleksejunaite Jackie Palmer	Senior Data Managers	Oversee data cleaning and archiving
Harriet Read Ella Guscott Helen Burridge Laura Izod Adam Gilbert	Researchers	Work on recruitment, liaising with schools, and IPE activities
Robert Wishart (formerly Rodrigo Torres, January 2019–September 2019)	Research Directors	Lead on impact evaluation
Josep Espasa Enes Duysak	Senior Researchers	Support impact evaluation activities
Ben Stocker Anysia Nguyen	Researchers	Support impact evaluation activities

Methods

Trial design

As outlined above, the evaluation was designed to be a two-armed cluster randomised controlled trial including 100 schools, half of them under the English Mastery intervention and half of them in a control group. All students in the treatment group enrolled in Year 7 in the academic year 2019–2020 were expected to receive the intervention for a period of two years.

The trial intended to incorporate Key Stage 2 English Scholastic Assessment Tests (SATs) results as a baseline measure of academic attainment. The intention was then to measure progress in English at the end of the intervention, within both treatment and control schools, by administering the GL Progress Test in English (PTE).[9] Subscales of this same instrument were to be incorporated throughout the evaluation period, to track progress in spelling, punctuation and grammar (SPaG), and reading and comprehension.[10]

School selection

The aim was to achieve a target of 110 recruited schools, with an expectation that around 10% of schools would drop out before and after school randomisation, leaving around 100 at analysis stage. It was planned that around 60 students per school would be tested in both treatment and control groups. Students taking the assessment would have been randomly selected from all students in their year group in each school. These figures were informed by power calculations conducted by the evaluation team at NatCen. The power calculations indicated that the study would have been powered to detect an effect of 0.19 standard deviations. Please see Appendix E for more details on the power calculations.

All non-academically selective, state secondary schools in England were eligible for the trial, except for:

- schools teaching less than four hours of English per week in Year 7 or 8;

- schools classified as Grade 4 according to Ofsted school classification; and

- schools that had previously partnered with English Mastery.

It was established that in order to implement English Mastery effectively, schools needed to be teaching four or more hours of English a week. Low performing schools, according to Ofsted classification,[11] were deemed not to be in appropriate condition to successfully implement the programme.

The developer held a series of open days in different locations across England to encourage schools to sign up to the evaluation. In addition, the developer conducted targeted recruitment through calling individual schools to encourage participation. Schools with a high proportion of FSM students were prioritised during recruitment activities.

A total of 97 schools were recruited by the developer to take part in the trial. Of which, 49 were allocated to the treatment and 48 to the control group. Of these, seven schools withdrew after school randomisation (two treatment group schools and five control group schools) and three schools withdrew from the IPE activities, but did agree to share the student data for the impact evaluation. Due to delays in setting up all the recruitment materials, the period to recruit the target number of schools was shorter than initially planned. It is likely that this is one of the reasons why the target of recruiting 110 schools was not achieved. The developers also found during the recruitment phase that some of the schools they

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[9] For more information about the test see the following document: **https://www.gl-assessment.co.uk/assessments/progress-test-in-english/**

[10] It is important to note that some participant schools were planning on using GL Progress Test in English tests to assess their children in Year 7 and/or Year 8. Even if pupils had sat an earlier version of the test (such as GLE Progress Test in English 12), they may have had an advantage over peers who had not sat a GL test before (known as practice effects). As this may have affected how well children performed in the follow-up test, a fully adjusted sensitivity analysis including a covariate that controls for whether the schools had used any GL Progress Test in English test previously was therefore, included in the planned evaluation design.

[11] Classified in OFSTED category 4.

approached were unwilling to take the risk of being placed in the control group, so decided not to apply. Other schools did not have the capacity to commit to the scope and scale of the intervention.

All Year 7 students in recruited schools were eligible for the trial. Participating schools were asked to enumerate all prospective Year 7 classes and share the trial information leaflet and privacy notice with students and their parents/carers. Parent/carers were given two weeks to withdraw from the trial (and from data processing). After this period, schools were asked to share student-level information for all students in the year group who did not withdraw. This group of students corresponds to the trial participants.

Schools were required to provide background information for all Year 7 students in the academic year 2019–2020. This included the Unique Pupil Number (UPN), school identification (ID), date of birth, and first name and surname. This student information was collected in an Excel spreadsheet template and uploaded by schools using a secure NatCen website. Of the 97 schools recruited to the trial, 82 schools submitted the required background information. Eight schools, from both the treatment group (one school) and control group (seven schools) did not submit student data by December 2020, which was the cut-off date given to schools to submit information. As described above, there were seven schools that withdrew after school randomisation. Should the impact evaluation have gone ahead, this attrition would have been problematic as it may have left the control and treatment groups unbalanced and it would have also diminished the statistical power of the trial. The schools that withdrew or did not submit data were not included in the selection for the IPE case studies. There were enough remaining schools with varying characteristics for which we could purposively select from, to ensure range and diversity was achieved in the case study sample.

From the sample of trial participants (in both treatment and control schools), 60 individuals were to be randomly selected in each school to take part in testing at the end of the intervention. The student selection process did not take place due to the cancellation of impact evaluation.

Randomisation

To facilitate timely programme training delivery among treatment group schools, schools needed to be assigned to treatment and control groups on a rolling basis before the beginning of the new academic year (2019–2020). Consequently, schools were allocated by lots utilising a minimisation[12] process instead of simple randomisation. Minimisation was chosen as English Mastery is an intensive programme that has implications on staffing and timetables; therefore it was important to let schools know of their allocation as soon as they signed up for the trial, to facilitate the delivery of the programme during the school year.

Minimisation aims to balance treatment and control samples according to a pre-defined set of school observed characteristics (minimisation variables). Although the allocation of schools is not completely at random, this technique has the flexibility of allowing for the allocation of all schools to take place in several stages. Schools were allocated to treatment and control groups utilising minimisation between the end of March 2019 and July 2019. Four rounds of minimisation took place during that period.

Schools agreeing to participate in the trial were allocated to one of the two groups utilising a 'minimisation' algorithm with three prognostic factors[13] and a 50:50 ratio between treatment and control groups. The minimisation procedure was undertaken with the aim of achieving balance across groups on the following factors:

- mean proportion of pupils achieving a strong pass, for instance, at least Grade 5 in both English and Mathematics GCSEs (schools' average between academic years 2017–2018 and 2016–2017);

- proportion of pupils eligible for FSM at any time during the past six years (academic year 2017–2018); and

- total number of pupils in school in the latest academic year (academic year 2017–2018).

The main reason why these factors were chosen is that, according to previous research, each one of them has explanatory value for the outcome of interest. When comparing units in treatment and control groups one would like to have balance between these groups in those school-level characteristics that are likely to affect the outcome. This

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[12] The algorithm was first defined by Pocock, SJ. and Simon, R. (1975) 'Sequential Treatment Assignment with Balancing for Prognostic Factors in the Controlled Clinical Trial'. *Biometrics.* 31: 1, 103–115.

[13] A prognostic factor in this context corresponds to the variables utilised by the minimisation algorithm to allocate new units to treatment and control groups.

naturally occurs when a large number of units are randomised at once but does not necessarily occur for a limited number of units. By implementing minimisation, we ensured that samples in treatment and control groups were relatively balanced on those school characteristics. In an ideal scenario, the balance across treatment and control groups would be based on pupils' achievement on the Key Stage 2 attainment rather than the measure used. However, the choice of measures of school characteristics was a pragmatic one—the evaluation team randomised on a rolling basis as schools were recruited and the timelines for randomisation did not allow for accessing NPD data.

Minimisation was undertaken using the Minirand package in R and both the R files (script) and output files were used to record the minimisation process. At time of minimisation, analysts from the evaluation team at NatCen were blinded to school identity. School identifiers were then merged with group allocation data after minimisation.

The minimisation process allowed NatCen to assess balance in the minimisation variables across treatment and control groups. If after the first two rounds of minimisation balance had not been achieved,[14] then changes were made to the parameters of the minimisation process to ensure that balance across schools reaches acceptable levels for the most relevant variable (previous attainment), this was recorded and properly discussed in the SAP.

IPE

Research methods

The IPE was designed to understand how English Mastery was delivered, identify any barriers or facilitators to delivery, and describe the context underpinning the delivery. The overall objectives were to explore implementation fidelity in intervention schools and describe what 'business as usual' looked like in control schools. The IPE utilised a mixed method approach and included the following components.

- A case study approach where schools were the unit of analysis. A total of 21 schools were selected to be case study schools and this group was further broken down as:
    - o twelve case study treatment schools—each case study involved interviews with EMAs and English teachers and lesson observations; and
    - o nine case study control schools—each case study visit involved interviews with Key Stage 3 English teachers in control schools.

- Three online surveys spread across the evaluation period—treatment schools and control schools were expected to take part in each survey.
- Some observations of in-person induction training also took place prior to the onset of the Covid-19 pandemic.

Further detail about each method can be found in Table 4, which provides an overview of the adapted IPE approach undertaken as a result of the onset of the Covid-19 pandemic and the associated lockdowns, which resulted in school closures.

Table 3: IPE methods overview

Research methods	Data collection methods	Participants/ data sources	Achieved number of data collection encounters	Data analysis methods	IPE research questions addressed	Implement ation/ Logic Model relevance	Cancelle d due to school closures
Qualitative	Observation of induction training	Teachers attend induction training	2 observations	Thematic analysis	N/A	Fidelity	
Qualitative	Lesson observation	Pupils and teachers	0 observations	N/A	N/A	Fidelity, adaptation, responsiven ess	x[15]

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[14] We defined as an acceptable level of imbalance up to 0.1 standard deviations in the variable of interest.
[15] The intention was to perform 12 observations in wave 2 of the case study fieldwork.

Quantitative	Teacher workload school survey	Teachers in control and treatment schools	45 treatment schools (217 teacher responses) 34 control schools (190 teacher responses) Total 407 responses	Descriptive statistics	N/A—Impact evaluation RQs	N/A
Qualitative	Early intervention interviews	EMAs in case study treatment schools	12 treatment school interviews 9 control school interviews	Thematic analysis	RQ1, RQ2, RQ3, RQ4, RQ5	Fidelity, adaptation, responsiveness, reach; perceived outcomes
Quantitative	Home learning school survey	Teachers in control and treatment schools	30 treatment school teachers 21 control school teachers	Descriptive statistics	RQ2	Usual practice, adaptation
Qualitative	Ongoing delivery interviews	EMAs in case study treatment schools	11 treatment school interviews	Thematic analysis	RQ1, RQ2, RQ3, RQ4, RQ5	Fidelity, adaptation, responsiveness, reach; perceived outcomes
Qualitative	Final interviews	Heads of English in case study control schools and EMAs/teachers in case study treatment schools	12 treatment school interviews 9 control school interviews	Thematic analysis	RQ1, RQ2, RQ3, RQ4, RQ5	Usual practice, Fidelity, adaptation, responsiveness, reach; perceived outcomes
Quantitative	Endline teacher survey (treatment and control schools)	Teachers in control and treatment schools	38 treatment schools (164 teacher responses) 33 control schools (155 teacher responses) Total 319 responses	Descriptive statistics	RQ1, RQ2, RQ3, RQ4	Usual practice, Fidelity, adaptation, responsiveness, reach; perceived outcomes
Qualitative	Developer interview	EM developer	2 participants	Thematic analysis	RQ2, RQ3, RQ4, RQ5	Fidelity, adaptation, responsiveness, reach; perceived outcomes

Further detail on the number of interviews, purpose, and topic coverage with each participant group is outlined below.

IPE design

Case study design

As set out above, the original IPE design involved selecting 21 (12 treatment and nine control)[16] of the 87 schools available for selection to participate in IPE activities at the beginning of the evaluation. As outlined below, a key selection criterion for case study selection was intervention compliance. Case study selection was conducted in January 2020, after one term of intervention delivery, to allow the developers to collect compliance data from schools and share this

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[16] This number of case studies was chosen to ensure range and diversity across the chosen sample with regard to school size, student characteristics, and different approaches to English teaching.

with the evaluation team to inform selection. Case study data collection was intended to take place at three different timepoints throughout the evaluation period:

- wave 1, Early implementation—February 2020;

- wave 2, Ongoing delivery—October 2020; and

- wave 3, Final reflections on English Mastery—April 2021.

Case study sampling

A purposive sampling approach was used, and schools were selected based on a set of key sampling criteria. This approach helped to ensure that we captured a diversity of views and experiences among schools participating in the trial. For treatment schools, there were four key sampling criteria. First, schools were selected based on the extent to which they had adhered to the compliance measures after the first term of delivery. Three groups were identified as:

- high compliance (i.e. schools indicating through submission of compliance data that they were fully compliant);

- medium compliance (i.e. schools indicating through submission of compliance data that they were on track for partial compliance); and

- low compliance (i.e. schools indicating through submission of compliance data that they were on track for partial compliance and were also receiving additional support from the developer to implement the intervention).

Schools were then selected to ensure the sample had schools with a range of Year 7 cohort sizes, a mix of English teaching hours (for example, four, five, or six hours per week) and schools from different geographic locations.

The nine control schools were then matched to the treatment schools based on key characteristics including school size. The intention was to draw direct comparisons between treatment and control schools on key aspects including lesson structure and engagement with classroom teaching.

Changes to IPE design

All selected case study schools participated in wave 1. However, due to the Covid-19 pandemic and associated school closures, some schools declined to participate in waves 2 and 3, citing that remote and/or hybrid teaching had increased their workload and they did not have the capacity to take part in further interviews. Lesson observations were also cancelled after wave 1 due to school closures. At wave 2, nine of the 12 treatment schools were followed up and three new schools were recruited as case study schools. At wave 3, the aim was to interview two members of staff at each of the 12 treatment schools (the EMA and one teacher) and one teacher from each of the nine control schools. The team successfully interviewed teachers in nine control schools, some of which were different to those included in wave 2. However, the team were only able to interview nine EMAs and three teachers from across 12 treatment schools. This was owing to schools being unresponsive to the evaluation team's communication, which was likely to be due to the disruption the Covid-19 pandemic was causing in schools. Again, new schools were included in wave 3 who had not participated in the first two waves of interviews to accommodate dropout. At both waves 2 and 3, the same criteria to recruit the original case study schools was used to select new case study schools. The aim was to swap in schools that had similar characteristics to those schools that had dropped out.

Case study interviews with treatment and control schools

Early implementation interviews with teachers in the treatment school focused on contextual information regarding English provision in schools. Ongoing and final interviews explored how the delivery of English Mastery progressed and the perceived outcomes on staff practice and students. They also covered data on the implications of the Covid-19 pandemic and participants' experiences of remote teaching.

Teachers in the control schools were interviewed at waves 1 and 3. The interviews explored business as usual practices and explored how teaching practices had been adapted during periods of remote teaching.

Interview topic guides were developed by NatCen in collaboration with the EEF. (Topic guides can be found in Appendices F, G, H, I, J, and K). All interviews were conducted by telephone. Treatment school interviews lasted approximately 45 minutes and control school interviews lasted approximately 30 minutes. All interviews were recorded, with permission, and transcribed verbatim by an external transcription company.

Training observation

At wave 1 the induction training days were observed to assess how teachers, ambassadors, and SLT Champions engaged with the English Mastery training methods and materials, and how information was cascaded to them. Observation data was collated using a pre-written observation proforma.

Developer interview

Following the cancellation and redesign of some IPE activities, a decision was made to conduct an interview with the developers who were responsible for designing the programme and supporting schools with intervention implementation. The interview was conducted in August 2021 and provided reflections on delivery of the intervention during the Covid-19 pandemic and explored what adaptations were made to the programme. It also provided an opportunity to gather lessons learned over this period, to inform how future interventions can adapt to online/home learning. The topic guide can be found in Appendix L.

Online school surveys

Another element of the IPE design was an online survey of all treatment and control schools at three timepoints throughout the evaluation. The original intention was to include a subset of questions exploring workload across all three waves of the survey to assess whether there had been any changes to workload as a result of the English Mastery programme. Due to cancellation of the impact evaluation, and the fact that teacher workload was likely to have been significantly impacted by the onset of remote teaching, it would no longer be valid to compare workload over time, the focus of the wave 2 and 3 survey changed.

The evaluation team did not have access to a sample frame, which included contact details of all teachers expected to deliver the English Mastery intervention. Instead for each online survey, a link was sent to the evaluation contacts in each school (English Mastery Ambassador in treatment schools/Key Stage 3 English Lead in control schools). Where relevant, the evaluation contacts were then asked to distribute the surveys further to all English teachers teaching Key Stage 3 English. This approach meant that we were not able to identify a response rate for the teacher workload and endline surveys, which all Key Stage 3 English teachers in both treatment and control schools were expected to complete.

The content of each survey is detailed below.

- *Teacher workload survey—September 2019.* The survey gathered contextual information on school characteristics, the school's wider approach to teaching English, and where English sits within the timetable. The survey also contained questions on teacher workload (see Appendix M).
- *Home learning survey—May 2020.* In the original IPE design, all teachers were expected to be surveyed at all three waves. However, due to the Covid-19 pandemic and resulting changes to schooling, only the key contact at each school was invited to complete a short survey. This was to avoid overburdening teachers who were likely to be adapting to remote teaching during this period. The survey explored the remote delivery of English lessons during school closures. It also captured data on whether students were given home learning assignments, whether the work was marked, and what resources teachers were using to prepare for the lessons. The questionnaire can be found in Appendix N.
- *English provision and English Mastery endline survey—May 2021.* The final survey focused on English Mastery implementation and delivery and explored the key challenges encountered, adaptations made, and the perceived benefits of English Mastery for treatment schools. Control schools were asked to provide information on delivery of English lessons and any changes made to lesson plans during the academic year. The survey also included some questions, which explored how schools adapted to remote delivery and return to in-person teaching. Teachers in the treatment school were also asked whether they thought participation in English Mastery had supported the remote delivery of English lessons. Questionnaires can be found in Appendix O.

Compliance data collection

The final IPE activity, which was also intended to inform the impact evaluation, involved collecting data on intervention compliance. Table 5 sets out the compliance measures agreed with the developer. This includes compliance thresholds, which were measured termly, overall programme compliance, and a new set of compliance thresholds established after the onset of home learning.

Table 4: Compliance measures for English Mastery implementation

Item	Definition	Compliance threshold (measured termly)	Overall compliance threshold	Covid-19 compliance threshold
1. Induction training attendance	Teachers delivering English Mastery attend the English Mastery induction training	80% of teachers delivering English Mastery attend induction training	School meets or exceeds the termly compliance threshold two out of three terms in Year 1 and two out of three terms in Year 2	80% of teachers delivering English Mastery attend induction training. The overall compliance threshold remains the same as before
2. Assessing for Mastery training attendance	English Mastery Ambassadors (EMAs) attend the termly Assessing for Mastery training days	EMA attends termly Assessing for Mastery training	School meets or exceeds the termly compliance threshold two out of three terms in Year 1 and two out of three terms in Year 2	EMA attends termly Assessing for Mastery training, conducted online. (These are equivalent to the MyMastery+ standardisation Zoom sessions). The overall compliance threshold remains the same as before
3. Co-planning time allocation	Co-planning time is allocated on a regular basis	Co-planning is allocated fortnightly or more regularly for at least ten weeks per term (i.e. five times per term)	School meets or exceeds the termly compliance threshold two out of three terms in Year 1 and two out of three terms in Year 2	Co-planning time is allocated on a regular basis (12 sessions in 2020–2021)
4. Standardised conditions for assessment	Pupils sit the termly English Mastery assessments in standardised conditions	Pupils sit the termly English Mastery assessments in standardised conditions	School meets or exceeds the termly compliance threshold two out of three terms in Year 1 and two out of three terms in Year 2	Pupils complete the English Mastery quiz (one quiz per term). The overall compliance threshold remains the same as before
5. English Mastery curriculum delivery	Schools teach all components of the English Mastery curriculum	School teach the Literary Heritage curriculum component for at least 100 mins+ per week for at least ten weeks per term, and the Mastery Writing component for at least 50 mins per week for at least ten weeks per term	School meets or exceeds the termly compliance threshold two out of three terms in Year 1 and two out of three terms in Year 2	The school follows English Mastery's revised recommended structure (four lessons per week and with recommended content). The overall compliance threshold remains the same as before
6. EMA involvement	The EMA teaches the English Mastery curriculum	EMA teaches at least two lessons per week for a minimum of ten weeks per term	EMA teaches at least two lessons per week for a minimum of ten weeks per term	The EMA teaches two lessons per week for 27 of the 39 weeks of the academic year (i.e. 70% of the school year)

Compliance data was collected from schools by the developer on a termly basis over the two-year evaluation period.

Analysis

All transcribed data was managed and analysed using the Framework approach, developed by NatCen (Ritchie, 2013) and embedded in NVivo. Key topics emerging from the data were identified through familiarisation with the interview transcripts. Several analytical frameworks were drawn up and a series of matrices set-up, each relating to a different thematic issue. The columns in each matrix represented the key sub-themes or topics and the rows represented individual participants or observations. Data was summarised and categorised systematically by theme. The final analytic stage then involved drawing out the range of experiences and views from the charted data and identifying similarities and differences across and within participant groups.

Descriptive analysis of survey data was conducted using SPSS (Statistical Package for the Social Sciences).

Triangulation of all data and thematic synthesis by each component of implementation and delivery provided a comprehensive assessment of programme implementation.

Compliance data was captured in a form by English Mastery Links and shared with NatCen. The data was analysed to explore dosage (i.e. how much of the intended intervention has been delivered) and reach (i.e. the rate and scope of participation).

Survey reporting

The base for each survey question included in the report excludes non-response (i.e. 'don't know' responses or skipped questions). Where non-response to a question is 10% or more, we have added in a footnote, which includes the question base non-response percentage.

Timeline

Table 5: Timeline for implementation and process evaluation activities

Dates	Activity	Staff responsible / leading
January 2019	Intervention Delivery and Evaluation Analysis (IDEA) workshop	NatCen
February 2019–July 2019	Recruitment, schools sign Memorandum of Understanding	English Mastery
March 2019–July 2019	Random allocation	NatCen
June 2019–July 2019	Induction training	English Mastery
September 2019	Intervention delivery begins	English Mastery
September 2019	Contacting schools about collecting parental data processing opt-out form	NatCen
September 2019	Teacher workload school survey	NatCen
January 2020	Selection of case study schools	NatCen
February 2020	Treatment and control schools, teacher interviews	NatCen
May 2020	Home learning school survey	NatCen
January 2021	Treatment school, teacher interviews	NatCen
May 2021–June 2021	Treatment and control schools, teacher interviews	NatCen
May 2021–July 2021	English provision teacher survey (treatment and control schools)	NatCen
July 2021	Developer interview	NatCen
July 2021	Intervention delivery ends	English Mastery
July 2021–October 2021	Analysis and reporting	NatCen

Dates	Activity	Staff responsible / leading
September 2021	Second IDEA workshop	NatCen

Implementation and process evaluation results

This section synthesises the findings from the IPE, bringing together the perspectives of teachers who participated in the evaluation through interviews and data collected from the three surveys. This includes treatment school EMAs and English teachers as well as Key Stage 3 English Leads in control schools. The evaluation period coincided with the Covid-19 pandemic, which led to school closures and the beginning of home learning for most students. The findings section begins with a summary of how both treatment and control schools adapted to home learning and outlines some of the challenges experienced. It then goes on to set out the key issues related to programme implementation, including an exploration of fidelity, dosage, responsiveness, and adaptations. Finally, the section covers teachers perceived outcomes, and business as usual activity. The extent to which the findings support or challenge the Logic Model assumptions is discussed throughout.

The main research questions this section addresses are:

- What perceptions do teachers have about the English Mastery programme design and how the programme is delivered?

- What are the key challenges in the delivery of the programme and what adaptations have been made?

- What are the perceived benefits of the programme for teachers? Do teachers believe they have changed their teaching practice? How do they think practice has changed?

- What are the perceived benefits of English Mastery on students from the perspective of teachers in relation to: 1) students' enjoyment of studying English; and 2) progress in reading and writing?

- What are the local and national contextual issues, including changes to school regulations and inspections that affect delivery and adaptation?

Delivering Key Stage 3 English lessons during the Covid-19 pandemic

The Covid-19 pandemic led to significant disruption to teaching in secondary schools across the country between March 2020 and March 2021. Between March 2020 and September 2020, schools were closed and all lessons were taught remotely, apart from students deemed vulnerable or who had key worker parents for whom schools remained open. Schools closed again between January 2021 and March 2021, after which there was a phased reopening of secondary schools.

The evaluation explored how school closures and disruptions resulting from the Covid-19 pandemic affected the delivery of English in both treatment and control schools. This section looks at how schools adapted more broadly to home learning, the transition back into school and the use of hybrid approaches to teaching. It draws on the home learning survey completed by schools in May 2020, the endline survey completed by schools in May 2021, and the qualitative interviews conducted at waves 2 and 3 with teachers from treatment and control schools.

Key adaptations to English teaching

The surveys and qualitative interviews explored changes in relation to time spent on English, the frequency and format of teacher contact, how students submitted work and received feedback, and any changes to resources they used. The home learning survey results are reported here using numbers or fractions due to the small sample size (n=51), while the endline survey results are reported as percentages as the sample is sufficient to allow for this approach (n=165 treatment teachers, n=166 control teachers).[17]

Time spent on English

Overall, both treatment and control schools continued to deliver English lessons and engaged with students during periods of home learning. However, during school closures, almost half of those who responded to the home learning

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[17] Only one teacher from treatment and control schools was asked to complete the home learning survey whereas all treatment and control school teachers involved in the evaluation were invited to complete the endline survey. This explains the large difference in the total number of responses between the surveys.

survey (22 out of 51 treatment and control teachers) said students were receiving three hours or less of English teaching each week. A further six treatment and control teachers said there were no set hours for English. One of the reasons teachers gave for this was that many of their students did not have access to a computer or internet at home and were sent physical workbooks or packs to work through instead. It was difficult to ensure that these students were completing work or spending a certain number of hours on English learning, and therefore set hours were not used.

Just over two-fifths (22 out of 51 treatment and control schools) of teachers who responded to the home learning survey said they were providing between four and six hours of English teaching per week. The majority of teachers in treatment schools (84%) and around two-thirds of teachers in control schools (67%) who responded to the endline survey said students were receiving between four and six hours of English teaching per week during the final school closure between January 2021 and March 2021. This number of hours is in line with what students would usually receive in a face-to-face format. The fact that teachers were more likely to report more than four hours of English per week in the endline survey suggests that schools had adapted to teaching English remotely and were able to mirror as far as possible the number of hours students would get in a face-to-face setting.

Teachers from control schools who participated in the interviews explained a reduction in hours was due to a whole-school directive to do so. There were also teachers in the control schools who explained how weekly hours for English had actually been increased during remote delivery because schools wanted to increase their focus on core subjects, and students were completing more independent work than before. In some cases, teachers reported that lesson length reduced from an hour to between 25 and 45 minutes as students had struggled to maintain focus during 'live lessons' delivered remotely.

Frequency and format of teacher contact

The home learning survey asked how frequently Year 7 students were contacted about their English work during school closures. Just over half of teachers were contacting students on a weekly basis (28 out of 51 treatment and control teachers) to assign work, provide support, or give feedback. Teachers who participated in the qualitative interviews noted that initially when home learning began, students were deliberately not contacted frequently to minimise the pressure on them, and to allow students time to adapt to a new learning environment. The endline survey (which took place in May 2021) also asked teachers how frequently Key Stage 3 students were contacted about their English work, and the majority of students received either weekly or daily contact (reported by 99% of responding teachers from treatment schools and 94% of responding teachers from control schools). This suggests that as home learning continued, more teachers were making frequent contact with their students.

Survey findings revealed that English lessons were adapted in different ways by schools during periods of home learning. During the first period of school closures, it was less common for teachers to deliver live lessons. Instead, schools were sending out packs of work to students either in the post or via email and in some cases uploading information onto the school website. Over the period of school closures, teachers reported utilising online modes to teach. This included either pre-recorded lessons that were uploaded to Microsoft Teams or another similar platform and watched by students, or students accessed 'live' lessons with teachers via Teams, Zoom, or Google Classroom. Additionally, resources were converted to PDF or Word worksheets and sent to students to assist them with live lessons and independent work, and there was increased use of visual aids, and interactive elements in lessons. Teachers also reported establishing or expanding virtual libraries for students to access books online. Not all students could access online lessons or resources, and in these instances, workbooks were sent home to students.

Feedback to students

The majority of teachers across both surveys reported that students were expected to submit work during school closures. Of which, 40 out of the 51 respondents to the home learning survey said Year 7 students were required to submit work. The endline survey found that by the final period of home learning, between January 2021 and March 2021, the vast majority (98% of teachers in treatment schools and 96% of teachers in control schools) said that Key Stage 3 students had to submit work. Similar to the finding above, teachers who participated in the qualitative interviews noted that when home learning first began, their school had prioritised general check-ins or pastoral contact with students over marking, in order to reduce the pressure on both students and teachers.

Where students did submit work and receive feedback, there was a range of ways in which this was organised. This was largely influenced by how remote teaching was delivered. For example, where schools were using exercise books at home, students had to leave their work at school for teachers to mark and send back to them, or their work was not

marked until the return to in-person teaching. Schools using platforms such as Google Classroom and Google Drive were able to provide more immediate feedback by commenting on students' work via the platforms. Others asked students to submit work over email or social media platforms, which they would then mark or provide feedback on.

Resources used

The home learning survey indicates that the most common resource used by treatment schools during periods of home learning were English Mastery resources (used by 28 out of 30 schools). Where resources were shared as hard copies, students were given English Mastery booklets, copies of slides, and homework activities. Other teachers shared the resources online via platforms such as Microsoft Teams, Google Docs, Show My Homework, Padlet, Zoom, EduLink, and schools' own websites. Some schools used English Mastery resources alongside other resources. These included resources created internally for students without internet access, and resources from platforms such as BBC Bitesize and Educake for students who completed their work early.

Teachers reported making amendments to existing resources to make them compatible with remote delivery. For example, they edited PowerPoint slides to make them shareable on video calls, reduced the amount of content on each slide so that students using phones were able to view them more easily, transferred English Mastery booklets online, and replaced discussion activities with writing activities.

Teachers from treatment schools, who participated in the qualitative interviews and who did not make use of English Mastery resources during home learning, reported two main reasons for this. First, teachers reported either that not all students had access to the internet or a digital device, and photocopying was not always an option: the decision to use alternative resources was made by the schools' academy trust rather than by teachers themselves. In place of English Mastery resources, these schools used the Academy's internal resources. Second, some schools also continued to use additional interventions, which they had used alongside English Mastery prior to the Covid-19 pandemic, such as Accelerated Reader.

Teachers from control schools did not have access to English Mastery resources, which meant that they had to draw on other sources to support home learning. The most common materials used by control teachers who responded to the home learning survey were their own internal school-based resources (used by 20 out of 21). Control teachers who participated in the qualitative interviews described an increased focus on the curriculum 'fundamentals' during periods of home learning, with reduced lesson content and simplification of concepts to aid remote delivery. There was less time spent on extended writing and reading tasks, as teachers thought it was too difficult for students to focus on this at home and they had fewer ways to monitor and encourage engagement.

Key challenges to teaching English remotely

Home learning challenges

Teachers felt that the key challenge during home learning was ensuring all students could engage with lesson content. Two practical engagement barriers were cited by teachers participating in the interviews: 1) in some cases, students had no internet access to engage in online lessons; and 2) teachers also reported that not all students had access to appropriate devices. For example, there were instances of students using their phone to access lessons. Using small screens on phones made it difficult to engage in all the materials teachers were sharing during live lessons. It was also highlighted that some students lacked space at home or an environment conducive to learning.

A lack of engagement or ability to monitor student engagement was also mentioned as a key challenge by treatment and control teachers who participated in the interviews. Teachers explained that often students had their video and microphones switched off throughout lessons and this made it hard to ensure they were engaging with the teaching. It also made it difficult to have organic class discussions, and for teachers to see and address misconceptions. As mentioned above, where students could not access learning online, this made it impossible for teachers to review any learning they had done. One teacher in the treatment school who responded to the home learning survey explained that as their school was situated in a deprived area, there were many students who lacked access to the online resources they had made available. They expressed concern that these students would fall behind others because of the lack of access to education and teacher support.

In some circumstances, teachers reported that parents could also pose a barrier to engagement. For example, some parents had been unable to support home learning because they were working themselves and could not offer much

attention to check that their child was engaging in home learning. In other circumstances, parents had told teachers they were prioritising their child's well-being and mental health over encouraging home learning. Language barriers were also cited, as parents with limited English were less able to engage with school communication and encourage their child to participate in home learning.

School adaptations during periods of hybrid learning

From September 2020, secondary schools returned to in-person teaching. However, there was still significant disruption to education due to the need for schools to continue to try and mitigate the risks of Covid-19 and follow government guidance. Due to teachers and students (either individuals or whole 'bubbles') needing to isolate intermittently and at short notice, many schools developed a hybrid approach to learning, which included a mixture of home and in-person lessons. Schools faced several challenges in terms of delivering lessons in this context.

Treatment and control teachers participating in the interviews reported challenges associated with hybrid learning. First, teachers explained that all lessons had to be shortened to allow students to move around the school in bubbles, or to limit movement by having only teachers move between classrooms while students stayed in place. This reduced the amount of content teachers could cover in lessons.

Engagement with students also became challenging. For example, movement within classrooms was limited, with some teachers unable to walk around the classroom during their lessons due to social distancing protocols. This made it harder for teachers to look at students' work and assess their understanding. Related to this, teachers also highlighted that the absence of students due to isolating, or in some instances because their parents were anxious about contracting Covid-19, meant that there were students who were experiencing gaps in their learning.

Finally, teachers reported that setting work and streaming based on ability was disrupted by the use of bubbles in schools, and students were often required to stay in the same groups across subjects, even if they previously would have been in different groups.

Impact on students

In responses to both the home learning survey and the qualitative interviews, treatment and control teachers suggested that there were likely to be a range of negative impacts, resulting from home learning, on students. The key concerns were that students would not reach their expected attainment level and the gap between the highest and lowest achievers would widen. Views on whether students would be able to catch-up varied. Some teachers were optimistic that students would be able to bridge the gap created by home learning, while another felt it was unrealistic to expect students to catch-up quickly.

> *It will be unrealistic to expect students to catch-up on 6 months of work when they do return to school—will need to adjust curriculum and expectations of what can be addressed.*

> (Treatment school, teacher, home learning survey response)

Other teachers with a positive viewpoint also highlighted that their school had gone 'above and beyond' to support students during periods of home learning, and they felt as a result only limited gaps in knowledge would occur. This was particularly the case for teachers who were in regular contact with their students.

Other teachers raised concerns that certain groups of students, namely SEND students and EAL, will have had less support during home learning and that this is likely to have widened the attainment gap further for these students.

Alongside this gap in learning, there was also the concern that students might lose their discipline, work ethic, and enthusiasm for learning. One teacher remarked that they expected that this would be challenging to address on return to in-person learning.

View on whether English Mastery supported home learning

The endline survey sought to identify how useful teachers thought the programme and support from the developer had been in supporting home learning and the return to in-person teaching. Most treatment teachers (84%) who responded to the endline survey said that the English Mastery programme had either been 'very helpful' or 'helpful' for delivering remote teaching. The majority of treatment teachers (75%) also said that the programme was either 'helpful' or 'very

helpful' in supporting the return to in-person teaching. Views were more mixed on the extent to which the programme had lessened the effects of Covid-19 on Key Stage 3 student English attainment. Less than two-thirds (59%) 'Agreed' or 'Strongly agreed' and 29% 'neither agreed' nor 'disagreed' that the programme helped to lessen its effects. Considering the main barrier to home learning was a lack of engagement of students, this is not a surprising finding. It may also have been difficult for teachers to separate the effects of Covid-19 and English Mastery on student attainment as both were new experiences for them.

Impact on teachers

The qualitative interviews with teachers in treatment schools suggest that having access to a fully resourced curriculum enabled teachers to deliver consistent and high-quality Key Stage 3 English lessons, even during periods of home learning. The developer's role in adapting resources took some of the pressure and workload off teachers and helped them focus on how best to support students and close gaps in learning. Teachers reported that remote English lessons were of a higher quality than they might have been without support from the developer and pre-made lesson plans. As a result, some teachers expressed that English Mastery had prevented some deterioration in progress as a result of home learning.

> *There's so much material there that has made our planning for home learning much, much easier, and it's also meant that we've needed a little bit of time, that we are able to still deliver that curriculum.*
>
> (Treatment school, teacher, wave 2, interview)

Teachers also reported that having lessons, which were consistent in structure, meant students maintained engagement during periods of home learning because they were familiar with the lesson format and what to expect from a lesson. Access to lesson plans and materials was also felt by one group of teachers to improve lesson delivery during periods of in-person teaching (see the responsiveness section for more detail).

Meanwhile, teachers in control schools reported that online learning had often increased their workload as they needed to adapt lessons for online delivery. Workload was particularly high during periods when hybrid learning was in place. However, workload was sometimes reduced where lessons were shorter or teachers were not marking exercise books due to changes to timetables or marking policies their school had made in response to home learning.

Both control and treatment schools experienced staff absences due to staff needing to isolate. This could create added pressure for teachers left in school, and on those isolating at home who were, at times, asked to work from home. Some teachers also reported difficulties teaching remotely due to lack of a suitable working environment at home or getting 'screen fatigue'. This, along with increased workload for some teachers, led some to comment that teachers' job satisfaction had been negatively impacted by the Covid-19 pandemic.

Overall, schools took a varied approach to teaching English in a home learning context. Their approach was influenced by the needs of students and teachers, and their wider school response to the Covid-19 pandemic. In terms of the English Mastery programme, it had wide ranging impacts on delivery and the extent to which it could be delivered as intended. Adaptations to the programme and fidelity to the model will be explored in the next section.

Fidelity and adaptations

This section draws on qualitative interview data, the endline survey (using data for teachers in treatment schools only) and compliance data from the English Mastery development team. It covers intervention delivery and fidelity by discussing:

- access to training, resources, and ongoing support;
- intervention delivery; and
- adaptations to delivery.

Training, resources, and ongoing support

Overview of training, resources, and ongoing support

As stated in the Logic Model, schools had access to a teacher development programme to support the implementation and delivery of English Mastery. This included a suite of training, which involved induction training for EMAs, SLT Champions, and teachers and three days of Assessing for Mastery training for EMAs, which involved EMAs from different schools coming together to learn about standardising students' assessments (though not all EMAs attended three days of Assessing for Mastery in the first year of the evaluation, due to the cancellation of this training during periods of home learning—see Table 3 for more details of training adaptations). Table 2 in the 'Introduction' section provides an overview of the different training days staff were required to attend them. Each school was also assigned an English Mastery Link who offered ongoing support throughout the evaluation period, as well as up to three school visits to provide support, observe implementation of the programme, and provide feedback where relevant.

The Logic Model assumes that after participating in the training, all participants should know how to deliver the component parts of the English Mastery curriculum and be aware of how to use resources available to deliver the programme. The training also provided guidance on how to implement the summative assessment component, which should be used to inform planning and delivery of lessons.

The developer repeated the induction training for schools each term across both years of the trial. The repeated training was aimed at new teachers delivering the programme and any teachers who wanted a refresher session. Assessing for Mastery training was also repeated for EMAs to provide them with the opportunity to share sample student work with other treatment schools.

Finally, each EMA was given a full set of classroom resources as part of the programme. These included curriculum materials, which aimed to help teachers deliver the curriculum effectively (for example, curriculum maps and lesson sequences). The set also included ready-made lesson plans and resources provided in a PowerPoint format. The intention was for EMAs to cascade these resources down to all Key Stage 3 English teachers.

Adaptations to training, resources, and ongoing support

As a result of the Covid-19 pandemic, and a move to home learning part-way through the first year of the evaluation, the training and development programme was adapted in the following ways:

- all training including induction and Assessing for Mastery training was moved online;
- termly school visits from the English Mastery Link moved to two online sessions per school year;
- in the second year, an online platform (MyMastery) was open to all teachers (not just EMAs) so they could access all lessons and curriculum resources. The platform also included asynchronous training;
- a new training session targeted at EMAs was introduced to support with preparations for the second year of the programme; and
- two additional webinars were made available to prepare teachers with the transition to home learning.

Access to training, resources, and ongoing support during home learning

Training attendance

Analysis of the compliance data shows that over both years of the programme, attendance at the induction training remained relatively consistent and appears to have been largely unaffected by the move to online delivery (Figure 2). A member of the English Mastery developer team commented that one of the benefits of moving the training online was that more teachers were able to attend as it removed some of the time and travel burden. While offering online training may have increased attendance, it was noted that the online format was less engaging and in-person training was preferred as it provided the chance to network with other schools, which teachers found useful (see views on training support and resources below). It will be important for the developer to consider these trade-offs in future iterations of the programme.

Figure 2: Number of treatment schools who reported teachers attended induction training
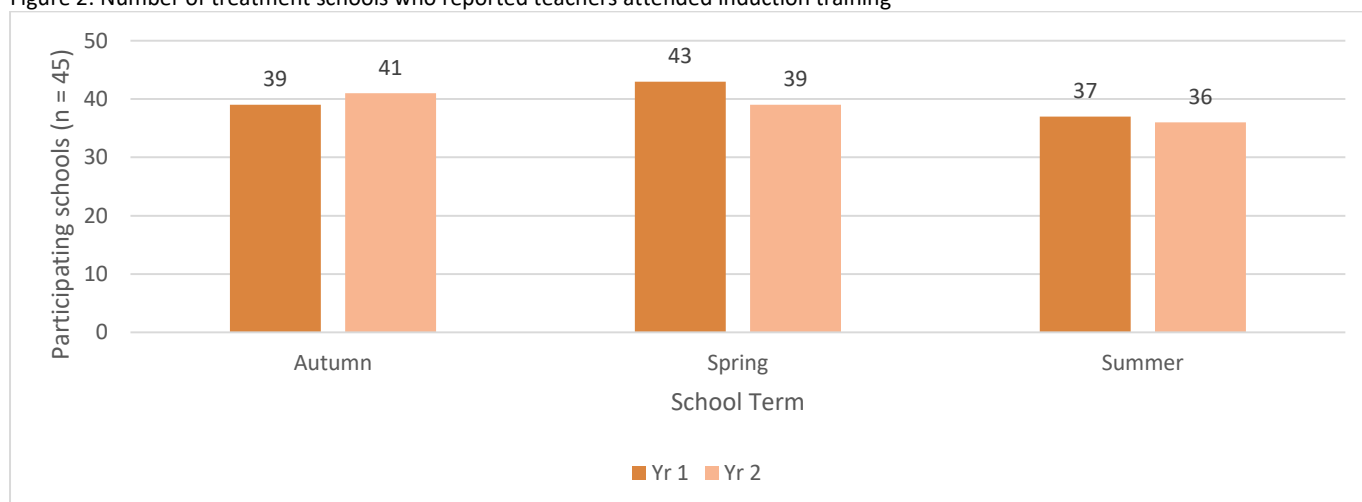
Source: English Mastery compliance data

The compliance data also indicates that attendance at the first Assessing for Mastery training session in the autumn of 2019 was high, with teachers from 41 out of 45 schools in attendance (Figure 3). However, no further Assessing for Mastery days were delivered during the first year of the programme. The developer decided that due to schools struggling to implement the summative assessment component remotely (see 'Assessing for Mastery Training' section for more details), the EMAs would not benefit from the training at this stage. In the second year of the programme the developer introduced an online version of the Assessing for Mastery training in autumn 2020. Analysis of the compliance data shows that attendance was relatively high, but then dropped in the spring and summer terms (see Table 5 for optimal compliance). The developer noted in their interview that in spring 2021, many schools were unable to run the summative assessments, which may explain this decrease in attendance.

Figure 3: Number of treatment schools who reported teachers attended Assessing for Mastery training
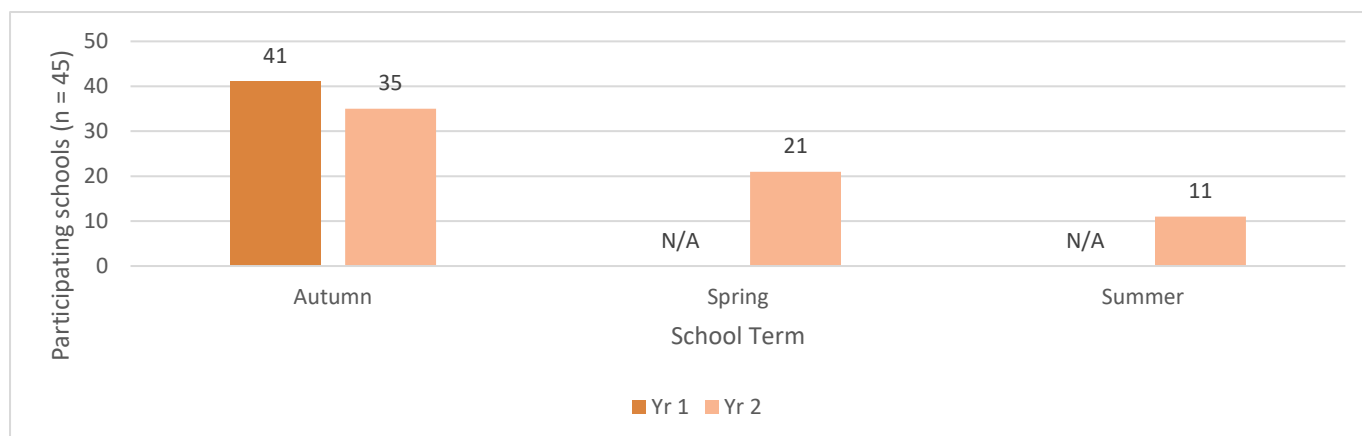
Source: English Mastery compliance data

Overall, the developer reported that attendance at online training was mixed or fluctuated depending on the specific needs of teachers at any one time and their ability to engage. Meanwhile, they reported that engagement in the online support sessions with English Mastery Links was high with only one school not attending any sessions.

Views on training, resources, and ongoing support

In general, teachers participating in the qualitative and quantitative strands of the IPE were positive about the teacher development programme. The majority of teachers (84%) who completed the endline survey were either 'very satisfied' or 'quite satisfied' with the training and support offered by the developer to deliver the Key Stage 3 English curriculum.

Induction training

The majority of teachers (85%) responding to the endline survey were also either 'very satisfied' or 'quite satisfied' with the induction training. In qualitative interviews, treatment teachers reported that it had been useful and effective for the following reasons:

- the training offered a useful overview of the different components and theory underpinning it, and attendees felt prepared to deliver the programme afterwards;
- EMAs particularly liked that the training included advice on how to engage teachers in the programme and enjoyed having the opportunity to practise moderating a co-planning session;
- EMAs felt the training for department staff encouraged programme buy-in;
- teachers welcomed the opportunity to network with other teachers delivering the programme and felt the training was structured in such a way that there was enough opportunity for reflection, discussion, and questions;
- the training gave an understanding of what schools could expect from English Mastery at an operational level;
- the training benefited from having experienced and enthusiastic trainers; and
- it was pitched at a level, which meant both new and experienced staff gained useful insights from it.

However, interview participant teachers suggested that there were three aspects of the training, which worked less well or could be improved. First, it was noted that the Mastery Writing and Reading for Pleasure strands of the curriculum were not explained as effectively as Literary Heritage. Teachers were less certain on how to deliver these elements effectively. Second, some programme resources were not available to teachers at the time of the training, which made some aspects of it feel quite abstract. Third, EMAs felt that there was a lot of overlap between the EMA and teacher induction trainings, and therefore it felt less useful for EMAs to attend both days.

Teachers participating in interviews suggested the training would be improved if more time was spent explaining the evidence used to inform and develop each programme component, particularly to help newer teachers. Furthermore, teachers would have liked more information on how the English Mastery curriculum linked across different year groups. They felt staff did not have a good understanding of the rationale behind progression to Key Stage 4.

Assessing for Mastery training

Two-thirds (66%)[18] of teachers who completed the endline survey were either 'very satisfied' or 'quite satisfied' with the Assessing for Mastery training provided over the course of the trial. EMAs who participated in the qualitative interviews found it useful to see what other schools had been doing, welcomed the challenge it provided to teachers on why they were giving certain grades to students, and liked the fact they were given a prescriptive marking scheme to use in their school. As with the induction training, teachers also welcomed the opportunity to network with other schools during these sessions. Negative feedback regarding the training was limited, however, some teachers did raise the point that the sessions were long and quite labour intensive. Teachers with this view suggested it may have been better if they were reviewing work in groups and if exercises and course materials were broken up into smaller segments. Other teachers commented that the training did not run as smoothly online as it did in-person, as the course materials were sent to attendees via email but were not always received, so teachers could not always fully engage with the training. Finally, some teachers thought it was unnecessary to repeat the training three times a year. Once was felt to be enough to understand the marking and standardisation process.

Support from English Mastery Link

Almost two-thirds (64%)[19] of teachers who responded to the endline survey were either 'very satisfied' or 'quite satisfied' with the visits from their schools English Mastery Link. The qualitative interviews found that views on the support provided by the English Mastery Link varied. On the one hand, there were teachers who felt that the English Mastery Links offered high-quality, tailored support that teachers could access in a timely way, when needed. These teachers said the in-person visits were valuable in providing comprehensive and constructive feedback:

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[18] The base for this question was 129, 21% of the overall sample either answered 'don't know' or skipped the question.
[19] The base of this question was 130, 20% of the overall sample either answered 'don't know' or skipped the question.

> *[They] give really excellent feedback and really, really get down to the nitty gritty of what our problems are and how to iron those out and then gives us tips. Is brilliant, actually.*

<div align="right">(Treatment school, teacher, wave 1 interview)</div>

On the other hand, teachers with a less positive viewpoint noted that an earlier visit from the English Mastery Link right at the start of the programme would have helped resolve timetabling issues. Teachers in schools where timetabled lessons were longer or shorter than English Mastery lessons felt they did not have enough support from English Mastery to adapt lesson plans to fit different lesson lengths. Some teachers also felt that the ongoing support was unnecessary as they felt confident with programme implementation. The continued contact even became a source of frustration in some cases.

Views on training and resource adaptations

As described above, the introduction of home learning meant all training and support was provided online rather than in-person. Views on the adaptations made were mixed. Some elements of the adaptations were welcomed. For example, the introduction of the webinars, which covered home learning, were felt to be timely and useful for teachers. Other elements of online training were felt to be less successful. For example, the Assessing for Mastery sessions were felt to have run less smoothly online compared to in-person sessions. On the whole, teachers thought the in-person training events were more engaging, interactive, and better at facilitating networking and sharing of learning than online training.

Overall, teachers thought there was a very good quantity of material on the MyMastery platform. However, it was felt there could have been more training on how to navigate the MyMastery platform as it was not intuitive and included materials and documents, which teachers were unaware of until 'stumbling across' them.

> *There's an awful lot of stuff on English Mastery library where all of their resources are. Some of that stuff doesn't get covered in the training sessions...I think it might have been useful to have somebody go through everything that's on there and how you might use it, because a couple of weeks into using mastery, I came across some documents on spelling lessons and I was like, 'oh wait, am I supposed to be using these?'*

<div align="right">(Treatment school, teacher, wave 1, interview)</div>

Views and use of the asynchronous training also varied. In some cases, teachers mentioned that due to an increase in demand on their time, associated with home learning, they were not able to make use of it. Other teachers found it helpful that they could access training videos in their own time. This was felt to be particularly helpful when co-planning had stopped during periods of home learning.

Intervention delivery

Curriculum pathways

As discussed in the 'Introduction' section, the English Mastery programme includes two pathways: the traditional pathway targeted at students meeting age-related expectations; and the foundation pathway for students working below age-related expectations. Teachers who participated in the qualitative interviews explained that students were still streamed using the schools' usual approach, which typically involved using data from Key Stage 2 to inform student placement. The division of students into traditional and foundation pathways depended on the size of the school and the capabilities of the student cohort. For instance, in some schools almost all sets were using the traditional pathway, with only one set using the foundation pathway. In other schools, where there was broader mix of abilities the number of sets using the traditional and foundation pathway was more equal.

Teachers explained that there was scope for students to move between pathways if it was clear there was a need to. In line with guidance from the developer, movement only took place after the end of the unit assessment had been completed and a student's mark had indicated they needed moving.

Dosage, quality, and adaptations

The extent to which schools were able to adhere to model fidelity was significantly influenced by the onset of the Covid-19 pandemic, associated school closures, and a move to home learning. This section provides an overview of how

English Mastery was delivered prior to, and during home learning periods. It explains the challenges and adaptations teachers made to the programme. Where possible, it unpacks whether adaptations were made in response to home learning or related to teachers views on the appropriateness of the English Mastery programme.

Analysis of the compliance data (Figure 4) shows that there was high fidelity in terms of curriculum use as the majority of schools delivered all components of the English Mastery curriculum across Years 1 and 2. The exception to this is the period of Year 2 in the spring term, when there was a significant drop in the number of schools using all components of the curriculum. It is not possible to account for why a significant drop happened in Year 2 in the spring term. However, during this time (January 2021 to April 2021) there was a significant disruption to the education sector as schools unexpectedly closed once again following the Christmas holidays and only began to reopen again in early March 2021. Perhaps a lack of preparation for a further period of home learning was driving a reduction in the use of the programme.

Figure 4: Number of treatment schools who reported teachers used all components of the English Mastery curriculum
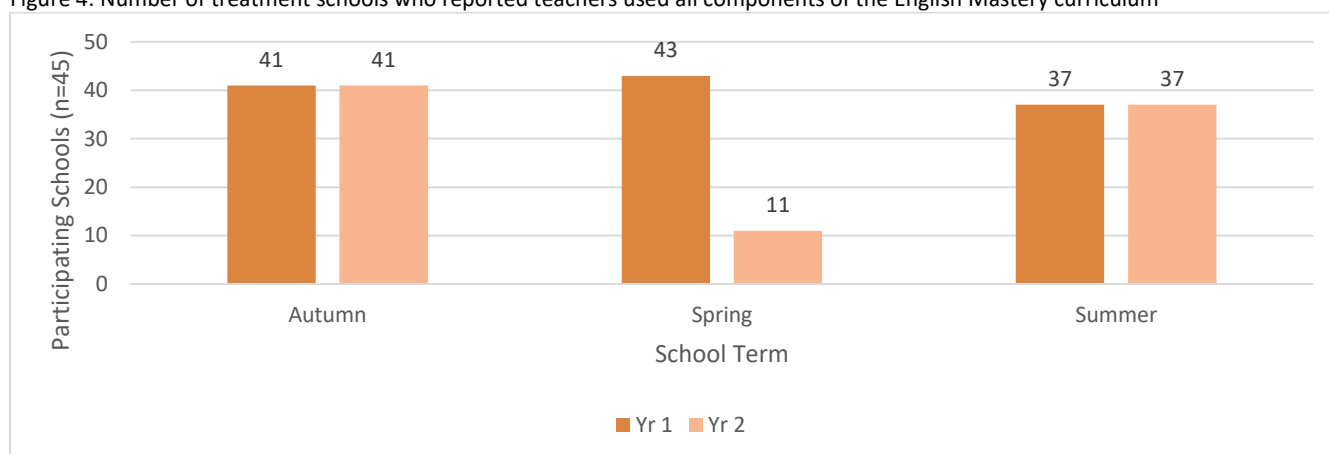
Source: English Mastery compliance data. **Literary Heritage**

During periods of in-person teaching, teachers reported making limited changes to the Literary Heritage component of the curriculum. Where changes were made, these included adding in additional questions or prompts to encourage students to analyse texts more deeply. Sometimes this was done specifically to help stretch higher ability students.

The endline survey shows that the majority (90%) of teachers from treatment schools who responded used the Literary Heritage component during the final period of home learning (January 2021 to March 2021). The developer and teachers explained that schools had been encouraged to prioritise Literary Heritage during periods of home learning.

> *We advised—and we know that teachers did emphasise more—they devoted more learning time to Literary Heritage strands. So I would imagine that the other two have suffered more, just because practically, they had less time with students.*

(Developer interview)

Teachers also explained that Literary Heritage was prioritised because they felt it covered the core content of the curriculum and was more straightforward to teach remotely as compared with the other strands.

During periods of home learning, teachers reported making a range of adaptations to the strand. Adaptations included making changes to language used in the lesson to make it more accessible for students to understand, particularly in situations where lessons were not live. Another adaptation involved teachers cutting out content such as the poetry unit or only teaching key content from difficult texts, such as Shakespeare, as it was too challenging to teach complex texts online.

Mastery Writing

Adaptations were made to elements of Mastery Writing during both periods of in-person and home learning. Changes included building in more information or revisiting certain topics when teachers felt students needed further context to grasp the subject matter in focus.

If we've taught pronouns the week before and then the next week the kids still haven't quite got their head around it, then we might add some more information in where it might have been taken away or scaffolded away.

(Treatment school, teacher, wave 1, interview)

Other teachers felt that Mastery Writing was not stretching the high-achieving students and was not preparing them for GCSE. In response, they either heavily adapted the lesson for these students or reverted to previous writing curriculums because they were felt to be more engaging and adequately stretched high-achieving students. Some teachers found that there was not always enough time left for writing in the lessons. With advice from their English Mastery Link they adapted lessons by occasionally spending less time on some aspects such as SPaG, to ensure there was enough time for writing.

Around two-thirds (64%) of teachers who responded to the endline survey said Mastery Writing had been used during periods of home learning. Some teachers who participated in the qualitative interviews explained that Mastery Writing had been reduced or dropped during home learning and they gave one of two reasons for this. First, there were teachers who felt students' reading skills had suffered because of home learning and, as a result, they preferred to focus on Literary Heritage and Reading for Pleasure, as they felt these components would help bridge the gap in lost learning. Second, others reported that it would not have been manageable for students or teachers to cover Mastery Writing given the amount of time it took to get through the Literary Heritage material remotely. Schools that delivered a reduced version of Mastery Writing tended to focus on key topics or prioritised covering the content with only students that particularly struggled with their writing.

Reading for Pleasure

Model fidelity was lowest in relation to Reading for Pleasure and teachers reported a range of reasons for this. Adaptations to Reading for Pleasure were sometimes driven by existing practices in schools. For example, schools had already invested in other interventions such as Accelerated Reader and wished to continue using them alongside Reading for Pleasure. Another school had a library lesson dedicated to reading for Key Stage 3 students and chose to prioritise this over using the Reading for Pleasure strand. Other teachers reported that their school had compulsory school-wide activities such as spelling tests and it was decided that Reading for Pleasure lessons would be combined with these. In some instances, changes to Reading for Pleasure were driven by the perceived needs of students, such as the removal of the spelling component where teachers felt it was not challenging enough. Finally, in one setting Reading for Pleasure was not covered by English teachers at all. Instead the strand was led by form tutors and students were expected to read for up to 25 minutes, three times a week during their form tuition period, with tutors covering the vocabulary session with students once a week.

As with Mastery Writing, the use of Reading for Pleasure during English lessons was severely disrupted by the onset of home learning. The endline survey indicates that over two-thirds (69%) of treatment teachers who responded to the survey were not using Reading for Pleasure during the final period of home learning. Teachers who participated in the interviews explained that they either reduced or dropped the use of the component and gave one of three reasons for this. First, teachers reported that it had been de-prioritised in order to focus on delivering Literary Heritage or catch-up on other curriculum content missed during previous lockdowns. Second, some schools preferred to focus on English content, which students needed more help with or would be assessed on. Finally, for others, changes to their schools' timetable meant it was not possible to have specific time for Reading for Pleasure.

Where schools continued to use Reading for Pleasure during periods of home learning a range of adaptations were made. For example, teachers used audio books or read aloud while showing the text on screen (for example, on Teams) so students could read along. Other teachers included ten minutes of reading at the start of each English lesson.

Assessing for Mastery

A key component of the English Mastery programme is the Assessing for Mastery approach, which involves embedding formative and summative assessments into lesson planning and delivery. The purpose of these assessments is to regularly gauge comprehension, establish misconceptions, and use assessment results to inform future lesson content. A core output articulated in the Logic Model is that 100% of students receive a standardised summative assessment at the end of each Literary Heritage unit. Prior to home learning, analysis of the compliance data shows that schools were

largely compliant with this element of the intervention (see Figure 5).[20] Teachers explained that there had been limited adaptations to the assessment approach and where there had been changes these involved altering the timing of assessment delivery so that it lined up with school-wide assessments.

Unsurprisingly, during periods of home learning, as well as periods of hybrid learning, teachers did not use the standardised summative assessment element of the programme. Teachers gave a range of reasons for this, including that it was not practically possible to administer and monitor assessments remotely. In some schools, assessments had been cancelled when schools broke up early due to Covid-19 in the spring of 2020. During periods of in-person learning teachers also felt that it would be unfair to do the assessments for units, which students had covered remotely.

Where schools did still try and run the assessments at different points during home or hybrid learning, they made adaptations to acknowledge the conditions that students were taking them under. For example, some schools encouraged students to do the assessments at home but did not mark them or allowed students to take notes into the assessments when they were done in school. Conversely to what is described above, some teachers said that they had used the assessments when students came back to school to check understanding of units taught remotely, before moving onto other units of work.

Another adaptation, not related to home or hybrid learning, included adapting the marking system to fit the schools' own system.

Figure 5: Number of treatment schools who reported teachers completed termly summative assessments
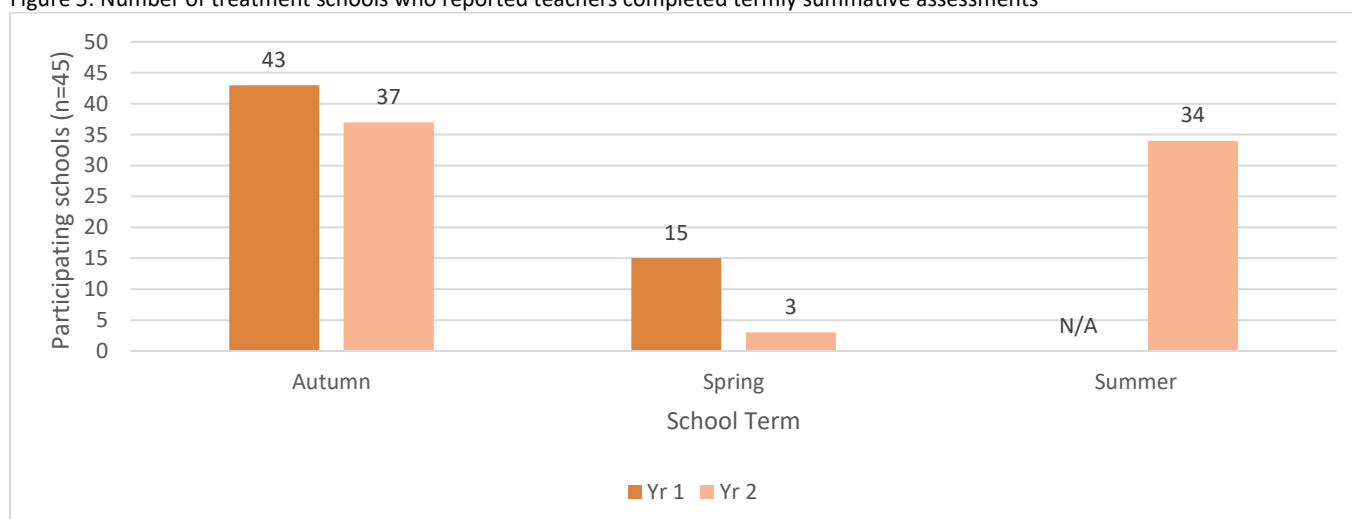
Source: English Mastery compliance data.

The other key part of the assessment model is the formative assessment element. If used as intended, formative assessments are undertaken in the form of a fortnightly quiz and used to establish how well students have understood the unit of work in focus. These quizzes are separate from the standardised summative assessments students have to complete at the end of each Literary Heritage unit. Prior to home learning the quizzes were paper-based and included a set of multiple-choice questions. During the onset of home learning the quizzes were added online so students could access them from home. The use of formative assessments was not established as a compliance measure, so it is not possible to state the extent to which these were used throughout the evaluation period.

When home learning began, the developer adapted the formative assessment resources so that students could complete quizzes online. There was limited evidence from teachers on whether this influenced the extent to which this element was continued with during home learning periods. However, the developer noted from their conversations with treatment schools that the use of quizzes encouraged students to engage and teachers would quickly be able to identify who had not participated in the lesson by the number of completed quizzes. Teachers also told the developer that responses to the quizzes gave a good indication of progress among students who were studying the curriculum independently, because they were not able to log in to live lessons.

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[20] Of those schools, which carried out summative assessments, the compliance data does not capture whether 100% of students received the assessment.

Co-planning

Co-planning is articulated in the Logic Model as a key aspect of the English Mastery programme. EMAs are expected to lead weekly co-planning sessions in their department, during which teachers can think through and discuss how to deliver that week's lesson content and resources.

Analysis of compliance data (Figure 6) indicates that the extent to which weekly co-planning was carried out across treatment schools varied, with some schools choosing not to co-plan at all throughout the evaluation period.

Figure 6: Number of treatment schools undertaking regular co-planning
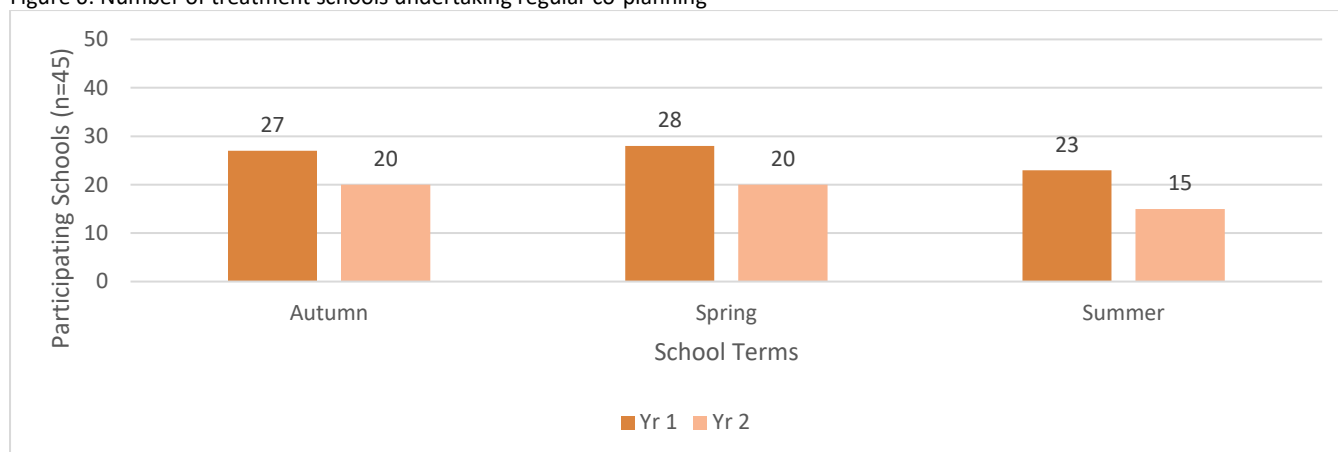
Source: English Mastery compliance data.

Where co-planning did happen, its regularity varied between schools. While some adhered to model fidelity and held co-planning sessions fortnightly (or more regularly) as intended, others only managed to hold sessions once a term. Teachers who said that co-planning sessions were less than once a week explained that this was due to time constraints, being too busy to meet every week for an hour or not having additional or protected time dedicated to co-planning. In some cases, co-planning took place during faculty meetings or CPD sessions.

Competing demands on time or timetabling constraints also had an impact on attendance, and some schools reported that it was very difficult for all staff to attend sessions at the same time. In some instances, schools attempted to address this by having multiple co-planning 'slots' each week, which teachers could attend in pairs or threes, or by holding co-planning after school. Where attendance was low, English Mastery Links visited schools and modelled co-planning, and EMAs worked with senior staff to encourage attendance, which teachers said helped boost the numbers attending. EMAs were able to alert English Mastery Links to the low attendance as they were in regular contact with them.

During periods of home learning, teachers' time to co-plan was reduced, meaning many schools did not co-plan at all. Even when schools returned to some degree of in-person teaching, social distancing measures, bubbles, timetabling changes, and high workloads prevented teachers from co-planning. In some instances, schools stopped co-planning in order to minimise the amount of 'screen time' for teachers to help preserve well-being.

Teachers took a range of approaches to co-planning, and often adapted its delivery to suit their needs. Adaptations included choosing their own focus for co-planning lessons, rather than using the developer resources, which they felt were rigid and not always relevant to their needs. Other teachers explained that they had not always followed the co-planning format because they had to organise the sessions in quite an ad hoc way, due to the school timetable making it very difficult to meet as a whole department.

During periods of home learning, some schools continued to do some form of co-planning. For example, teachers shared ideas informally online using chat groups and email or completed co-planning sessions via Zoom. Schools, which tried holding co-planning meetings via video calls, reported that this was less effective than in-person co-planning and made it difficult to go through resources together. In other schools, co-planning was replaced by individual catch ups between EMAs and teachers to go through lesson materials and check how they were getting on.

There were mixed views about the necessity and usefulness of co-planning among teachers. Both newer and more experienced teachers expressed that co-planning was particularly beneficial for newer and less experienced teachers, as it provided an opportunity to ask questions, discuss ideas with other staff, and learn about the English Mastery

approach. Teachers with more experience found it less useful, particularly as they became more familiar with the programme over time. For experienced teachers, the materials were seen as comprehensive enough to look at independently, or it was enough to discuss them with other teachers informally when needed. Particularly in the second year of the programme, teachers felt they were familiar and confident enough with the programme to plan and differentiate the lessons independently. As a result, teachers said that they increasingly dropped formal co-planning, and instead did things like share resources and ideas via email. There were, however, perceived negative consequences to this. For example, teachers explained that when co-planning had been dropped or paused, department staff did not always make time to differentiate lesson resources effectively. Teachers were then concerned that lesson resources were not used as well as they were during periods of in-person teaching and regular co-planning.

Responsiveness

This section draws on qualitative interview data, the endline survey (using data for teachers in treatment school only, n=165) and discusses teacher responsiveness to the programme, highlighting the aspects that teachers liked and disliked.

The endline survey findings indicate that teachers liked the English Mastery programme, with 75% of respondents to the survey stating they were either 'very satisfied' or 'quite satisfied' with the programme overall. Furthermore, 81%[21] of the teachers responding to the endline survey said that they would recommend the programme to other schools. Responsiveness around particular aspects of the programme are slightly more mixed and are reported in detail below.

Programme design

Lesson plans and booklets

In interviews, teachers described the English Mastery lesson plans as detailed, well considered, and relevant to delivery of the curriculum. They thought they aided delivery because they were easily downloadable and were clear to navigate. Having access to lesson-by-lesson resources gave teachers space to thoughtfully engage with lesson content and led to higher quality teaching of texts (for more details see the perceived outcomes section). Lesson resources were thought to be visually attractive and interesting to students, while also maintaining consistency of presentation. However, in interviews and through open-text survey responses, teachers also noted there were many SPaG errors included in lesson resources. They felt greater accuracy of PowerPoints would have improved the quality of resources.

Views differed on the extent to which teachers found English Mastery lesson plans to be prescriptive. There were teachers who thought that English Mastery allowed for adaptation of lesson plans because resources were sent online. Other teachers noted that staff were sometimes reluctant to deviate from what was suggested by lesson plans and that adaptation was hampered by difficult formatting on presentation slides and lots of animations, which were difficult to alter.

Interviewed teachers thought that because lesson plans and activities could be printed in booklets for students to use, they allowed for fast-paced delivery. Access to online versions of the resources also meant that resources could not be lost and could be re-printed if necessary. However, other teachers found it unhelpful to only receive digital access to English Mastery lessons. Having to print in schools amounted to a large hidden cost of participating in the programme, which some schools could not comfortably afford. This led to students continuing with work, which was too easy for them (especially around Mastery Writing) because teachers wanted students to finish working through printed booklets.

Additionally, teachers recommended that there be more timely delivery of lesson materials to schools. They reflected that receiving materials on the last day of the school term made it very difficult for teachers to engage with the material and prepare properly in time for delivery. Teachers also reported that they did not like materials being released at various timepoints throughout the year as it was impractical and hampered forward planning and sequencing. This led to schools paying for books, which they later found to be unnecessary because text extracts were included in lesson materials.

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[21] The base for the question was 147, 10% of the overall sample either answered 'don't know' or skipped the question.

Curriculum strands

The endline survey and qualitative interviews sought to explore how effective treatment school teachers found each strand of the English Mastery curriculum.

Literary Heritage

Almost half (47%) of treatment school teachers who responded to the survey thought Literary Heritage was 'very effective' in supporting Key Stage 3 learning, 42% thought it was 'quite effective', 4% thought it was 'neither effective nor ineffective', 2% thought it was 'quite ineffective' and 1% thought it was 'very ineffective'. Another 4% said they did not use this part of the curriculum at all.

Teachers who participated in the qualitative interviews reported that the Literary Heritage strand was enjoyable to teach due to its structure and content. They liked how it layered knowledge over time and that lessons built on one another well. They felt this allowed students to build on knowledge and skills from previous units through effective interleaving and recall activities. Teachers also reported that the explicit vocabulary instruction and the way it was scaffolded worked very well in Literary Heritage.

Teachers interviewed, also reported liking the contextual and knowledge-rich approach embedded within the strand. They thought students engaged well with the chosen texts and that while they were challenging, they were accessible to most due to the movement from abridged versions to original texts. This was with the exception of the 'Sherlock Holmes' unit, which teachers reported to be too difficult for the majority of students. Teachers also described the Literary Heritage strand as more conceptual and less intense than Mastery Writing, which provided a good balance in activities across the curriculum.

Teachers acknowledged through interviews and in open-text survey responses that the Literary Heritage strand required them to cover a lot of content with students, and views varied on whether this was a programme benefit or hindrance. On the one hand, there were teachers who appreciated the large quantity of content to get through because they thought that the fast pace kept students engaged and focused (also therefore improving behaviour) and prevented time wasting in lessons. On the other hand, there were teachers who thought that the strand included too much content to move through, which meant lessons felt rushed, time-pressured, and content (from both Literary Heritage and other curriculum strands) was missed. There were schools, which omitted Reading for Pleasure or Mastery Writing lessons to make space for Literary Heritage content.

> *Many of the lessons take a lot more than an hour with up to 50 slides for one lesson. It gets to 5 minutes to go, and I'll still have 10 slides to get through. It means content gets lost.*

> *(Treatment school, teacher, endline survey response)*

Additionally, teachers expressed that there was a disappointing lack of diversity across the curriculum, and in Literary Heritage, in particular. Teachers found the texts to be too male, White, heteronormative, and outdated. This made the curriculum less appealing to both teachers and students, as it did not respond well enough to contemporary drives to diversify school English curriculums.

> *We have done a huge amount of work this year on becoming an antiracist and inclusive school and the texts used by English Mastery do not fit this model.*

> *(Treatment school, teacher, endline survey response)*

Teachers also highlighted that the curriculum lacked the inclusion of non-fiction texts and felt that this did not prepare students well enough for GCSE.

Mastery Writing

According to the endline survey, Mastery Writing was considered less effective than Literary Heritage. Around a quarter of treatment teachers who responded to the survey (24%) thought Mastery Writing was 'very effective' in supporting Key Stage 3 learning, 49% thought it was 'quite effective', 11% thought it was 'neither effective nor ineffective', 11% thought it was 'quite ineffective' and 4% thought it was 'very ineffective'. Only 2% said they did not use this part of the curriculum at all.

Teachers who participated in the qualitative interviews thought the Mastery Writing strand was carefully put together and helped students learn through cumulative acquisition of skills. They liked how it was very structured, broken down simplistically, and had a strong focus on recall. They thought that the routine of exercises and follow-up tasks was ideal for weak writers and spellers. Teachers also liked that the focus on self-assessment throughout the strand helped engage students in lessons because they had a sense of ownership over their work. It was perceived that students gained a sense of gratification and achievement from their ability to move through tasks quickly, and repeatedly self-assess to find what progress they had made.

However, some teachers felt that Mastery Writing contained too much repetition of overly simplistic activities, which made the strand uninspiring to teach and quite uninteresting for students. Teachers explained that this was a particular problem for middle and higher attaining students who found Mastery Writing to lack challenge and interest.

Another view expressed in both interviews and open-text survey responses was that Mastery Writing was too prescriptive in its direction and did not reflect current teaching practice around analytical writing. Teachers felt the approach adopted in Mastery Writing was 'one size fits all' and did not allow for enough creativity in writing, especially for higher attaining students. The focus was too much on technical accuracy and narrative, and not enough on how to write an engaging, analytical paragraph. Top students were turned off by this approach and teachers reported that they appeared bored in lessons.

There were mixed views on the extent to which Mastery Writing linked well enough to other strands of the curriculum. While some teachers thought it linked well with Reading for Pleasure due to focus on vocabulary and spelling, others thought it should have followed a more transactional writing model, with stronger links to what students were studying as part of Literary Heritage. Teachers felt this would have grounded teaching of writing skills in a wider context of learning across the curriculum and would therefore have engaged students better.

Reading for Pleasure

According to the endline survey, Reading for Pleasure was considered less effective than Literary Heritage and Mastery Writing. A minority (14%) of treatment school teachers who responded to the survey thought Reading for Pleasure was 'very effective' in supporting Key Stage 3 learning, 38% thought it was 'quite effective', 22% thought it was 'neither effective nor ineffective', 9% thought it was 'quite ineffective' and 3% thought it was 'very ineffective'. Another 14% said they did not use this part of the curriculum at all.

Teachers who participated in the qualitative interviews shared conflicting views on the effectiveness of Reading for Pleasure. Teachers who thought it was effective believed that it helped students overcome a reluctance to read and promoted engagement in library lessons through shared reading and increased interactivity as compared with previous reading lessons. Teachers with this view also appreciated the space provided for students to focus on reading for enjoyment purposes, as it promoted a love of literature. It was also useful for schools, which used non-specialist teachers to deliver library lessons, as it provided them with more direction and focus than previous curriculums.

> *What has been really wonderful for us has been just the green light to spend one hour per fortnight just reading for pleasure. Previously, a curriculum would not allow that to happen, I think because people would be slightly concerned that students could be doing other things in an hour, as opposed to reading. One thing that we really love is the fact that Mastery allows that, and indeed, encourages and celebrates that.*
>
> *(Treatment school, teacher, wave 1 interview)*

Other teachers thought the strand was less effective and there were three reasons underpinning this view. First, teachers thought that there was not enough guidance from English Mastery on what Reading for Pleasure lessons should look like, which meant these lessons lacked consistency. It was noted that more training and guidance on this element would have been useful. Second, teachers thought that Reading for Pleasure was too disconnected from the rest of the curriculum because books were not strategically selected to run alongside the curriculum. Finally, teachers said that the spelling component of lessons was not challenging enough, and that the vocabulary instruction lacked relevance to the books students were actually reading.

Additionally, teachers reported that there was poor behaviour in some Reading for Pleasure lessons because students struggled to focus on reading for that length of time. It was perceived by some students as a less serious or important lesson where they did not have to engage in content. As discussed earlier, there were schools, which decided to drop

Reading for Pleasure lessons in favour of dedicated reading time in tutor groups or at the start of English lessons. It was anticipated that this was more likely to effectively encourage engagement in reading.

Assessing for Mastery

Only a minority (22%) of treatment school teachers who responded to the endline survey thought the Assessing for Mastery component of the programme was 'very effective' in supporting Key Stage 3 learning, 42% thought it was 'quite effective', 15% thought it was 'neither effective nor ineffective' and 9% thought it was 'quite ineffective'. Another 11% said they did not use this part of the curriculum at all.

Teachers who participated in the qualitative interviews liked how the use of self-assessment throughout the curriculum encouraged student ownership of work and reduced marking time. However, a range of issues were raised including: that there was an over-reliance on self-assessment; problems with students marking their work incorrectly; and not enough space for students to reflect on work marked by their teacher. In response to these issues, some teachers devised their own strategies to combat inaccurate marking and to provide additional teacher feedback.

Views on the usefulness of the formative assessment approach were mixed. There were teachers who reported that the quizzes had worked well to help establish students understanding. Having them embedded in the lesson plan meant that teachers could review student progress regularly without having to do a lot of marking. Some teachers were initially sceptical about the worth of the quizzes, but after discussion with their English Mastery Link they gained a better understanding of their purpose and then began to see their benefit once used regularly. Not all teachers were positive about the formative assessment model and felt that the quizzes were not challenging higher ability students and therefore, were not effectively testing what they had learned and identifying what needed developing. Teachers with this view also felt that their ability to gauge how well students were performing prior to the final assessment was inhibited by the current English Mastery assessment design, as mini assessments and quizzes were not demonstrating student comprehension and extended writing skills well enough. This led to some schools designing and implementing their own formally marked pieces of work to judge student progress on a more continual basis. Additionally, teachers felt there needed to be more opportunity for whole-class feedback based on common areas for development of extended writing skills.

Further to this, teachers reported problems with the assessment mark schemes because they felt they did not reflect the knowledge and skills taught across relevant units. Teachers were concerned that to score highly, students needed to demonstrate knowledge and skills not taught in the schemes of work.

> *The mark scheme assesses things which are not necessarily taught on the scheme of work. There are really good lesson plans but when you read the mark-scheme, there are skills or knowledge which are not addressed in the scheme. It seems that mastery is really the existence of prior knowledge or an ability go above and beyond what is taught in class.*
>
> (Treatment school, teacher, endline survey response)

Curriculum pathways (foundation and traditional)

Overall, teachers who participated in the qualitative interviews appreciated having more than one pathway to follow as it provided them with a choice about which was most appropriate for their class. They liked how students studied roughly the same content regardless of the pathway and that the foundation pathway still provided a challenge for students. They felt both of the pathways were engaging for students and did not differ in quality.

However, views varied as to whether the pathways were differentiated enough for students at the lower and higher ends of the ability spectrum (see also perceived outcomes section). On the one hand, there were teachers who thought that both pathways were suitable and accessible for students and that they did not need to be adapted in any way. These teachers tended to think that the foundation pathway did a good job of easing students into difficult texts through scaffolding and simplification, while still providing students with a focus on core knowledge and insight. These teachers also noted that the foundation pathway made English enjoyable to lower attaining students and therefore, promoted engagement in lessons. On the other hand, there were teachers who thought that the foundation pathway was too difficult for the lowest attaining and SEND students, and therefore, made lessons less enjoyable. Teachers with this view said that there was too much content to get through and that reading segments were too long and inaccessible.

These teachers suggested the addition of a third pathway for the lowest ability students, which would be specifically designed for SEND and EAL students. This would include very basic plot synopses and basic writing frames.

> *The foundation component, that strand, could work so well if it was a bit more tailored towards students with SEN [special educational needs] rather than just simplifying the traditional route.*

> *(Treatment school, teacher, wave 3 interview)*

Additionally, as described in the 'Fidelity and Adaptations' section, there were also teachers who reported that the traditional pathway did not stretch higher attaining students far enough and teachers adapted lesson plans quite significantly to allow for additional challenge.

Reflections on English Mastery Ambassador (EMA) role

As described in the introduction, each treatment school assigned their own EMA. The EMA was responsible for implementing English Mastery within their school and was the single point of contact with the English Mastery Link. During the final wave of qualitative interviews EMAs and teachers were asked to reflect on their experience of the role and their view on its effectiveness in implementing the programme.

Value of EMA role

Teachers described how the EMA role was useful for them professionally, as it meant they had to take ownership of implementing a new programme within the department. As part of this, they had to scrutinise and tailor the curriculum (for both staff and students), manage any costs associated with programme delivery, maintain communications in school and with English Mastery, and had to demonstrate excellent organisation skills. Teachers expressed how these responsibilities enabled them to develop, and in some cases gain promotion within the school (since they were able to reflect on the EMA role throughout the promotion application and interview process).

EMAs reported that the role encouraged departmental buy-in to the programme, as the EMA was able to disseminate vision and knowledge of the curriculum to the wider department. This was especially helpful in convincing more experienced or less adaptable staff members to adopt English Mastery teaching practices.

Teachers and EMAs reflected that the EMA role provided an invaluable source of leadership, which drove implementation forward. Having an individual figurehead was felt to be necessary; they thought shared responsibility for programmes of work within departments often led to limited progress due to a lack of ownership.

> *The department genuinely has bought into it, but you do need a champion, definitely, otherwise it would fall apart quite quickly. The EMA pushes things forward and is somebody teachers can go to.*

> *(Treatment school, teacher, wave 3 interview)*

The EMA was also able to lead co-planning sessions, provide an overview of the programme to staff, and was able to answer staff questions on a regular basis, which teachers reported to be very useful. The EMA also acted as a coach, which helped to improve quality of delivery. Prior to training being moved to the MyMastery platform, teachers reported that the EMA was useful for cascading of training. Additionally, teachers felt it was important to have a key link between the department/school and English Mastery, as the role helped with sharing of information between different organisations and levels.

Key challenges

While EMAs were positive about the role, they did also raise some challenges associated with it. EMAs reported that it was a lot of additional work for somebody who already had wider responsibilities in school. For this reason, they thought it was better suited to somebody who was not already very busy. Also, EMAs experienced in leadership did not find that the role offered them anything extra in terms of their professional development, but simply added to their workload. These EMAs were more likely to delegate the role to somebody else in their department after an initial period as they thought the role was better suited to developing middle leaders.

Also, teachers felt that the EMA role encouraged only a single person to lead co-planning sessions and to coordinate meetings, and this was therefore restrictive. Teachers (non-EMAs) felt that all staff in the department should have had

the opportunity to lead co-planning sessions, something which would also have reduced EMA workload and alleviated pressure on a single member of staff.

As the evaluation period lasted two years, some EMAs were no longer teaching Years 7 or 8. In these cases, EMAs felt that their role was less effective as they were merely a single point of contact for both the English Mastery Link and teachers and had to share second hand information between the two groups. The compliance measure, which stipulated that the EMA must teach English Mastery at least two lessons per week for a minimum of ten weeks per term was implemented to avoid this issue arising.

Lastly, during the Covid-19 pandemic, some schools shifted responsibilities within their English departments, making the EMA role less significant (as it did not align with leadership structures around home learning). This meant the EMA was less able to influence decisions over how the curriculum was delivered remotely.

Perceived outcomes

This section draws on the endline survey and qualitative interviews and explores the perceived outcomes of the programme for teachers delivering English Mastery and for the students receiving it. It also discusses how these outcomes map onto the programme Logic Model (see Figure 1).

Outcomes for teachers

Research question 3: What are the perceived benefits of the programme for teachers? Do teachers believe they have changed their teaching practice? How do they think practice has changed?

Of the teachers who responded to the endline survey, 57% said their confidence to teach Key Stage 3 English had improved, 41% said it had stayed the same, and 2% said it had decreased.

Teaching of canonical texts

Over half of teachers who responded to the endline survey (61%) said that as a result of English Mastery their skills in teaching literary classics had improved. Despite this, almost one-third said their skills in this area had stayed the same (33%), and a small proportion (6%) said their skills had decreased. Findings from the qualitative interviews provide further detail on why there was a mixed view here.

Teachers who participated in the qualitative interviews reported that having access to lesson-by-lesson resources gave them space to thoughtfully engage with lesson content and led to higher quality teaching of texts. Prior to English Mastery, these teachers spent a large amount of time planning lessons from scratch and were less able to focus on delivery and engage in the texts they were teaching. Having more time to consider the lesson content also meant teachers developed better subject knowledge around the social and political context of the texts being taught.

Teachers thought the Literary Heritage strand of the curriculum also improved the consistency of teaching practices across the department because all teachers were teaching the same texts with the same resources. It was reported that this was particularly useful in developing less experienced teachers. Previous teaching practice in treatment schools tended to be dictated by individual teacher interest and skill. This meant that different students would receive more or less effective teaching of literature depending on their teacher.

However, due to standardisation of text choice in English Mastery, teachers who were keen to plan lessons based on their own literary interests, reported less enjoyment in teaching English.

Teaching spelling, punctuation and grammar (SPaG)

Teachers who participated in the qualitative interviews, across all experience levels, reported that English Mastery had improved their knowledge of SPaG rules, and had enhanced their skills and confidence to teach grammar and punctuation effectively.

> *My subject knowledge with grammar and how we teach grammar, has improved hugely. Speaking to other teachers within the department, I think they too agree with that, that subject knowledge, to do with the teaching of grammar, we've all improved 100 per cent.*

> *(Treatment school, teacher, wave 3 interview)*

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Teachers mentioned that prior to English Mastery, they avoided teaching grammatical concepts because they lacked confidence in their own knowledge.

Use of assessment to drive planning, delivery, and feedback

One of the key anticipated outcomes depicted in the Logic Model was an increase in teachers' understanding of how to use assessment to drive planning and delivery and give effective feedback to students. Findings from the endline survey found that 41% of teachers who responded to the survey thought their skills in using assessments to shape planning and delivery had improved as a result of English Mastery. Around half (53%) thought their skills in this area had stayed the same, and a small proportion (6%) thought they had decreased. The finding that around half thought their skills had 'stayed the same' is not surprising given the low use of summative assessments, either due to home learning or because schools had decided to follow previously used/school-wide assessment policies (as reported in the section on fidelity and adaptations).

Teachers who participated in the qualitative interviews reported that the summative assessments were not well foregrounded by the curriculum, and this made them less useful for providing feedback. It was noted that the curriculum units did not adequately articulate to students what they needed to do in assessments (see also responsiveness section). Teachers suggested that this could have been improved through more modelling of how to write an analytical paragraph and added detail to the assessment preparation lessons.

Just over a third (36%) of survey respondents thought English Mastery had improved their feedback skills. However, over half (55%) thought their skills in this area had stayed the same, and one in ten (10%) thought they had decreased. Teachers who had said that their feedback to students had improved gave two reasons for this. Firstly, the comparative judgement used during Assessing for Mastery days helped teachers to more effectively assess the quality of students' work and they provided higher quality feedback to students as a result. Secondly, teachers thought that the training provided had improved their ability to question students in class, which in turn improved their ability to appraise students' comprehension of lesson content and provide verbal feedback.

Teachers who participated in the interviews also reflected on the usefulness of student self-assessment and peer-assessment in providing feedback. In particular, teachers highlighted that the self-correction element of Mastery Writing sessions helped improve students' writing accuracy. However, in the final wave of interviews and the endline survey, teachers also reflected that the way Mastery Writing had been designed did not offer enough opportunity to give feedback to students, especially whole-class feedback. They thought this was a particular problem for feeding back on extended writing tasks.

Workload

Overall, the majority (80%) of teachers participating in the endline survey reported that their workload had decreased as a result of English Mastery. The qualitative interviews explored whether English Mastery had reduced workload in further detail and found views differed on the extent to which the programme had reduced planning and marking and feedback time.

Planning

Views on whether access to the English Mastery curriculum had reduced planning time were mixed. Teachers who reported it had reduced planning time explained that having a fully resourced curriculum, with ready-made PowerPoints, reduced the time they spent creating lesson structure, schemes of work and developing lesson materials. Instead, teachers were able to focus their time on other tasks to support effective lesson delivery, such as gathering extra contextual information on a text, extra critical reading around a text or adapting lesson content to individual class needs.

> *"What we are able to now do is think about how we deliver those resources. I think that's something that is quite empowering, to be able to not have to think about the nitty gritty of PowerPoint slides and all the rest of it. We're actually able to think about how we deliver the content. The ability to be able to think about it as a teacher, rather than someone who's having to, a designer of PowerPoint slides, is very liberating, and actually, a far better use of a teacher's time." (Treatment school teacher, wave 1 interview)*

Access to a fully resourced curriculum also offered teachers 'breathing space'. Teachers explained that they had more time to familiarise themselves with the lesson content and could focus on expanding the materials provided. Teachers noted that this was particularly useful for less experienced teachers.

> *"I think when the PowerPoints are there it really gives NQTs the confidence to just teach and just develop their teaching, rather than spend all of their time hand-wringing about planning... they do not have to spend as long concerned about the content of their lesson." (Treatment school teacher, wave 1 interview)*

Other teachers thought it was too early to comment on the effects of English Mastery on planning time. These teachers reported that staff were still developing a proper understanding of the curriculum, and that effective use of the resources was something that would develop over time, over the next 2-3 years.

<u>Marking and feedback</u>

The qualitative interviews also found that views were also mixed on the extent to which English Mastery had reduced marking time. English Mastery promoted a form of 'light marking', which only focused on specific aspects of students' work. Teachers who utilised this approach noted that marking had become less comprehensive and more focused, which reduced time spent on it. On the other hand, where schools were not adhering to model fidelity and had maintained school-wide marking policies, teachers reported no effect of the programme on marking workloads.

Teachers also reported that students were now marking their own work and providing their own feedback much more frequently, which also saved time. The fortnightly quizzes also provided a much quicker way to assess student knowledge without the need for individually marking assessment sheets.

The above findings go some way in supporting the secondary outcome on workload articulated in the Logic Model.

Unintended consequences for teachers

Teachers shared a range of positive and negative unintended consequences as a result of implementing English Mastery. Positive consequences included improved practices across all Key Stages, due to teachers applying English Mastery principles to other English curriculums and improved well-being of teachers. Teachers who described the well-being of their English department as low prior to implementing English Mastery, noted how the programme had brought teachers together and increased feelings of solidarity. These teachers thought that co-planning practices, plus the fully resourced, standardised curriculum helped prevent teacher silos and low levels of mutual support.

There were also two negative unintended consequences reported: decreased enjoyment in teaching English; and a decreased engagement with Key Stage 3 planning. First, teachers who described enjoying teaching English less as a result of English Mastery found the curriculum prescriptive and the choice of texts limited. As a result, they felt the programme inhibited their ability to offer their individual input and adaptations to lessons. Second, access to ready-made resources and lesson plans meant that some teachers had shifted their focus to other year groups' planning instead. EMAs specifically, also explained how it had sometimes been challenging to get teachers to think about adaptation and differentiation of the English Mastery curriculum. This view was shared among teachers across all levels. Experienced teachers, or those who were particularly skilful at planning, reported that ready-made lesson planning felt patronising and restrictive. Less experienced or NQTs felt they could not fully develop their lesson planning skills, because a lot of the work had already been done for them. Although, it was acknowledged that English Mastery helped NQTs understand what a comprehensive lesson plan might look like, even if they were not forced to develop planning skills.

Outcomes for students

Research question 4: What are the perceived benefits of English Mastery on students from the perspective of teachers in relation to: 1) students' enjoyment of studying English; and 2) progress in reading and writing?

Engagement and enjoyment in English lessons

Though not articulated in the original Logic Model, the developer noted in their interview that a key anticipated outcome for students was increased engagement and enjoyment of English lessons. Around two-thirds of teachers who

completed the endline survey (63%)[22] thought English Mastery had improved students' engagement in English lessons as compared with previous Key Stage 3 cohorts.

Teachers who participated in qualitative interviews perceived that students had enjoyed English Mastery as a whole, over previous curriculums because it made literature more 'joyous' and 'exploratory' (through Literary Heritage and Reading for Pleasure) and there was more interaction and competition among students through the quizzes.

There were, however, mixed views on whether students' engagement and enjoyment increased as a result of the specific strands of English Mastery. Reading for Pleasure increased enjoyment as students were given the opportunity to dedicate an hour to reading. Teachers said that students increasingly talked about books they were reading outside the classroom and they had also noticed an increase in the number of books being loaned from the library. Other teachers believed a full hour dedicated to reading was too long, particularly for students who struggled with reading or enjoyed reading less. These students often became frustrated and distracted and lost concentration during these lessons.

Teachers also had mixed views on whether Mastery Writing was effective in increasing student engagement and enjoyment in English lessons. One view was that the use of student self-assessment made students engage with the quality of their work more frequently. Regular self-assessment through Mastery Writing also offered students a sense of instant gratification because answers were either right or wrong and they achieved regular 'successes'. In turn, students were more able to feel confident in their work and there was less stigma about being 'bad' at English.

Other teachers reported that Mastery Writing was too repetitive and uninspiring for students, especially middle- to high-attaining students. In some circumstances, this led to students becoming disengaged and teachers returning to previous writing resources as they were perceived to be more varied and engaging.

Progress in English

The majority (75%)[23] of teachers who responded to the endline survey thought English Mastery had improved students' overall progress in English as compared with previous Key Stage 3 cohorts. However, findings from the qualitative interviews showed more of a mixed picture. Teachers who thought students had progressed, reported that Key Stage 3 assessments had demonstrated higher quality work than previous year groups. Other teachers felt that English Mastery offered a less skills-based approach, which was likely to have a negative effect on progress in the short term. There were also teachers who believed English Mastery had a more rigorous curriculum and used a higher benchmark in assessments compared to previous curriculums. This meant students were being assessed against a higher standard than before and were initially showing lower levels of attainment overall, but improved progress would be more visible as the programme embedded. Finally, there were also teachers who believed it was too early to make judgement about student progress. These teachers also noted that it was difficult to assess the true effects of English Mastery given disruptions to learning.

Reading and writing outcomes

Improved reading and writing outcomes for students was a key student-level outcome articulated in the Logic Model. The endline survey found that 63% of teachers who responded to the survey thought that English Mastery had improved students' reading skills as compared with previous Key Stage 3 cohorts. Around one-third (34%) thought the programme had made no difference, and 3% thought reading skills had decreased.[24]

According to teachers who participated in the qualitative interviews, the Literary Heritage strand improved reading outcomes as students were spending longer studying each text. This gave students a longer period to explore and analyse the contextual knowledge around social, political, and economic themes and in turn allowed them to begin to think critically about texts they were reading. Teachers also noted that the technique of interleaving allowed students to make greater links between the different texts they studied.

English Mastery (through the Literary Heritage strand) also raised teachers' expectations in terms of the level of difficulty Key Stage 3 students were able to read and understand. As a result, teachers began to encourage students to choose

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[22] The base for this question was 146, 11% of the overall sample either answered 'don't know' or skipped the question.
[23] The base for this question was 125, 24% of the overall sample either answered 'don't know' or skipped the question.
[24] The base for this question was 136, 17% of the overall sample either answered 'don't know' or skipped the question.

texts that stretched their capabilities. On the other hand, teachers thought that the English Mastery curriculum was too focused on fictitious, narrative-driven text. This meant students' skills to read non-fiction text, text which was less narrative based, and poetry, had decreased compared with previous curriculums.

There were mixed views whether Reading for Pleasure had contributed to improved reading outcomes. One view was that students were spending more time reading and that their vocabulary and reading skills had improved. Other teachers felt alternative models, such as Accelerated Reader,[25] were more effective in promoting reading skills. There were schools, which were using both Reading for Pleasure *and* Accelerated Reader and teachers could not tell, which aspect was progressing students' reading skills most.

Just over two-thirds (68%)[26] of teachers who responded to the endline survey said that English Mastery had improved students' writing skills, compared to previous Key Stage 3 cohorts. Teachers participating in the qualitative interviews perceived that writing outcomes had improved as a result of improved critical reading skills and the increased retention of knowledge and higher level vocabulary.

> *Key words that they build on, 'corrupt', 'naïve', 'malicious', etc. We have seen students retain that from Year 7, which has been amazing because you can see obviously that's the impact of that retrieval and interleaving. That's been really impressive.*

> *(Treatment school, teacher, wave 2 interview)*

Nearly three-quarters (74%)[27] of teachers who participated in the endline survey thought English Mastery had improved students' grammar skills as compared with previous cohorts. Teachers believed that their increased confidence and capability to teach SPaG had a knock-on effect on students' levels of accuracy. Teachers also noted that the use of repetition in Mastery Writing and frequent self-assessment, which encouraged students to self-edit their work led to improved knowledge of key SPaG rules. Also, students' writing in class and during assessments included fewer mistakes and made use of more formal, academic language.

However, while teachers thought English Mastery promoted SPaG accuracy, they felt that this did not lead to 'better' writing. English Mastery units in preparation for assessment did not teach students how to write an analytical paragraph. Teachers explained how there were too few examples of model analytical paragraphs and scaffolding to help convey how to structure writing, embed quotations, integrate analysis, and link to context. Teachers felt the lack of focus on analytical skills was reflected in assessment questions. They reported that assessment questions failed to adequately push students forward in their skills and thinking. Teachers also thought writing tasks in English Mastery lessons were too short and simple or there was not enough time to cover this element of the lesson and this had a negative effect on students' extended writing skills. Finally, teachers explained that English Mastery lacked any focus on creative writing and so students' creative writing skills had deteriorated.

Preparation for GCSE

There were differing views on whether English Mastery was effective in preparing students for GCSE. Teachers who felt the programme was helping students prepare suggested this was owing to the knowledge-rich teaching curriculum, which encouraged students to recall and convey key pieces of contextual and critical information in their writing. As described above, students were also encouraged to tackle more complex texts and the summative assessments provided useful practice to write for extended periods of time.

Other teachers, however, believed the programme was not preparing students for GCSE, and three reasons were given for this. First, teachers thought that the knowledge-led approach to the curriculum came at the detriment of key analytical skills required of students at GCSE. There was concern about the lack of attention given to language analysis and transactional writing across English Mastery. Teachers with this view also felt students did not learn enough subject terminology in preparation for GCSE. Second, teachers reported that there was limited coverage of literary techniques in the Literary Heritage strand. It was felt that this would put English Mastery students at a disadvantage when entering

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[25] Accelerated Reader is a computer-based programme that schools can use to monitor reading practice and progress. It helps teachers guide students to books that are at their individual reading levels.
[26] The base for this question was 144, 12% overall either answered 'don't know' or skipped the question.
[27] The base for this question was 144, 12% overall either answered 'don't know' or skipped the question.

Year 9 compared to other cohorts. Finally, teachers reported that there was too much focus on narrative and not enough on non-fiction texts. This focus did not reflect the range of different texts students are required to analyse at GCSE level.

Perceived outcomes for specific groups

SEND and EAL students

Teachers tended to discuss SEND and EAL students as one group during interviews. Teachers held one of two views as to whether English Mastery had supported these students. First, some teachers reflected that the foundation pathway promoted learning due to the small chunks of learning embedded throughout the curriculum, which were easy to digest. The quick feedback model also helped students with SEND feel like they were making progress and boosted their confidence. Second, other teachers thought the foundation pathway was inaccessible for those with moderate levels of need because there was too much reading content. Also, teachers commented that the font style and size of font in resources was not accessible to those with dyslexia or other literacy needs. It was suggested that there should be an additional pathway for SEND and EAL students that includes simpler content, shorter pieces of text, and additional scaffolding.

Lower attaining students

Of those schools, which used the foundation pathway, the majority of teachers who completed the endline survey (84%) said that the foundation pathway was either 'quite effective' or 'very effective' in supporting the learning needs of lower ability students. Teachers who thought the programme had been effective for this group noted an improvement in basic writing accuracy. They thought the non-subjective approach to English Mastery assessment, as well as the repetition and 'overlearning' suited this group well. Other teachers had expected greater progress for lower attaining students and thought the foundation pathway was too inaccessible for some at the lowest end of the attainment spectrum. This was due to text-heavy blocks of learning in the Literary Heritage strand.

Higher attaining students

Of those schools, which used the traditional pathway, the majority of teachers (79%) who completed the endline survey also said that the traditional pathway was either 'quite effective', or 'very effective' in supporting the learning needs of higher ability students. As described above, the qualitative interviews found that views differed as to whether the programme was effective in stretching higher attaining students. Teachers who said it had been effective felt the pathway was challenging enough and the extension tasks stretched students further than previous curriculums. Others reported that the programme was not differentiated enough and there was too much repetition in Mastery Writing and that the teaching approach stifled creative, expressive, and analytical writing. In some cases, teachers reported they had received complaints from students that they were spending too much time covering primary-level topics.

Unintended consequences for students

Teachers who reported the programme had improved students' reading skills had seen this positively influence engagement in other subjects. It was also felt that more frequent questioning of students in lessons and debates, encouraged by the Literary Heritage strand, had improved students' speaking skills.

> *There are segments in every Literary Heritage lesson where students are encouraged to share their answers with staff or students, so there's a real confidence boost in their student oracy and their ability to dictate their thoughts.*
>
> *(Treatment school, teacher, wave 2 interview)*

There were also some negative unintended consequences for students. For example, teachers were concerned that the English Mastery curriculum was too White and Euro-centric and did not allow students to study texts from a diverse range of authors. Consequently, teachers felt that students' levels of cultural and political awareness and ability to think critically on issues such as race, gender, and sexuality was reduced as compared with previous cohorts. Teachers also thought that when English Mastery did try to confront such issues, they were done without sensitivity.

Others raised concerns that some text choices were actively harmful to students, especially those in racial minorities, and unwittingly promoted prejudice. For example, one teacher who responded to the endline survey thought *The Tempest* should be removed from the curriculum in spite of the context provided.

Future delivery

Teachers were asked in interviews whether they planned to continue using the English Mastery approach once the trial had ended. Responses varied: some schools planned to continue to pay for the programme and continue to deliver all components of it, or continue with some, but not all elements of the programme; and others had decided not to continue.

Schools who planned to continue with all aspects attributed this to the fact that they were pleased with the programme delivery and the positive outcomes they had seen for students and teachers. Among schools who planned on utilising certain elements of the programme, teachers reported this was because they disliked some elements of the programme. (for example, lack of diversity in curriculum, poor analytical skills training, and lack of class-wide debates). Schools who decided not to continue with English Mastery gave one of three reasons. First, in some instances, teachers said that the trial had provided them with sufficient resources to continue using the English Mastery approach without continuing to pay the fees. Second, other teachers explained that, despite them wanting to continue, a school-level decision had been made to discontinue engagement due to financial reasons. Third, there were schools that had decided not to continue with English Mastery due to the programme lacking in alignment with the school's teaching priorities. For example, one school described wanting to return to more skills-based teaching practice as teachers thought this was more effective in preparing students for GCSE.

Usual practice

This section draws on the qualitative interviews with control group teachers and control group teachers' responses to the endline survey (n=166) and explores Key Stage 3 English provision in control group schools, including key adaptations to English teaching during the Covid-19 pandemic and any changes made to English practice over the course of the trial period.

Usual practice in control schools

There was variation in the number of hours of English delivered across control group schools from seven to 12 hours every two weeks. Where there was variation in the number of hours delivered to particular groups of students within schools, lower ability and dedicated SEND groups tended to receive more hours (by as much as two extra per week). There was also variation in the use of setting and streaming for Key Stage 3 English across control schools. Some schools set all students based on ability or used ability-based bands. Others used mixed ability groups for most students except for one or two groups requiring additional support. There were also schools, which used behaviour as a basis for determining groups alongside ability.

Curriculum and assessment

There was wide variation across control schools' English teaching practice. On the whole, control group teachers described Key Stage 3 as a 'stepping stone' to GCSE and curriculums were therefore, geared towards preparing students for what they would learn at Key Stage 4. The extent to which this involved embedding key GCSE assessment skills at an early stage differed. There were schools, which reported using an almost entirely skills-based curriculum, while others used curriculums structured around cross-cutting themes and 'big ideas' (for example, marginalisation or 'London life'). The latter tended to focus more on knowledge acquisition and retention and were more similar to the English Mastery approach. There were other schools, which opted for curriculums, which sought balance between knowledge and skills, and GCSE assessment preparation and more exploratory, creative teaching.

> *For our Key Stage 3 students, we want them to be bumping into knowledge in Key Stage 3, in preparation for Key Stage 4. Also, being quite explicit about that and being very clear about prior knowledge and how that leads into and helps guide them into knowledge into the future.*
>
> *(Control school, teacher, wave 1 interview)*

There were also differences in the extent to which control schools embedded teaching of different elements (for example, SPaG, vocabulary, and creating writing) within wider schemes of work, or kept them to separate, individual lessons. For example, there were schools that dedicated one lesson every two weeks to focus exclusively on SPaG or general writing

techniques and these elements were not explicitly taught in main schemes of work. Teachers also acknowledged that teaching grammar was difficult for some staff and this was cited as a reason to avoid dedicating a whole lesson to it.

Similarly, there were schools, which had a dedicated reading lesson every week, while others used time within lessons to focus on reading. Focusing on reading within wider schemes of work typically allowed schools to use reading as a springboard or catalyst for writing. For example, teachers described students using the language and context of texts read in class as a focus for pieces of creative or analytical writing, and for assessment.

Another key difference reported by control schools was the level of focus on spoken English throughout the Key Stage 3 curriculum. There were schools, which did not have any focus on oracy and acknowledged that it was a gap in teaching practice (see 'Gaps in Current Practice' section). Where schools did embed oracy within teaching practice, it tended to be through class-wide debates and discussions, and through spoken assessments (mirroring GCSE) around a particular text or topic delivered to the whole class. In schools where oracy was a key focus, teachers described department-wide strategies to encourage students to communicate more effectively.

Teachers in control schools also reported using different types of assessment for Key Stage 3, including either standardised assessments or in-house assessments, or a mixture of both. In control schools, which only used standardised assessments, these assessments tended to be administered on a less frequent basis than assessments in control schools, which only used in-house assessments. They also tended to be more formalised and occur at the end of a term or the school year. Control schools combined assessments with different types of feedback models including: book marking all student work; marking only particular elements of student work, such as punctuation; marking only a select few student books and feeding back general themes for improvement; student self-assessment; and peer-assessment. There was limited discussion of how control teachers used assessment and feedback for future lesson planning.

Lesson planning

There were three broad approaches to lesson planning in control schools.

- **Lessons independently planned**: by individual teachers either from scratch or with basic templates provided. These schools cited individual teacher freedom and ownership of lesson content and planning as the key motivation for adopting this approach.

- **Lesson planning shared amongst staff:** with teachers typically taking it in turns to plan lessons, or lesson plans from previous years re-used. Plans then shared with the rest of the department and adapted for individual classes where necessary. These schools felt sharing lesson planning, and re-using lesson plans, reduced teacher workload and helped to prevent duplication of work.

- **Lessons planned by one staff member:** typically, a senior member of the English department. Lesson plans were then shared with staff who adapt plans for specific class needs.

On the whole, control schools reported low use of co-planning. This ranged from no use of co-planning at all, to very limited use of co-planning (mainly in the form of teachers 'buddying-up' in pairs to plan lessons). Teachers attributed lack of co-planning to difficulty finding the time to meet as a department. This was either due to workload issues, department time typically being used to address other priorities, or difficulty scheduling it to include all teachers, particularly when a large number of teachers worked part-time.

Initiatives/interventions to promote English teaching in school

Control schools implemented a range of different programmes and interventions to promote English teaching in school. Primarily, these were reading programmes, such as Accelerated Reader, used to monitor reading ages and assign appropriate level texts. Other schools used Amington Reading Curriculum, designed to support reading comprehension and accessibility of classroom work. The Lexia programme was used to help lower attaining students develop their essential reading skills. Students who attended Lexia classes tended to be removed from library lessons, or lessons dedicated to Reading for Pleasure. Teachers also described using initiatives such as 'Reading Buddy', whereby older students within the school would listen to Year 7's read and offer them support.

Additionally, schools promoted English teaching through participation in national events, such as World Book Day and the 100 Word Challenge (an online programme, which prompts students to creatively write about a particular topic).

There were schools, which were not using any interventions, programmes, or initiatives to promote English teaching, and instead were focusing on effective curriculum design and content differentiation.

How practice changed during the trial

Key Stage 3 English teaching practice in control schools changed in a variety of ways over the course of the trial.

- **Reading:** there were schools, which increasingly embedded reading into class time, and moved away from dedicated reading lessons, as they found it was too difficult for students to focus on reading for such a length of time. This was counter to the Reading for Pleasure approach taken by English Mastery. Other schools adopted the Amington Reading Curriculum, as they thought it improved literacy skills.

- **Writing:** there were schools, which carved out more space for creative writing to make Key Stage 3 English more enjoyable and less formulaic for students. In this sense, these curriculums had become more dissimilar to the English Mastery curriculum.

- **SPaG:** there were schools where SPaG had become more formalised over the course of the trial (for example, through specific elements of SPaG being focused on at the start of each lesson). In these schools, the approach to teaching grammar had more closely aligned with the English Mastery approach.

- **Oracy:** teachers reported oracy becoming more of a central priority through increased embedding of class-wide debates and spoken English assessments in the form of presentations.

- **Assessments:** teachers reported changing their Year 7 assessment approach to make it less reflective of GCSE style assessments and more reflective of 'age-appropriate' knowledge and skills since students were struggling to perform well in assessments. Similar to the English Mastery approach, schools reported increasing emphasis on reviewing student understanding of content prior to moving on to new topics (i.e. using 'teaching and learning cycles').

- **Curriculum diversity:** teachers described changing teaching practice to make their English curriculums more diverse. Teachers reported introducing more texts written by international authors, women authors, and authors of colour, as well as more contemporary texts.

- **Adoption of English Mastery-style practice:** despite affecting compliance to trial stipulations, teachers described being influenced by participation in the trial and adopting English Mastery-style teaching practices after researching the programme online. This included: increased use of recall activities such as quizzes; strengthening of links between units so students feel they are building on prior knowledge; and increased teaching of challenging texts to promote student discussion.

Participant teachers gave a range of reasons as to why there were changes to teaching practices, including: responding to wider research about best practice; contextual changes across the education/political landscape more widely; changes to key staff members in school and the introduction of new ideas; and internal departmental reviews of the curriculum and assessment scores.

Gaps in current practice

Teachers in control schools addressed a number of gaps in current teaching practice. Teachers reported that there needed to be more opportunities for students to complete extended writing tasks (with less of an exclusive focus on snappy exercises to promote recall). Teachers also felt that teaching practice could be improved through additional focus on students' writing accuracy, especially around SPaG. A lack of confidence was thought to be the key reason driving this gap in practice. Finally, control teachers also felt that Key Stage 3 students should begin focusing on knowledge retention and embedding of learning, especially around new vocabulary learned.

Additionally, teachers explained how improving students' spoken English needed to be worked on, despite recent efforts to make oracy a central element of English curriculums. Teachers reported that there was a lack of teacher buy-in around this element because it is difficult to evidence progress, and students lacked confidence speaking in public due to a perceived generalised issue of low self-esteem.

Finally, teachers acknowledged that there needed to be improvements around quality and consistency of differentiation of lesson content for lower and higher ability, SEND, and EAL students. Teachers thought that differentiation at the lower ability end was too often about over-simplification and not enough about 'accessible challenge'.

It must be noted that these findings relate to data collected from schools, which signed up to the research trial and were allocated to the control group. These schools were aware of the English Mastery approach and it is feasible that they were influenced by this knowledge.

Conclusion

Table 7: Key conclusions

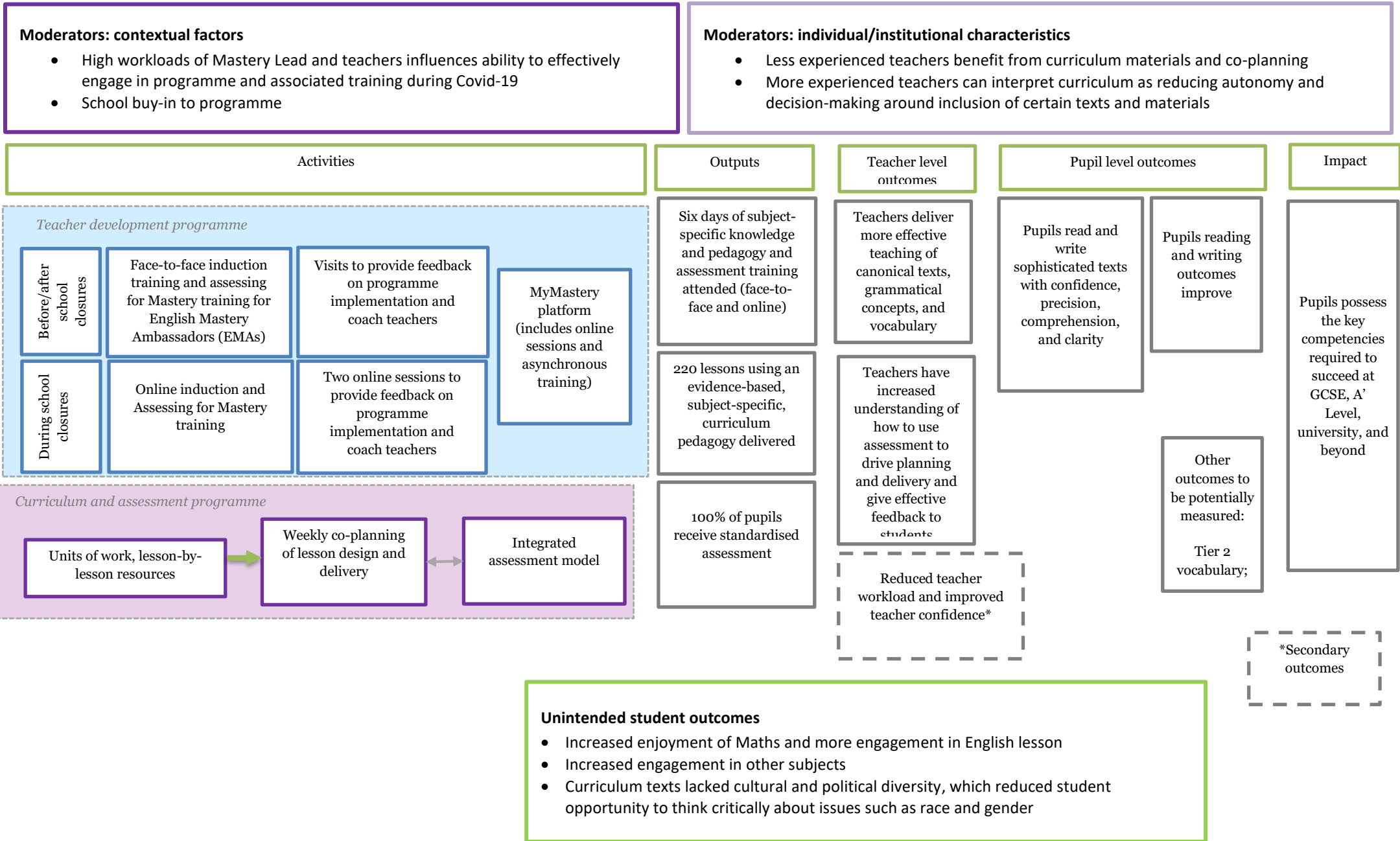| Key Conclusions |
| --- |
| 1. Due to Covid-19 the primary outcome for this evaluation was not collected and so no measure of impact on English attainment is reported. Key conclusions are based on qualitative data from the implementation and process evaluation. The majority of teachers in treatment schools (80%) who responded to the endline survey (n=165) said that the use of English Mastery reduced their workload in relation to planning and marking. |
| 2. The majority (75%) of teachers in treatment schools who responded to the endline survey reported being satisfied with the programme overall. A majority (84%) were also satisfied with the training and support they received to deliver the English Mastery curriculum, found the programme helpful when teaching remotely, and said that they would recommend the programme to other schools. Teachers who participated in the qualitative interviews, across all experience levels, reported that English Mastery had improved their knowledge of spelling, punctuation, and grammar (SPaG), and had enhanced their skills and confidence to teach this. |
| 3. The disruption to in-person teaching caused by the Covid-19 pandemic meant that treatment schools were not able to implement the English Mastery programme as intended. Prior to home learning, schools adhered mostly to model fidelity by making use of all three curriculum strands (Literary Heritage, Mastery Writing, and Reading for Pleasure, although model fidelity was lowest for Reading for Pleasure). However, adherence to co-planning and formative and summative assessments was mixed. |
| 4. Aside from the challenging external context of home learning, two key factors appeared to drive low adherence to model fidelity and responsiveness. Reduced buy-in from schools led to low compliance of particular components, such as the use of summative assessments. Some more experienced teachers reported limited buy-in to the programme, as they felt it was too prescriptive and reduced their opportunity to be creative when planning and delivering lessons. |
| 5. Teachers perceived that there were two key outcomes for students: increased enjoyment of English; and a higher level of writing accuracy. They felt that increased enjoyment stemmed from participation in the Literary Heritage and Reading for Pleasure strands, making literature more enjoyable and exploratory. A higher level of writing accuracy, due to improved SPaG skills, was perceived to be a result of better engagement in critical reading and higher quality teaching of SPaG skills. |

Evidence to support the Logic Model

The programme's original Logic Model (see Figure 1) anticipates that engagement in a teacher development programme and use of the English Mastery curriculum and assessment programme will lead to teachers being able to deliver more effective teaching of canonical texts, grammatical concepts, and vocabulary, as well as having an increased understanding of how to use assessment to drive planning and delivery and give effective feedback to students. The hypothesis is that if these outcomes are met, students' reading and writing outcomes will improve and they will be able to read and write sophisticated texts with confidence, precision, comprehension, and clarity.

Overall, the IPE findings show mixed evidence to support the programme theory depicted in the Logic Model. There is evidence in support of some teacher outcomes. For instance, access to the English Mastery curriculum and associated materials contributed to almost two-thirds (61%) of teachers feeling like their skills in teaching literary classics had improved. The findings suggest that the key causal mechanism for this was the provision of a fully resourced curriculum and lesson plans. These offered teachers time and space to consider the lesson content and also meant teachers developed better subject knowledge around the social and political context of the texts being taught. However, the qualitative findings indicate that more experienced teachers were less likely to take this view and felt a fully resourced curriculum limited their ability to be creative when planning and delivering lessons.

There is less evidence to support the programme theory that the specific activities and outputs led to teachers having an increased understanding of how to make use of assessments to drive planning and provide effective feedback to students. The endline survey shows that around half the teachers (53%) who responded to the survey thought that their use of assessments to help shape planning and delivery had stayed the same. Among teachers, who participated in the qualitative interviews, and did report that assessment had helped improve these skills, engagement in the Assessing for Mastery training and making use of the comparative judgement element had contributed towards a positive outcome. The weak link between these activities and anticipated outcome is unsurprising, given compliance data shows model fidelity to this programme element was low. We know from the qualitative data this was mostly driven by the onset of home learning as a result of the Covid-19 pandemic, as well as the cancellation of Assessing for Mastery training in the first year of the evaluation.

Figure 7: Revised Logic Model

Moderators: contextual factors
- High workloads of Mastery Lead and teachers influences ability to effectively engage in programme and associated training during Covid-19
- School buy-in to programme

Moderators: individual/institutional characteristics
- Less experienced teachers benefit from curriculum materials and co-planning
- More experienced teachers can interpret curriculum as reducing autonomy and decision-making around inclusion of certain texts and materials

Activities	Outputs	Teacher level outcomes	Pupil level outcomes	Impact

Teacher development programme

Before/after school closures

Face-to-face induction training and assessing for Mastery training for English Mastery Ambassadors (EMAs)

Visits to provide feedback on programme implementation and coach teachers

MyMastery platform (includes online sessions and asynchronous training)

During school closures

Online induction and Assessing for Mastery training

Two online sessions to provide feedback on programme implementation and coach teachers

Curriculum and assessment programme

Units of work, lesson-by-lesson resources → Weekly co-planning of lesson design and delivery ↔ Integrated assessment model

Six days of subject-specific knowledge and pedagogy and assessment training attended (face-to-face and online)

220 lessons using an evidence-based, subject-specific, curriculum pedagogy delivered

100% of pupils receive standardised assessment

Teachers deliver more effective teaching of canonical texts, grammatical concepts, and vocabulary

Teachers have increased understanding of how to use assessment to drive planning and delivery and give effective feedback to students

Reduced teacher workload and improved teacher confidence*

Pupils read and write sophisticated texts with confidence, precision, comprehension, and clarity

Pupils reading and writing outcomes improve

Other outcomes to be potentially measured:

Tier 2 vocabulary;

Pupils possess the key competencies required to succeed at GCSE, A' Level, university, and beyond

*Secondary outcomes

Unintended student outcomes
- Increased enjoyment of Maths and more engagement in English lesson
- Increased engagement in other subjects
- Curriculum texts lacked cultural and political diversity, which reduced student opportunity to think critically about issues such as race and gender

The IPE findings do provide evidence to suggest that the programme activities have supported the achievement of the secondary teacher outcomes. Findings from the qualitative interviews show that teachers felt the process of teaching SPaG through Mastery Writing improved their own SPaG skills and in turn improved their confidence to teach these concepts. Findings from the endline survey also indicate that there is evidence to support the assumption that English Mastery contributes to a reduction in teacher workload, with the majority of teachers (80%) responding to the survey agreeing with the statement that the English Mastery programme had reduced their workload. The qualitative findings also suggest that where model fidelity was maintained (for example, teachers used lesson resources provided and regularly co-planned), workloads were reduced. Again, access to a fully resourced curriculum facilitated a reduction in workload, as did the introduction of light marking and the use of fortnightly quizzes to quickly establish students' grasp of lesson content.

As the impact evaluation was cancelled it is not possible to definitively comment on whether the student outcomes were achieved. However, we can draw on the IPE data, which explored teachers' perceived programme impact on outcomes for students. The endline survey shows that teachers' views were mixed on whether students' reading and writing outcomes had improved. Where teachers did perceive progress in reading, they attributed this to the Literary Heritage strand, which encouraged students to focus on texts for longer periods. Teachers also felt students' writing accuracy had improved due to an increase in critical reading, and teachers' own confidence in how to effectively teach SPaG having a knock-on effect on students. In comparison, teachers in control schools raised that, in their school a clear gap in practice was a focus on writing accuracy and SPaG. Control teachers felt students lacked confidence in these aspects. It is important to note however, control schools were signed up to the trial and therefore, their viewpoint on current English practices might be influenced by their knowledge of the English Mastery approach.

Teachers' views on whether the programme gave students the key competencies to succeed at GCSE, which is the ultimate anticipated impact of the English Mastery programme, varied. Those who believed it did, attributed this to the knowledge-rich curriculum and requirement for students to critically engage with texts. Others felt the programme lacked focus on the development of key skills such as analytical writing, language analysis, transactional writing, and use of the whole range of literary techniques. There was also a concern that the programme lacked focus on non-fiction texts, which are covered in detail at GCSE.

Figure 7 shows a 'revised' English Mastery Logic Model, which aims to depict the adaptations the developer made in response to the onset of home learning. The revised Logic Model also includes the addition of a set of key moderators and a range of unintended consequences resulting from programme implementation. Analysis of the data suggest that the moderators identified have influenced how closely schools have maintained fidelity to the English Mastery programme.

Interpretation

An impact evaluation of the English Mastery programme carried out by Cheung *et al.* (2018) found that the programme had a significant positive impact on English scores for students in treatment schools, regardless of prior attainment and demographic characteristics. Due to the cancellation of the impact evaluation it is not possible to directly compare these evaluations and assess the extent to which the English Mastery programme had the intended impacts on teachers and students.

Furthermore, the evaluation coincided with a period of significant disruption to learning within schools, which unsurprisingly influenced the implementation of the English Mastery programme for teachers and students. In response to periods of home learning the developer made a range of adaptations to the programme and suggested schools place focus on specific elements of the programme (for example, the Literary Heritage strand) over others (for example, Mastery Writing and Reading for Pleasure). Exploring implementation, delivery, perceived outcomes, and drawing conclusions on which elements of the programme worked well and less well is extremely challenging within this context.

The IPE also found mixed engagement in delivery and varied views on the responsiveness of the programme. Findings from the endline survey suggest that the programme was well received. The majority of teachers (74%) responding to the survey were satisfied with the programme overall. In particular, there were high levels of satisfaction with the teacher development programme (84% were either 'very satisfied' or 'quite satisfied'), and most teachers (81%) said that they would recommend the programme to other schools.

Findings from the qualitative interviews highlight that there were a range of programme elements, which were well received by teachers. This included the Literary Heritage component, which teachers liked as it offered a contextual and knowledge-rich approach. It was perceived to improve teachers' ability to teach literary classics and was perceived to

improve students' progress in reading, as they were spending longer focusing on one text. Another positive element was the requirement for teachers to engage with, and teach SPaG rules, as it enhanced their skills and confidence to teach grammar and punctuation effectively.

The qualitative interviews also highlighted a range of programme aspects that worked less well. For example, the limited use of the standardised assessment model, which was severely disrupted by the onset of home learning associated with the Covid-19 pandemic. As this element is such a core part of the programme theory, it is unsurprising that around half of teachers (53%) responding to the endline survey said their skills in using assessments to shape planning and delivery had stayed the same. There was also low adherence to model fidelity in relation to co-planning, both during periods of in-person and remote teaching. Therefore, poor compliance cannot be solely attributed to the onset of home learning. Poor compliance was largely owing to teachers not having time to co-plan due to high workloads or teachers not being available at the same time.

Overall, there were two key factors that appeared to influence adherence to model fidelity and responsiveness to the programme. First, was a lack of school-wide buy-in to the programme, where teachers had reported not complying with model fidelity. This was often because the decision had been made at a school level to use school-wide practices. For example, using school-wide assessment approaches rather than summative assessments or using other programmes such as Accelerated Reader over Reading for Pleasure. Second, was buy-in and experience of individual teachers. More experienced teachers were less positive about the programme because they felt the content was too prescriptive and reduced their opportunity to be creative when planning and delivering lessons.

While the IPE provides useful insight into the positive components of English Mastery and some of the suggested improvements, further research and the undertaking of an impact evaluation are required to test the programme theory robustly.

Key learning and improvements

In light of the fact that a new impact evaluation and IPE will be undertaken, this evaluation offers key learning for the developer.

- Ensuring all materials are thoroughly proof-read. Teachers noted for a programme promoting improved SPaG, it was poor practice to have grammatical mistakes and typos in lesson materials.

- Ensuring all materials align with each other, for example, the booklets given to students do not offer answers to questions posed in the PowerPoint slides.

- Timely delivery of materials to schools to allow sufficient time for teachers to prepare lessons, and access to all curriculum materials at once so teachers have a good overview of what will be covered during the academic year.

- Increasing the diversity of texts offered to study as part of the Literary Heritage strand and include more contemporary texts.

- Improving emphasis and clarity on the importance of co-planning and how it effectively contributes to the high-quality delivery of the programme and working with schools to plan how co-planning can be prioritised.

- Further promotion of the usefulness of the MyMastery platform for all teachers. EMAs were still cascading materials to teachers even after the MyMastery platform had been introduced.

- Keeping the training in-person as teachers found it more engaging and interactive and provided a good opportunity to network with other teachers.

- Ensuring that all curriculum content aligns with GCSE examination requirements.

Limitations and lessons learned

The intention was for the IPE qualitative case studies to use a longitudinal design and follow the same 21 schools (12 treatment and nine control) through the evaluation. Due to the Covid-19 pandemic and the requirement for home learning, which increased teacher workload significantly, some schools were not able to continue participating as a case study school. This meant the evaluation lost the longitudinal case study element and has not explored implementation and delivery practices in this way. However, it did mean that a broader range of schools were involved in the qualitative element, meaning the evaluation has been able to access a wider range of views and experiences of the programme.

The evaluation design also included a three-wave survey, which intended to track change over time, and answer both impact and IPE research questions. The onset of home learning, due to the Covid-19 pandemic, which occurred during the middle of the evaluation, changed teaching practices and workload. It was therefore, no longer appropriate to capture any changes to teaching practices and outcomes over time using the survey. Instead, each survey captured different data and was also completed by different groups. This meant it was not possible to compare any changes over time with regard to implementation and delivery of English Mastery. However, changing the scope of the survey offered the opportunity to explore, with both treatment and control schools, how schools had responded to home learning. This provided useful contextual information to help interpret the qualitative IPE findings.

Completion of each wave of the survey relied upon the EMA to cascade a link sent by NatCen to all relevant teachers, which caused two issues. First, it was difficult to control survey promotion as the evaluation team were reliant on the EMA sending timely reminders to their colleagues. Second, this approach meant the evaluation team were not able to establish a response rate for any of the surveys as we did not have the possible total number of responses. Future evaluations must collect information on the number of teachers participating in the trial at evaluation inception.

It was originally the intention that all training and resource materials would be cascaded down from the EMA to all teachers in treatment schools. Due to the move to remote teaching the developer adapted all of the materials and training and made sure everything was accessible online on the MyMastery platform. This adaptation meant all teachers could have access to materials and training and were no longer reliant on information being cascaded down. The developer intends to continue with this approach in the future and as highlighted above it is recommended that further promotion on the usefulness of the platform for all teachers should be embedded into the training.

Future research and publications

As the impact evaluation was cancelled, we were unable to assess the full extent to which English Mastery had the intended impact on students. Another impact evaluation will begin in December 2021, with intervention delivery beginning from September 2022.

Conducting another evaluation offers a valuable opportunity to reflect on the range of limitations and weaknesses in the data collected and make improvements. Limitations and weaknesses of this evaluation are discussed in turn below.

- First, given the disruption to the programme caused by home learning, summative assessments were not used. It was not therefore, possible to fully interrogate whether the assumptions made in the Logic Model that the use of assessments improves teachers' ability to plan and deliver lessons, was right. Further exploration of the role of summative assessment is needed.

- Second, while the current evaluation indicates that the programme reduced teacher workload, it would be useful to understand whether this is still the case in a 'steady state' context where there are no home or hybrid working practices. Related to this, a key research question centred on whether local or national contextual issues were likely to affect delivery or adaptation of the programme went unanswered. The Covid-19 pandemic undoubtably dwarfed other contextual factors, which may have influenced delivery and should be explored further in the next evaluation.

- Finally, there was limited data in the qualitative interviews regarding the perceived impact the programme was having on students receiving FSM, and on SEND and EAL students. This was largely because a large amount of content was covered during the interviews and there was limited time to explore perceived impact on all specific groups. The next evaluation should seek ways to ensure a fuller exploration of how the programme works for these groups.

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Appendix A: English Mastery example training calendar

Month	Session	Audience
September	**New to English Mastery induction training** Leadership and teacher induction training for schools who have new starters in September	New teachers, English Mastery Ambassadors (EMAs), Senior Leadership Team
October	**Webinar: challenge week** A session on raising levels of challenge for more able pupils with a focus on accuracy, precision, and connections	**All English Mastery teachers**
December	**Assessing for Mastery 1** New schools: training on our approach to assessment, followed by standardisation of *Oliver Twist* assessment. Year 2+ schools: standardisation of autumn assessments, followed by getting ready to teach Shakespeare	**EMAs only**
February	**Webinar: Mastery Writing week** Training on the principles behind our discrete grammar programme, followed by practical delivery models	**All English Mastery teachers**
March	**Assessing for Mastery 2** Standardisation of spring term assessments, followed by getting ready to teach summer term units	**EMAs only**
May	**Webinar: vocab week** Training on our approach to vocabulary instruction, which runs throughout all three of our curriculum strands	**All English Mastery teachers**
July	**Assessing for Mastery 3** Standardisation of spring term assessments, followed by getting ready to teach autumn term units	**EMAs only**

Appendix B: Memorandum of Understanding

Memorandum of Understanding for participation in the English Mastery trial

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

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

School Name: _____

School Postcode: _____

1. Aims of the trial

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

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

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

2. Evaluation design

The research design is a randomised control trial and will recruit 110 secondary schools across England to participate in the two-year research. Schools who agree to take part in the trial will be randomly assigned by NatCen into one of two groups:

- **The 'intervention' group**, who will receive the English Mastery programme for two years for a subsidised fee of £2,000 per academic year; and
- **The 'control' group**, who will not receive the English Mastery programme, and will receive £1,500 on completion of all testing and data requirements.

There will be an equal number of schools between the two groups, with 55 schools being randomly assigned to the 'intervention group' and the other 55 to the 'control group'. Random assignment of schools to intervention and control is essential to the evaluation as it allows us to test the impact of the programme rigorously. It is important that schools understand and consent to the random allocation process.

Schools will be notified of which group they have been randomly assigned to at the beginning of April, beginning of May or by mid-June 2019, according to when they have submitted their signed Memorandum of Understanding.

Both intervention and control groups need to agree to take part in the evaluation activities outlined in the following table:

Evaluation Activity	Control Group	Intervention Group	Timeline
1. Sharing data processing information Schools will inform parents and students about data processing using a template letter provided by NatCen. Parents will be given two weeks to withdraw their child from the research. Schools will also provide NatCen with the number of students in each Year 7 class using a secure upload form.	✓	✓	September 2019
2. Sharing student data Once parents and students have been informed about the research and data processing, schools will be asked to share student level information. Data required includes the Unique Pupil Number (UPN), date of birth, first name and surname. Schools will need to share data with NatCen via a simple process through a secure upload.	✓	✓	September - October 2019
3. Completing a beginning of year one teacher survey Year 7 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey and request completion.	✓	✓	September 2019
4. Implementing the English Mastery programme Using the training and resources provided by English Mastery in June 2019, schools in the intervention group will deliver the English Mastery curriculum to Year 7 in 2019-20 and to Year 8 in 2020-21.		✓	Academic years 2019-20 and 2020-21
5. Participating in teacher interviews and observations NatCen will select a sample of schools and Year 7 and 8 English teachers to be involved in research interviews and classroom observations. Participation will be voluntary and names and personal details of students will not be recorded.		✓	Spring and Summer 2020 and Spring 2021
6. Completing an end of year one teacher survey Year 7 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey and request completion.	✓	✓	June 2020
7. Reminding students of the trial in Year 8 Teachers are encouraged to remind students that the school is participating in the trial and that their data will be shared for evaluation purposes. NatCen will provide resources that teachers can refer to for this purpose and a student information letter.	✓	✓	September 2020
8. Completing an end of year two teacher survey Year 8 English teachers will take part in an online survey. Schools will be asked to circulate a link to the survey and request completion prior to testing.	✓	✓	May - June 2021

9. **Supporting the administration of a standardised English test** Students will take part in a standardised test in English at the end of the trial. Schools will need to schedule the test, book suitable rooms for the test and ensure the selected students are able to take the test under supervision. NatCen staff will visit the school and administer the test. The test scores will be used to evaluate what impact the lessons have had upon students' academic performance in English.	✓	✓	June 2021

The evaluation conducted by NatCen will aim to:

- Compare English attainment scores between intervention and control groups at the end of Year 8, adjusting for prior KS2 attainment;
- Compare teacher workload between the intervention and the control groups;
- Investigate how the impact of English Mastery differs by prior attainment and FSM; and
- Gather teachers' perspectives about how the programme changes their teaching practice and how it benefits students.

3. School Responsibilities

3.1. For the delivery of English Mastery

Intervention group schools are expected to:
- Pay a subsidised programme fee of £2,000 in year 1 (2019-20) and again in year 2 (2020-21).
- Deliver the English Mastery programme as intended, across all Year 7 classes in 2019-20 and all Year 8 classes in 2020-21.
  - o Delivery must cover all three key components of the English Mastery curriculum - Literary Heritage, Grammar and Reading for Pleasure.
  - o Schools will deliver a minimum of four hours a week of English.
- Separate students into different classes that will follow two distinct ability pathways – Foundation or Traditional - based on their key stage two SATs score. Further guidance will be given to schools.
- Nominate an SLT Champion to oversee the programme in your school.
- Nominate an English Mastery Ambassador (EMA) to lead the programme implementation in your school. The EMA must teach the programme.
- Release staff to fulfil the English Mastery training requirements.
  - o All teachers delivering English Mastery and the SLT Champion are required to attend one day of mandatory induction training. This will be two mandatory days for the EMA.
  - o The EMA must also attend the three termly Assessing for Mastery days.
  - o Termly subject-specific professional development sessions will be available via online modules to all teachers delivering the programme and attendance is recommended.
- Purchase the curriculum study texts needed for English Mastery. See the study texts list **here**.
- Follow the English Mastery assessment model, ensuring students sit the termly end of unit essay assessments.
- Timetable regular co-planning sessions for the department. One hour per week is the recommended frequency.
- Host English Mastery support visits, which must always include a meeting with the SLT Champion.
- Support the facilitation of the end of trial standardised English test.

For the NatCen evaluation

All schools participating in the trial (whether assigned to intervention or control group) are expected to:
- **Have named key contacts to support the evaluation activities**: these contacts have already been provided by schools as part of the trial application form. These members of staff will be the main point of contact for the NatCen research team and will provide support to schedule and carry out evaluation activities.

- **Distribute data processing information letters to parents and students**: inform parents and students about the school's participation in the trial and how student data will be processed, and offer them the opportunity to withdraw from research within two weeks.
- **Commit to taking part in all stages of the evaluation:** as specified in the table above. This will require the named contacts at the school to provide student data, coordinate the completion of teacher surveys, help organise teacher interviews and observations for the evaluation research, and, for schools in the treatment group, implement the programme.
- **Be responsive:** respond to NatCen requests for information and complete the evaluation tasks, aiming to respond to emails within a week.

NatCen responsibilities

- Provide information about each stage of the research in a timely way with an aim of giving at least one months' notice before any action needs to be completed by the school.
- Be a point of contact for questions specifically about the evaluation of this trial.
- Collect and analyse the data from the trial to provide an assessment to the EEF on the implementation of English Mastery. This information will be confidential and anonymised.

English Mastery responsibilities

- Give intervention schools access to the English Mastery curriculum resources and deliver the training and support.
- Provide support to schools participating in the programme. This will involve handling all queries submitted by schools and responding to schools in a timely way.
- Pay control schools £500 at the beginning of academic year 2020-21 and pay them £1,000 each once final testing has taken place in the control school at the end of the trial in Summer 2021, if all data requirements have been met.

Use of Data and GDPR

- NatCen is the data controller. The legal basis for this research is "legitimate interest". More information can be found in the privacy notice **here**.
- All data will be treated with the strictest confidence. All data will be held securely.
- The assessments will be invigilated and collected by NatCen Social Research, and the results will only be accessible to the researchers at NatCen working on this trial.
- All personal information, and any other data held on the project, will be securely deleted within six months of the project's completion in 2024. At the end of the project, data will be submitted to the EEF's Data Archive which is managed by the Fisher Family Trust (FFT). At this point, EEF will be data controller and FFT will be data processors.
- For the purpose of research, alongside the EEF's Data Archive and the FFT, the evaluation data will be linked with information about the students from the National Pupil Database (NPD), and shared with the Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive and potentially other research teams. Further matching to NPD and other administrative data may take place during subsequent research.

We commit to taking part in the evaluation of the English Mastery programme, as explained in this document.

Headteacher

Name:

E-signature: _____ Date: _____

Appendix C: Privacy notice

In compliance with the EU General Data Protection Regulation 2018 (GDPR), there are certain things that we need to let you know about how your information will be handled. In this privacy notice, we explain the legal reason for data processing, what personal data we will collect, who will have access to your personal data, how your data will be used, when it will be deleted, and who you can contact about a query and complaint.

The legal reason for handling data
English Mastery are the data processor for school staff information. The National Centre for Social Research (NatCen) is the data controller for this project. This means we are responsible for deciding the purpose and legal reason for handled data. This project is funded by the Education Endowment Foundation (EEF) and delivered by the English Mastery team. NatCen are carrying out this research for EEF. The legal reason for processing the data is 'legitimate interest'. This is because NatCen will process personal data for the purpose of conducting and managing the English Mastery research trial.

What personal data will be collected?
NatCen will collect the following information on schools, school staff, and students taking part in the English Mastery trial:

2.1. School staff – name, job title and contact details for the Headteacher, English Mastery SLT Champion, Head of English Department and nominated finance contact. This information will be collected by English Mastery and shared with NatCen.

2.2. English teachers delivering English Mastery – names and job titles of teachers who agree to contribute to additional research activities. This information will be collected by NatCen.

2.3. Students - unique pupil number (UPN), date of birth, first name and surname. This information will be collected via schools and shared with NatCen. NatCen will also collect test scores from selected students taking a GL Assessment English test in June 2021.

Who will be able to access my personal data?
NatCen – will have access to all data listed above in section 2.
English Mastery – will only have access to the school staff data listed above (2.1). English Mastery will collate additional data from schools implementing the English Mastery programme. You can see English Mastery's privacy notice here.
EEF and the Fischer Family Trust (FFT) * – will have access to student data as listed in 2.3. After the trial, the above listed data will be transferred to the EEF data archive and the EEF will become the data controller.
GL Assessment - will provide the English test for the trial. They will have access to names of participating schools, student names, date of birth and Unique Pupil Number. GL Assessment is on NatCen's approved supplier list and conforms to their information security rules.
McGowan Transcriptions - is the service NatCen will use to write up the research interviews with school staff. They will have access to recordings and transcriptions from all interviews. NatCen will assign unique identifiers so individuals cannot be identified. McGowan Transcriptions is on NatCen's approved supplier list and conforms to their information security policies.
Evaluation results will be published and made publicly available after the study has been completed. Any identifying information including school names, school staff names, and pupil names will not be published in these reports.

How will my data be treated?
The data we collect will be used for research only. All personal information, and any other data held on the project, will be securely transferred to the EEF's data archive and deleted by NatCen within six months of the project's completion in 2024.

Who can I contact with a query or complaint?
If you have any questions about how your data will be used, please contact NatCen's Head of Data Protection at dpo@natcen.ac.uk.

Where we are processing your personal data with your consent, you have the right to access a copy of your personal data, ask for your personal data to be corrected or ask for your personal data to be deleted. If you would like to make any request related to your personal data or to withdraw your consent, please contact: englishmasteryteam@natcen.ac.uk.

Under GDPR, you can complain to the Information Commissioner's Office if your query is not satisfactorily addressed by us. Please go to www.ico.gov.uk for more information.

*FFT are the EEF's data processors for the EEF data archive.

Appendix D: Parent/carer information letter

NatCen
Social Research that works for society

Education
Endowment
Foundation

Dear Parent/Carer,

RE: Evaluation of English Mastery Programme

I am writing to tell you that your child's school is participating in a study evaluating the

English Mastery programme. English Mastery is a comprehensive programme which aims to improve progress and skills in English. The evaluation study is being funded by the Education Endowment Foundation (EEF) and is being carried out by the National Centre for Social Research (NatCen), an independent research agency.

As part of this evaluation, half of the schools participating in the study have been randomly chosen to follow the English Mastery curriculum. The other half will continue with usual English teaching. NatCen will conduct research to compare Year 8 achievement in both groups to understand whether English Mastery improves students' progress in English.

In order to compare students' progress across the schools, NatCen will conduct the following activities:

Research activity	Details
Recording progress	Schools will share student level information with NatCen. This includes the Unique Pupil Number (UPN), date of birth, first name and surname, and name or number of English class. Schools will share data with NatCen via a secure upload. We collect this information so that we can record the students' progress from Key Stage 2 and to enable us to administer tests to students at the end of Year 8.
School visits and surveys	Teachers are invited to complete surveys at three points during the two-year study. A NatCen researcher will visit some selected schools to interview teachers and observe teachers' delivery of English lessons. Names and personal details of students will not be recorded during these visits.
Student testing	At the end of Year 8 NatCen will randomly select a group of students to participate in a standardised English test. Your child may be asked to sit this test which will be invigilated and collected by NatCen staff. NatCen will use the test scores to evaluate what impact the lessons have had upon students' academic performance.

The data will be kept confidential, in accordance with the General Data Protection

Regulation. Information provided will be shared securely with a small group of researchers at NatCen. NatCen will publish a report at the end of the evaluation. Only group-level results of the programme evaluation will be discussed in the report - your child's name and the name of the school will not be used.

For this study, NatCen is the data controller and the legal basis for this research is "legitimate interest". All personal information, and any other data held on the project, will be securely deleted within six months of the project's completion in 2024. Once your child's information is included in the data set, the data will be anonymised, and it will not be possible to identify them.

At the end of the project, data will be submitted to the EEF's Data Archive which is managed by the Fisher Family Trust (FFT). At this point, EEF will be data controller and FFT will be data processors. The evaluation data will also be linked with information about the students from the National Pupil Database (NPD), Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive, and potentially other research teams.

Please see the Privacy Notice for more information about how we will hold your child's data:
http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-english-mastery/privacynotice/

If you would like more information about this project, you can contact the research team at NatCen using the email address below.

Email: englishmasteryteam@natcen.ac.uk

Website: www.natcen.ac.uk/englishmastery

You have the right to express the wish for NatCen not to obtain information about your child from the school, including their name, date of birth and Unique Pupil Number. If you do not want your child's school to share your child's information with the evaluators and do not wish for your child to take part in the project evaluation, please complete the slip at the end of this page.

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

Yours sincerely,

Dr Priya Khambhaita
Research Director

NatCen Social Research

English Mastery PARENTAL WITHDRAWAL SLIP

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

Your child's name**……………………………………………………………………………….**

Your full name**………………………………………………………………………………….**

Your signature………………………………………………….

Date…………………………….....

Please return this slip to a member of staff at the English Department at your child's school within **two weeks** of receipt of this letter if you do not wish for your child to take part in the English Mastery evaluation activities.

Appendix E: Power calculation

The material in this appendix is drawn from the Statistical Analysis Plan[28]. For more information, please consult the full Statistical Analysis Plan.

Table C1 outlines the power calculations for this study. The calculations were calculated in PowerUp! (Dong & Maynard, 2013) accounting for the three-level structure of this data.

The power calculations were based on the following assumptions:

- 80% statistical power

- A statistical significance level of 95% for a two-tailed test

- Explanatory power of baseline scores (R-squared) of 0.35 at pupil and 0.10 at school level. Based on figures for GL PTE and KS2 scores for the subject of English (Allen *et al.*, 2018)

- Intra-cluster correlations (ICCs) of 0.10 and 0.15 for school- and class-level respectively. EEF guidance on ICCs (EEF, 2015) indicates that ICCs of 0.14 and 0.19 can be expected for English in KS2 and KS4 respectively. However, evidence from other trials (such as Boylan et al, 2015) indicates that ICCs could be substantially higher. In addition, our assumptions are informed by Demack (2019) which provides evidence around ICCs that can be expected when accounting for clustering of pupils within classes and classes within schools

- 60 children per school are randomly selected for follow-up testing

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[28]

https://educationendowmentfoundation.org.uk/public/files/Projects/English_Mastery_SAP_v3.0_Covid_Update_FINAL_15042021.pdf

Table C1 Sample size calculations

| | | Protocol | |
		OVERALL	FSM
Minimum Detectable Effect Size (MDES)		0.19	0.21
Pre-test/ post-test correlations[29]	level 1 (pupil)	0.59	0.59
	level 2 (class)	0.00	0.00
	level 3 (school)	0.32	0.32
Intracluster correlations (ICCs)	level 2 (class)	0.15	0.15
	level 3 (school)	0.10	0.10
Alpha		0.05	0.05
Power		0.80	0.80
One-sided or two-sided?		2	2
Average cluster size		60	15*
Number of schools	intervention	50	50
	control	50	50
	total	100	100
Number of pupils	intervention	3,000	750*
	control	3,000	750*
	total	6,000	1,500*

* Recruitment of this project prioritised schools with a higher proportion of FSM pupils, therefore the estimated number of FSM pupils (25%) was anticipated to be higher than the national average (14% of the total enrolment for this age group in state funded schools) (DfE, 2018). This figure was taken from the percentage of Year 7 pupils in the intervention group classified as 'FSM' at baseline in the 'Multiplicative reasoning professional development programme' trial (Boylan, *et al.*, 2015).

At the protocol stage, developers intended to recruit 110 schools to have an available sample size of 100 schools after an estimated attrition of 10%. Therefore, we expected our study to be powered to detect an effect of 0.19 standard deviations.

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[29] Our calculations included estimates of the proportion of variance explained through the included covariates at each of these levels (R-squared). We converted these into pre- post-test correlations by taking the square root of the R-squared value. School level variance was assumed to be explained by the inclusion of the stratification variables used at randomisation in the primary analysis model.

Appendix F: Early implementation: treatment school topic guide

Evaluation of English Mastery Topic Guide

Interviews in intervention case study schools

Aim of the interview:

The aims of conducting the interviews in intervention case study schools delivering English Mastery include:

- Exploring how schools are delivering English Mastery
- Gathering perspectives about where the programme has/has not had a role in changing teaching practice and how it is perceived to impact students

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- Overall project objectives:

    o Analyse and evaluate English attainment scores between schools who deliver the English Mastery programme and schools who do not, adjusting for student level Key Stage 2 prior attainment.
    o Compare teacher workload between the intervention and the control groups.
    o Gather teachers' perspectives about how the programme changes their teaching practice and if it benefits students
    o Understand English teaching and home learning arrangements during school closures.

- The interview will last approximately **45 minutes.**

- **Participation is voluntary**. You do not have to answer all of the questions and there are no right or wrong answers. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

1. Context

Aim: to gather information on school context and participant background.

- School context
    - Type of school and location
    - Main characteristics
- Participant's teaching experience
    - Number of years teaching
    - Years teaching Year 7
    - Years teaching at current school
- Overview of staff involved in English Mastery
    - Any staffing changes or staffing gaps in the English teaching team since the start of the academic year
    - Any general changes in staffing and resourcing in the wider school since the start of the academic year

2. Role of English Mastery Ambassador

Aim: to explore understanding and experience of the English Mastery Ambassador role.

- Understanding of their role and the EM programme
- Experience of role so far/what has happened so far
    - Overview of training and support provided
    - Whether feel have had adequate training/support to fulfil role
        - From English Mastery
        - From the school (senior leadership and English department)
    - Areas in which training/support was adequate/more than adequate

        Areas in which there were gaps in training/support

3. Experience of set-up

Aim: to gather perspectives on the quality of support received during set-up.

- Initial induction training –
    - Whether attended initial round of training or January induction session
    - Level of information provided about training
    - How useful the training was in preparation for teaching EM and leading its implementation across the team
- Aspects of training that worked well/less well (including whether expectations around training were met)
- Other support received/preparation required before the start of term
- Whether they received all the materials and information needed to start teaching and leading programme implementation in September

4. Mapping EM delivery in school

Aim: to explore how schools are delivering English Mastery.

- How English is delivered in school (check whether the data from the survey is up-to-date):
  - Number of hours of English a week (be clear on whether this includes reading for pleasure/library lessons)
    - Whether any difference between planned hours and actual hours
  - Whether students are set/streamed based on ability
  - Any other initiatives/interventions to promote English teaching in the school
- Which components of EM curriculum are covered:
  - Literary Heritage
  - Reading for Pleasure
  - Mastery Writing
  - Assessing for Mastery
- Whether foundation/traditional pathways are used
- If no, discuss reasons for this
- Whether they are delivering EM in every lesson
  - If no, discuss reasons for this

5. Experience of delivery

Aim: to gather perspectives on how well delivery of English Mastery is working.
- Aspects working well/less well
  - Individual components of EM curriculum (listed in section 4)
  - EM lesson resources
  - Foundation/traditional pathway setting (e.g. managing different pathways across different classes/sets)
- Whether any alterations have been made to the different components and why

6. Lesson preparation

Aim: to explore how teachers are preparing lessons and whether they co-plan.
- How teachers prepare for lessons
- Resources used (and their usefulness)
  - EM library
  - Materials from elsewhere
  - A combination
- Whether co-planning sessions with other staff happen in the school
  - When these happen, how regularly they are attended by staff, what structure they follow, which members of staff are expected to attend, any cross-departmental learning
  - Aspects of co-planning sessions working well/less well

7. Ongoing training and support

Aim: to explore what types of training or support teachers receive and views on provision.
- Types of training received to help deliver EM
  - Webinars

- o Assessing for Mastery days
- o Other training/support/resources
  - Best practice videos
  - Termly coaching visits
  - EM library
- What works well/less well
  - o Discuss any further training/support/resources that may be needed to aid delivery

8. Perceived impacts

Aim: to gather perspectives about how the programme changes teachers' teaching practice and how it impacts students.

- Perceived impacts for teachers
  - o Workload
    - Whether EM has affected how you spend your planning time
    - Whether any changes to time spent planning compared to last year
    - Whether any changes to time spent marking compared to last year
    - Whether any changes to how time is divided between different tasks
  - o Any changes in:
    - Confidence
    - Skills
    - How feedback is given to students
    - Anything else
- Perceived impacts for students
  - o Improved English knowledge and skills through any of the different aspects of EM:
    - Literary Heritage
    - Mastery Writing
    - Reading for Pleasure
    - Any other aspects which improved certain knowledge or skills
  - o Any changes to levels of:
    - Engagement with lesson content
    - Self-esteem/confidence/resilience
- Whether the programme had an impact on specific groups
  - o Students of higher ability
  - o Students of average ability
  - o Lower ability students
  - o SEND students
- Any unexpected impacts on:
  - o Teachers
  - o Students
- Any other impacts

9. Home learning during school closures

Aim: to gather perspectives on how English learning is organised during school closures

- How learning is organised for Year 7 English during school closures
  - Frequency of teacher contact with students
  - Communication method with students (e.g. emails, school online portal)
  - How long students are expected to spend on English work
  - Resources used and shared with students
- Whether use English Mastery home learning resources + and which ones
  - Whether and how student work is marked
  - Feedback to students and how it's provided
- Views on impact of changes on children's progress
  - Impacts for children of lower ability
  - Factors affecting engagement

10. Overall summary

- Key challenges
- Key successes

TURN OFF RECORDER

- Ask if any concerns about what they have told us (if concerns, we can redact sections).
- Remind participant about the secure upload (if the school hasn't completed it).
- Mention that we'd like to speak to them again at the beginning of the next academic year.
- Thank participant and close.

Appendix G: Early implementation: control school topic guide

Evaluation of English Mastery Topic Guide

Interviews in control case study schools

Aim of the interview:

The aims of the interviews in control schools include:

- Collecting information on school context
- Understanding English provision in the school
- Exploring teachers' perception of their students' engagement and confidence with the subject
- Understanding teachers' feelings around their workload associated with marking and planning

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

- The interview will last approximately **45 minutes.**

- **Participation is voluntary.** You do not have to answer all of the questions and there are no right or wrong answers. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

1. Context

Aim: to gather information on school context and respondent background.

- School context
    - Type of school and location
    - Main characteristics

- Participant's teaching experience
    - Number of years teaching

- o Years teaching Year 7
- o Years teaching at current school
- Overview of staffing within the school
    - o Any staffing changes or staffing gaps in the English teaching team since the start of the academic year
    - o Any general changes in staffing and resourcing in the wider school since the start of the academic year

2. Mapping the delivery of English in the school

Aim: to explore how schools are delivering English lessons for Year 7 students.

- How English is delivered in school (check whether the data from the survey up-to-date):
    - o Number of hours of English a week (be clear on whether this includes reading for pleasure/library lessons)
    - o Whether students are set/streamed based on ability
    - o Any initiatives/interventions to promote English teaching in the school
- How the different components of the national curriculum are taught (e.g. in terms of general approach, techniques used, structure):
    - Reading
    - Writing
    - Grammar and vocabulary
    - Spoken English
- Whether any standardised tests used

3. Lesson preparation

Aim: to explore how teachers are preparing lessons and whether they co-plan.
- How teachers prepare for lessons
- Whether they co-plan lessons with other teachers
    - o If yes, how often
    - o Staff that are expected to attend
    - o What works well/less well
- Types of resources used
    - o Purchased text books e.g. Catapult series, AQA KS3 series, 'To 14' series
    - o Teachit English
    - o BBC Teach
    - o Internally developed resources
    - o Any other resources used

4. Experience of teaching English

Aim: to gather perspectives on how well English is delivered in the school.

- Views on approach to teaching Year 7 English
    - o Aspects that work well/less well

- ▪ Resources
- ▪ Techniques
- ▪ Interventions/initiatives
- ▪ Streaming/Setting

5. Ongoing training and support

Aim: to explore what types of training or support teachers receive and views on provision.

- Types of training received to help teach English
  - o Any bespoke training/support they receive from school/externally
  - o Any further training/support/resources they feel would aid their teaching practice
  - o What works well/less well
  - o Any cross-departmental learning

6. Perceived impacts

Aim: to gather perspectives about how current teaching practices impact upon teachers and students.

- Impact of current practice on teachers
  - o Workload
    - ▪ How lesson planning time is spent - thinking exercise vs. a resourcing exercise
    - ▪ Main issues around marking/planning English lessons
    - ▪ Whether there have been any changes to workload over time
  - o Feelings about current levels of confidence and skills in teaching English
  - o How feedback is given to students
- Perceived impacts of English lessons for students
  - o Building knowledge and skills across different aspects of the English curriculum (reading, writing, grammar)
  - o Enjoyment of classes
  - o Self-esteem/confidence/resilience
- How well current teaching practice meets the needs of specific groups
  - o Students of higher ability
  - o Students of average ability
  - o Lower ability students
  - o SEND students
- Any gaps in current teaching practice
- Any other impacts

7. Home learning during school closures

Aim: to gather perspectives on how home learning is organised during school closures

- How learning is organised for Year 7 English during school closures
  - o Frequency of teacher contact with students

- o Communication method with students (e.g. emails, school online portal)

- o How long students are expected to spend on English work

- o Resources used

  If teachers mention they use English Mastery resources ask:
  - How they found out about them

  - Which ones they use

  - Reasons those chose to use these

- o Whether and how student work is marked

- o Feedback for students and how it's provided

- Views on impact of changes on children's progress

  - o Impacts for children of lower ability

  - o Factors affecting engagement

8. Overall summary

- Key challenges with current teaching practice
- Key successes around current teaching practice

<u>TURN OFF RECORDER</u>

- Ask if any concerns about what they have told us (if concerns, we can redact sections).

- Remind the participant about the secure upload (if the school hasn't completed it)

- Remind participant we'd like to talk to them again towards the end of next academic year.

- Thank participant and close.

Appendix H: Ongoing delivery: treatment school topic guide

Evaluation of English Mastery Topic Guide

Interviews in intervention case study schools

Aim of the interview:

The aims of conducting the interviews in intervention case study schools delivering English Mastery include:

- Exploring how schools are delivering English Mastery in the context of Covid-19
- Gathering perspectives about where the programme has/has not had a role in changing teaching practice and how it is perceived to impact students

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- Overall project objectives:

  - Analyse and evaluate English attainment scores between schools who deliver the English Mastery programme and schools who do not, adjusting for student level Key Stage 2 prior attainment.
  - Compare teacher workload between the intervention and the control groups.
  - Gather teachers' perspectives about how the programme changes their teaching practice and if it benefits students
  - Understand English teaching and how schools have adapted to Covid-19.

- The interview will focus on delivery of English Mastery during the autumn term.

- The interview will last approximately **45 minutes.**

- **Participation is voluntary**. You do not have to answer all of the questions and there are no right or wrong answers. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

1. Introduction

- If participant joined the school this academic year:
    - Any prior involvement in/experience of English Mastery

2. Impact of Covid-19 on teaching

Aim: to gather information on school context and the impact of Covid-19..

- Impact of Covid-19 on Year 8 English lessons during the autumn term
    - Composition of classes (e.g. whether staying in 'bubbles', mixing sets/abilities)
    - Student attendance
    - Disruptions since start of academic year (e.g. lockdowns, breaks in teaching, absence of teachers)
    - Main challenges since start of academic year
- How the school adapted to Covid-19 during the autumn term

3. EM delivery in school

Aim: to explore how schools are delivering English Mastery and any adaptations to delivery due to Covid-19.

- How English is delivered in school:
    - Number of hours of English a week (be clear on whether this includes reading for pleasure/library lessons)
        - Whether any difference between planned hours and actual hours
        - Whether any adaptations to hours due to Covid-19
    - Whether students are set/streamed based on ability
        - Whether any adaptations to setting/streaming due to Covid-19
- Whether used assessments to assess progress after the summer holidays and if yes, what
- Which components of EM curriculum are covered:
        - Literary Heritage
        - Reading for Pleasure
        - Mastery Writing
        - Assessing for Mastery
    - Any adaptations to the components (including due to Covid-19)
    - What is working well/less well about EM curriculum
- Whether they are delivering EM in every lesson
    - If no, discuss reasons for this
- Whether foundation/traditional pathways are used
    - If yes, how they are used in context of Covid-19
    - If no, discuss reasons for this

- o   What is working well/less well (e.g. managing mixed attainment groups or students who have fallen behind since Covid-19)
- Any other initiatives/interventions to promote English teaching in the school

4. Lesson preparation

Aim: to explore how teachers are preparing lessons and whether they co-plan.
- How teachers prepare for lessons

- Resources used (and their usefulness, particularly in context of Covid-19)

    - o   MyMastery online platform

    - o   EM Quizzes for students to assess progress

    - o   Materials from elsewhere

    - o   A combination

- What is working well/less well about the resources

- Whether co-planning sessions with other staff happen in the school

    - o   When these happen, how regularly they are attended by staff, what structure they follow, which members of staff are expected to attend, any cross-departmental learning

    - o   Aspects of co-planning sessions working well/less well

5. Ongoing training and support

Aim: to explore what types of training or support teachers receive and views on provision.
- Types of training received to help deliver EM

    - o   Webinars

    - o   Support from English Mastery Link

        - ▪   Termly coaching visits

        - ▪   Remote support

        - ▪   Other support received from EM Link

    - o   Other training/support/resources

        - ▪   Best practice videos

        - ▪   MyMastery online platform

- Any changes to support during Covid-19

- What works well/less well

    - o   Discuss any further training/support/resources that may be needed to aid delivery

6. Perceived impacts

Aim: to gather perspectives about how the programme changes teachers' teaching practice and how it impacts students.
- Perceived impacts for teachers

    - o   Workload

        - ▪   Whether EM has affected how you spend your planning time

        - ▪   Whether any changes to time spent planning

        - ▪   Whether any changes to time spent marking

        - ▪   Whether any changes to how time is divided between different tasks

- o Any changes in:
  - Confidence
  - Skills
  - How feedback is given to students
  - Anything else
- Perceived impacts for students
  - o Improved English knowledge and skills through any of the different aspects of EM:
    - Literary Heritage
    - Mastery Writing
    - Reading for Pleasure
    - Any other aspects which improved certain knowledge or skills
  - o Any changes to levels of:
    - Engagement with lesson content
    - Self-esteem/confidence/resilience
- Whether the programme had an impact on specific groups
  - o Students of higher ability
  - o Students of average ability
  - o Lower ability students
  - o SEND students
- Any unexpected impacts of EM on:
  - o Teachers
  - o Students
- Any other impacts

7. Overall summary
- Key challenges
- Key successes

TURN OFF RECORDER
- Ask if any concerns about what they have told us (if concerns, we can redact sections).
- Mention that we'd like to speak to them again towards the end of the academic year.
- Thank participant and close.

Appendix I: Final interviews: English Mastery Ambassador treatment school topic guide

Evaluation of English Mastery Topic Guide
Interviews with English Mastery Ambassadors in intervention case study schools

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Aim of the interview:

The aims of conducting the interviews in intervention case study schools delivering English Mastery include:

- Exploring how schools are delivering English Mastery in the context of Covid-19
- Gathering perspectives about where the programme has/has not had a role in changing teaching practice and how it is perceived to impact students

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- Overall project objectives:
    - Gather teachers' perspectives about whether and how the programme changed their teaching practice and if it benefits students
    - Understand English teaching and how schools have adapted to Covid-19
    - Gather perspectives on whether English Mastery helped mitigate impacts of Covid-19 on teaching

- The interview will last approximately **45 minutes.**

- **Participation is voluntary**. You do not have to answer all of the questions and there are no right or wrong answers. We are not evaluating schools' responses to Covid-19. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

For new EMAs only (check question)

- If participant joined the school this academic year:
  - Any prior involvement in/experience of English Mastery

1. Overall reflections on EM (in person) delivery for KS3

Aim: to explore in-person delivery of English Mastery over duration of programme

- Changes to delivery since last interview:
  - Any changes in number of hours of English a week since last interview
  - Any changes in how students are set/streamed based on ability since last interview
- What has worked well/less well about components of EM curriculum
  - Literary Heritage / Reading for Pleasure / Mastery Writing / Assessing for Mastery
- Whether used foundation/traditional pathways
  - If yes, what worked well/less well
- How teachers prepared for lessons
  - Use of co-planning sessions and what worked well/less well
- Resources used
  - EM resources (e.g. MyMastery online platform)
  - What worked well/less well

2. Overall reflections on remote EM delivery during partial school closures

Aim: to explore delivery of English Mastery during periods of remote learning in both 2020 and 2021

- Adaptations to EM delivery during school closures
  - Adaptations to the components of EM curriculum
  - How much time was spent on English each week
  - Setting/streaming of students
  - Use of foundation/traditional pathways
  - What worked well/less well
- Resources used (and their usefulness during home learning)
  - EM resources (e.g. MyMastery online platform)
  - Materials from elsewhere
  - Adaptations to resources for home learning
- How teachers prepared for lessons during home learning
  - Use of co-planning sessions and what worked well/less well
- Since return to 'in person' learning, what have been priorities (e.g. focusing on specific teaching strategies, areas of learning)

  o How does EM complement other initiatives/interventions to promote English teaching in the school

3. Training and support

- Support or training received to help deliver EM and what worked well/less well
  - o Assessing for Mastery Days
  - o Webinars
  - o Visits from EM link
- Adaptations to support or training due to Covid-19 (e.g. use of MyMastery platform, online 'visits' from EM link)
  - o What worked well/less well
  - o Quality of support during remote vs. in-person delivery

4. Reflection on English Mastery Ambassador role

Aim: to gather perspectives on the EMA role and its value over duration of programme

- General reflections on experience of being EMA
- Effectiveness/usefulness of the EMA role
  - o Leading co-planning sessions
  - o Being main point of contact to English Mastery
  - o Encouraging teacher buy-in of programme
- What worked well/less well

5. Perceived impacts of two-year EM programme

Aim: to gather perspectives about how the programme has or hasn't changed teachers' teaching practice or impacted KS3 students over the past 2 years, comparing between in-person and remote delivery

Interviewer: Draw out differences in impacts between remote and in-person EM delivery

- How the impacts of EM curriculum (or lack of impact) compare between remote EM curriculum and 'in-person' offer in terms of:
  - Workload (time spent planning/marking, how time is divided between tasks)
  - Ease of delivery
  - Any changes in teachers' levels of:
    - o Skills/knowledge
    - o Confidence
    - o Job satisfaction
  - Pupil engagement
  - Process of giving feedback to students/nature of it
  - Students' self-esteem/confidence/resilience
  - Perceived learning outcomes
    - o Improved English knowledge and skills amongst students through any of the different aspects of EM:
      - o Literary Heritage

- o Mastery Writing
- o Reading for Pleasure
- o Any other aspects which improved certain knowledge or skills
- Impacts on specific groups:
  - o Students of different abilities
  - o SEND students
  - o FSM students
- Any unexpected impacts of EM on:
  - o Teachers
  - o Students
- Any other impacts

6. Continued participation in EM programme

- Whether would recommend continued use of EM
- Potential of EM programme to support recovery from Covid-19

- Any other comments

TURN OFF RECORDER

- Ask if any concerns about what they have told us (if concerns, we can redact sections)
- **Ask about whether have recommended a teacher for interview**
- We will be sending out a survey in May – this will be last activity for the evaluation. Would really appreciate if they can distribute and encourage other teachers to complete it.
- Thank participant and close

Appendix J: Final interviews: treatment school, teacher topic guide

Evaluation of English Mastery Topic Guide
Interviews with teachers in intervention case study schools

Aim of the interview:

The aims of conducting the interviews in intervention case study schools delivering English Mastery include:

- Exploring how schools are delivering English Mastery in the context of Covid-19
- Gathering perspectives about where the programme has/has not had a role in changing teaching practice and how it is perceived to impact students

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- Overall project objectives:

    o Gather teachers' perspectives about how the programme changes their teaching practice and if it benefits students
    o Understand English teaching and how schools have adapted to Covid-19
    o Gather perspectives on whether English Mastery helped mitigate impacts of Covid-19 on teaching

- The interview will last approximately **45 minutes.**

- **Participation is voluntary**. You do not have to answer all of the questions and there are no right or wrong answers. We are not evaluating schools' responses to Covid-19. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

1. Teacher background

- Participant's teaching experience
  - o Number of years teaching
  - o Whether taught English Mastery to KS3 students this/previous academic year

2. Overall reflections on EM (in-person) delivery for KS3

Aim: to explore in-person delivery of English Mastery over duration of programme

- Which components of EM curriculum are covered in their classes:
  - o Literary Heritage / Reading for Pleasure / Mastery Writing / Assessing for Mastery
- What has worked well/less well about components of EM curriculum
- Whether foundation/traditional pathways are used
  - o If yes, how they are used in context of Covid-19
  - o If no, discuss reasons for this
  - o What is working well/less well (e.g. managing mixed attainment groups, students who have fallen behind or changes to class composition due to Covid-19)

3. Lesson preparation and resources

Aim: to explore how teachers prepare for in-person lessons and whether they co-plan.

- What works well/less well about typical EM lesson plan
  - o Any adaptations to the lesson plan
- How they prepare for in-person lessons
- Whether co-plan lessons with other teachers
  - o Aspects of co-planning sessions working well/less well
- Resources used
  - o MyMastery online platform
  - o EM Quizzes for students to assess progress
  - o Materials from elsewhere
  - o A combination
  - o What worked well/less well

4. Overall reflections on remote EM delivery during partial school closures

Aim: to explore delivery of English Mastery during periods of remote learning

- Adaptations to EM delivery during school closures
  - o Adaptations to the components of EM curriculum
  - o How much time was spent on English each week
  - o Setting/streaming of students
  - o Use of foundation/traditional pathways
  - o What worked well/less well
- Resources used
  - o Usefulness of resources during home learning

- o Adaptations to resources for home learning
- How teachers prepared for lessons during home learning
    - o Use of co-planning sessions and what worked well/less well
- Since return to 'in person' learning, what have been priorities (e.g. focusing on specific teaching strategies, areas of learning)
    - o How does EM complement other initiatives/interventions to promote English teaching in the school
    - o Whether any interventions used in response to Covid-19 (e.g. National Tutoring Programme)

5. Training and ongoing support

- Support or training received to help deliver EM and what worked well/less well
    - o Induction training
    - o Assessing for Mastery Days
    - o Webinars
    - o Visits from EM link
- Adaptations to support or training due to Covid-19 (e.g. use of MyMastery platform, online 'visits' from EM link)
    - o What worked well/less well
    - o Quality of support during remote vs. in-person delivery

6. Perceived impacts of two-year EM programme

Aim: to gather perspectives about how the programme has or hasn't changed teachers' teaching practice or impacted KS3 students over the past 2 years, comparing between in-person and remote delivery

Interviewer: Draw out differences in impacts between remote and in-person EM delivery

- How the impacts of EM curriculum (or lack of impact) compare between remote EM curriculum and 'in-person' offer in terms of:
    - Workload (time spent planning/marking, how time is divided between tasks)
    - Ease of delivery
    - Any changes in teachers' levels of:
        - o Skills/knowledge
        - o Confidence
        - o Job satisfaction
        - Pupil engagement
        - Process of giving feedback to students/nature of it
        - Students' self-esteem/confidence/resilience
        - Perceived learning outcomes
            - o Improved English knowledge and skills amongst students through any of the different aspects of EM:
                - o Literary Heritage
                - o Mastery Writing

- o Reading for Pleasure
- o Any other aspects which improved certain knowledge or skills
    - Impacts on specific groups:
        - o Students of different abilities
        - o SEND students
        - o FSM students
- Any unexpected impacts of EM on:
    - o Teachers
    - o Students
- Any other impacts

7. Continued participation in EM programme

- Whether would recommend continued use of EM
- Whether would recommend EM to other schools
- Potential of EM programme to support recovery from Covid-19

- Any other comments

<u>TURN OFF RECORDER</u>

- Ask if any concerns about what they have told us (if concerns, we can redact sections).
- We will be sending out a survey in May – this will be last activity for the evaluation and chance to share thoughts.
- Thank participant and close.

Appendix K: Final interviews: control school, key contact topic guide

Evaluation of English Mastery Topic Guide

Interviews in control case study schools

Aim of the interview:

The aims of the interviews in control schools include:

- Understanding how schools are delivering KS3 English and adaptations to Covid-19
- Exploring teachers' perception of the impacts current English provision has on Year 8 pupil outcomes
- Understanding teachers' feelings around the impacts of current English provision on their workload, practice and confidence

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews. Key features of the guide include:
- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- Overall project objectives:

  - Gather teachers' perspectives about their current English provision and how it benefits students
  - Understand English teaching and how schools have adapted to Covid-19
  - Gather perspectives on whether their current teaching practice helped mitigate impacts of Covid-19 on teaching
- The interview will last approximately **45 minutes.**

- **Participation is voluntary.** You do not have to answer all of the questions and there are no right or wrong answers. We are not evaluating schools' responses to Covid-19. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify the school or any staff member in the report. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity.

- **Recording the interview**. We would like to record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

Teacher background (for new case study schools or teachers only)

Aim: gather background information for new schools and teachers

- Number of years teaching
- Years teaching KS3
- [For new schools only] School context (e.g. type of school, main characteristics)

8. English delivery (in person) in the school for Year 8

*Aim: to explore how schools have been delivering Year 8 English lessons **in-person** and any adaptations to in-person learning due to Covid-19.*

Interviewer: For each area (setting, interventions, how the curriculum is taught, assessments/giving feedback) probe for what is working well/less well.

- How Year 8 English is delivered in school in-person:
    - Number of hours of English a week (and whether this includes reading for pleasure/library lessons)
        - Whether any adaptations to hours due to Covid-19
    - Whether students are set/streamed based on ability
        - Whether any adaptations to setting/streaming due to Covid-19
- [For new schools only] How the different components of the national curriculum are taught (e.g. in terms of general approach, techniques used, structure):
        - Reading
        - Writing
        - Grammar and vocabulary
        - Spoken English
        - How feedback is given to students
    - [All schools] Any adaptations to the components due to Covid-19
    - [All schools] Any initiatives/interventions used to teach Year 8 English in the school
        - Whether any interventions used in response to Covid-19 (e.g. National Tutoring Programme)
- Since return to 'in person' learning, what have been priorities (e.g. closing attainment gap, focusing on specific teaching strategies or areas of learning)

9. Lesson preparation

Aim: to explore how teachers are preparing lessons and whether they co-plan.

- How teachers prepare for lessons
- Types of resources used (e.g. internal/external resources, Education Technology)
    - Usefulness of resources, particularly in context of Covid-19
    - What is working well/less well about the resources
- Whether they co-plan lessons with other teachers

- o If yes, how often
- o Staff that are expected to attend
- o What works well/less well

10.   Training and support

Aim: to explore what types of training or support teachers receive and views on provision.

- Types of training received to help teach English
    - o Any bespoke training/support they receive from school/externally
    - o Any one-to-one coaching/mentoring they receive from school/externally
    - o Any cross-departmental learning
- Any changes to training/support during Covid-19
- What works well/less well
    - o Any further training/support/resources they feel would aid their teaching practice

11.   Reflections on remote delivery during partial school closures

*Aim: to explore delivery of Year 8 English during periods of **remote learning***

- Adaptations to delivery during school closures
    - o How much time was spent on English each week
    - o Setting/streaming of students
    - o What worked well/less well
- Resources used (and their usefulness during home learning)
- How teachers prepared for lessons during home learning
- Support or training received to help deliver English during home learning
    - o What worked well/less well
- Student attendance / engagement during home learning

5. Perceived impacts

Aim: to gather perspectives about how English teaching practices have impacted upon teachers and KS3 students over the past 2 years, comparing in-person to remote teaching.

- Interviewer: draw out differences in impacts between remote and in-person KS3 English teaching
- How the impacts of the current English teaching practice (or lack of impact) compare between remote English curriculum and 'in-person' offer in terms of:
    - Workload (time spent planning/marking, how time is divided between tasks)
    - Ease of delivery
    - Any changes in teachers' levels of:
        - o Skills/knowledge
        - o Confidence
        - o Job satisfaction
    - Pupil engagement

- o Building knowledge and skills across different aspects of the English curriculum (reading, writing, grammar)

- o Enjoyment of classes / engagement with lesson content

- o Self-esteem/confidence/resilience

- o Meeting the needs of specific groups

  - o Students of different abilities

  - o SEND students

  - o FSM students

- o Any other key comparisons between the impacts of in-person and remote teaching

- Any gaps in current teaching practice (more generally

<u>TURN OFF RECORDER</u>

- Ask if any concerns about what they have told us (if concerns, we can redact sections)

- We will be sending out a survey in May – this will be last activity for the evaluation

- Thank participant and close.

Appendix L: Developer interview topic guide

Evaluation of English Mastery Topic Guide
Interviews with English Mastery developers

The interview will explore:

- Delivery of the intervention during the Covid-19 pandemic and when returning to in-person teaching
- How EM have adapted the programme, support and resources during COVID-19
- Engagement of treatment schools
- Perspective on impacts of the pandemic and programme changes for schools, teachers and pupils
- Key lessons learnt over this period which can help inform how future interventions can adapt to online / remote learning.

The topic guide:
This guide includes a number of topics and questions that will be covered during the interviews.
Key features of the guide include:

- **The topics are not worded in the form of questions** – this encourages interviewers to be responsive to the concepts, language and terms used by participants.
- **It does not contain follow-up probes and questions** like 'why?', 'when?', and 'how?', etc., as participants' contributions will be explored in this way, as far as is feasible, during the interview.
- **Prompts are for guidance only** and are therefore not exhaustive. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen. Prompts are presented as bullet points in the topic guide.
- **Fonts:** Text in red indicates instructions to interviewers.

Introduction

- Introduce self and NatCen Social Research as independent evaluators of English Mastery for our funders the Education Endowment Foundation (EEF).

- The interview will last approximately **90 minutes.**

- **Participation is voluntary**. You do not have to answer all of the questions and there are no right or wrong answers. You can stop the interview at any point and withdraw without giving a reason why. If you change your mind about today's interview being used for the research, you can let us know by using the contact details on the information sheet provided within the next 10 working days.

- **Anonymity and confidentiality**. Your information will be used to feed into a report for the EEF. We will not identify you personally, but because of limited data collection with English Mastery staff your views might be identifiable to people who know you. We may use quotations from your interview in the report but we will report them in a way that protects your anonymity as much as possible.

- **Recording the interview**. We would like to audio-record the interview in order to have an accurate record of what is said. Data collected will be stored securely. Only the research team will have access to it, and it will be deleted within 12 months of the end of the project.

- **Any** questions?

Ask for permission to record and start recording. If participant does not agree for the interview to be recorded, take written notes.

1. Participants' role

- Participants' role within English Mastery
- How long they have been in the current role

2. Timeline of changes to the intervention

Aim: to capture the changes to the intervention over the evaluation period

- Main changes to the intervention over the two-year period
    - Any changes/adaptations during home learning period
    - Any changes/adaptations since returning to in-person teaching
- The process for designing the adaptations
    - Who was involved
    - What was considered (proactive vs reactive).
- In what way the changes supported schools
- Elements of EM not carried out because of Covid-19 and the implications for programme implementation

3. Overall reflections on remote EM delivery during partial school closures

Aim: to explore delivery of English Mastery during periods of remote learning in both 2020 and 2021

- Adaptations to EM delivery during school closures
    - Adaptations to the components of EM curriculum
    - Compliance to programme delivery
    - What worked well/less well
- Resources used (and their usefulness during home learning)
- Adaptations to support or training (e.g. use of MyMastery platform, online 'visits' from EM link)
    - What worked well/less well
    - Quality of support during remote vs. in-person delivery
- Perceptions of engagement of schools/teachers with the programme during remote learning

4. Return to in-person teaching

Aim: to gather perspectives on the EMA role and its value over duration of programme

- Priorities since returning to in-person teaching (e.g. focusing on specific teaching strategies, areas of learning)
- Adaptations to EM delivery when returning to in-person teaching
    - Adaptations to the components of EM curriculum
    - Compliance to programme delivery
    - What worked well/less well
- Resources used (and their usefulness during in-person learning)
- Adaptations to support or training
    - What worked well/less well

- Perceptions of engagement of schools/teachers with the programme during remote learning

5. Perceived impacts of two-year EM programme

Aim: to gather perspectives about how the programme has or hasn't changed teachers' teaching practice or impacted KS3 students over the past 2 years, comparing between in-person and remote delivery

Interviewer: Draw out differences in impacts between remote and in-person EM delivery

Teachers

- Workload (time spent planning/marking, how time is divided between tasks)
- Ease of delivery
- Any changes in teachers' levels of:
  o Skills/knowledge
  o Confidence
  o Job satisfaction
- Process of giving feedback to pupils/nature of it

Pupils

- Pupil engagement
- Pupils' self-esteem/confidence/resilience
- Perceived learning outcomes
  o Improved English knowledge and skills amongst pupils through any of the different aspects of EM:
    o Literary Heritage
    o Mastery Writing
    o Reading for Pleasure
    o Any other aspects which improved certain knowledge or skills
- Impacts on specific groups:
  o Pupils of different abilities
  o SEND pupils
  o FSM pupils

- Any unexpected impacts of EM on:
  o Teachers
  o Pupils
- Any other impacts

6. Changes to logic model

Aim: to check main changes to the logic model

Interviewer: share the logic model with the participants ahead of the interview

- Key changes to the logic model in terms of activities/outputs

- Key changes to the logic model in terms of outcomes

- Underlying causal mechanisms driving change/ any new mediators/moderators that have emerged

- Extent to which what has been delivered since March 2020 captures the key ingredients of English Mastery

- Any other comments

7. Reflections on the programme over the last two years

- Whether changes made during the pandemic where short term response

    o Plans to keep any changes in the long-term

    o Anything they might do differently

- Key challenges for English teaching in the period of recovery after the pandemic

- How have the support needs of pupils/teachers changed because of Covid-19 and disruption to schooling

- Key lessons learnt over this period which can help inform how future interventions can adapt to online / remote learning

- Any other comments

TURN OFF RECORDER

- Ask if any concerns about what they have told us (if concerns, we can redact sections)

- Thank participants and close

Appendix M: Teacher workload survey

Introduction

This is a short survey for all current Year 7 teachers, {If **Surveyflag** = 1 textfill 'the English Mastery Ambassador and the English Mastery SLT Champion in your school } {if **surveyflag** =2 textfill: 'Head of English and a member of the Senior Leadership Team (SLT) that line manages English in your school}. You are being asked to complete this survey by NatCen Social Research. We are an independent research organisation who are evaluating English Mastery, a programme that aims to improve student progress in English, to understand if it makes a difference to Year 7 and 8 students.

The survey is a vital element of the evaluation. Completing this short survey will help us collect the information needed for the evaluation of the English Mastery programme. The survey should take no more than 10-15 minutes to complete. We know that teachers are incredibly busy, and really do appreciate you taking the time to do this.

Any information that you provide will be kept confidentially and used for research purposes only. No individuals or schools will be identified in the published evaluation report.
If you would like more information about the research, and how we store and protect your data, please visit our website here: **http://www.natcen.ac.uk/taking-part/studies-in-field/evaluation-of-english-mastery/**

If you have any questions when completing this survey, please contact the NatCen Social Research team on 0808 168 1701 (freephone) or email **englishmasteryteam@natcen.ac.uk**

Background section

School information

{Ask all}

SchName

> Please enter your school name:

> OPEN <300 characters>

{Ask all}

SchPostcode

> Please enter your school postcode:

> OPEN <300 characters>

{Ask all}

Name

> Please enter your first name.

> OPEN <300 characters>

{Ask all}

Surname

> Please enter your surname.

OPEN <300 characters>

{Ask all}

ResEmail

Please enter your email address:

Please confirm your email address:

Role within school

{Ask all}

Teach

Are you teaching Year 7 English this academic year?

1. Yes
2. No

{Ask all}

Head

Are you a Head of English for your school?

1. Yes
2. No

{Ask if surveyflag = 2}

LineMan

Are you a member of the Senior Leadership Team (SLT) that line manages English?

1. Yes
2. No

{Ask if Teach =1}

Ctrthrs

How many hours are you contracted to work per week in this school?

Round up to the nearest half hour. As an example, three and a half hours would be recorded as 3.5.

_____hours

Involvement in English Mastery

{Ask if surveyflag =1}

SLT

The next few questions about your involvement in English Mastery programme.
Are you an English Mastery SLT Champion for your school?

This is the role of the nominated staff member who is the champion for English Mastery amongst the senior leadership team

1. Yes
2. No

{Ask if surveyflag =1}

Ambass

Are you an English Mastery Ambassador for your school?

<i> *This is the role of the nominated member of teaching staff who helps co-ordinate the programme within your school* <i/>

1. Yes
2. No

{Ask if surveyflag =1 and Ambass =1}

Train1

Have you attended the two-day English Mastery induction training course?

1. Yes
2. Partially attended
3. No

{Ask if surveyflag =1 and (SLT =1 or (Teach =1 and Ambass=2))}

Train2

Have you attended the one-day English Mastery induction training course?

1. Yes
2. Partially attended
3. No

Workload section

Teacher Workload

{Ask if Teach =1}

Intro

The next set of questions is about the time you spend on different tasks.
Some questions will ask for an estimate of time spent in hours in your most recent full week that you were working (that is, Monday to Sunday that was not shortened by illness, religious breaks or public holidays).

{Ask if Teach =1}

Teachhrs

In the most recent full week that you were working, approximately how many hours did you spend in total on **teaching and all teaching related activities in this school?**
This would include planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care, professional development training, parents' evenings and other activities.
Please include tasks that took place during weekends, evenings or other out-of-school hours.
Round up to the nearest half hour. As an example, three and a half hours would be recorded as 3.5.
Please record a 0 (zero) if you spent no time teaching in in the most recent week that you were working."
_____hours

{Ask if Teach =1}

Y7hrs

Thinking about the same week, how many hours did you spend on **teaching Year 7 English**?
Please only count actual teaching time
Round up to the nearest half hour. As an example, three and a half hours would be recorded as 3.5 below.
Please record a 0 (zero) if you spent no time on Year 7 teaching in the most recent week that you were working.

_____ hours

{Ask if Teach =1}

Intro2

The next set of questions are about the time you spend on different tasks involving Year 7 English **other than teaching.**

{Ask if Teach =1}

Otheract

Thinking about the same week how many hours did you spend on the following activities for Year 7 English other than teaching at your school?

Please exclude all time spent teaching Year 7. Please include tasks that took place during weekends, evenings or other out-of-school hours.
Again, round up to the nearest half hour. Please record a 0 (zero) if you spent no time on a listed activity.

GRID ROWS

1. Preparing Year 7 lesson plans (excluding developing resources)
2. Developing student facing lesson resources such as worksheets and presentations
3. Administering and marking Year 7 students' work
4. General non-curriculum related administrative work relating to Year 7 English (including paperwork or emails, registers, displays, communications with parents and other staff)
5. Co-planning and dialogue with colleagues within this school about Year 7 English teaching
6. Coordinating with people or organisations outside of school in relation to Year 7 programmes or interventions which aim to improve ability in English ({*textfill if surveyflag=1*: (including English Mastery)}

GRID COLUMNS

_____ hours

{Ask if surveyflag =1}

EMworkload

Compared to this time last year, do you think that your workload has increased, decreased or stayed the same?

{If **Teach** = 1 texfill 'Please consider any impact on planning, resource creation, meetings, and formative assessments but exclude time spent at English Mastery induction training.'}

1. Increased
2. Decreased
3. Stayed the same
4. Don't know
5. Not applicable - I didn't work at the school last year

{Ask if surveyflag =1 and if EMworkload =1}

Increase

Compared to this time last year, by how many hours has your workload increased in a typical working week?

Round up to the nearest half hour.

0.5…35

{Ask if surveyflag =1 and if EMworkload =2}

Decrease

Compared to this time last year, by how many hours has your workload decreased in a typical working week?

Round up to the nearest half hour.

0.5…35

Co-planning
{Ask If Teach =1}
Plan

Please describe the option which **best describes** how you currently prepare to deliver Year 7 curriculum:
GRID ROWS
1. Designing or adapting lesson plans
2. Designing or adapting resources (e.g. PowerPoint presentations, literature extracts)
3. Developing subject knowledge
4. Reviewing formative assessments
5. Reviewing summative assessments

GRID COLUMNS
6. On my own
7. With other English teachers
8. With the whole English department

{Ask If Teach =1}
Coplan

How often do you come together for a meeting with colleagues from the English department to discuss and prepare for Year 7 English?

1. Daily
2. Weekly
3. Every two weeks
4. Monthly
5. Termly
6. Less often that once a term
7. Never

{Ask if Teach =1}
Resource

What materials/resources do you use for designing year 7 English lessons? Please select all that apply.

MULTICODE

1. Existing resources from previous years
2. English Mastery resources *(answer category only if surveyflag=1)*
3. Resources I develop
4. Resources from other programmes/providers
5. Online resources
6. Other (please specify)

The school's wider approach to teaching English

Streaming and setting

{Ask if Head =1}

Setclass

The next set of questions is about how English is organised at your school.

How are Year 7 students in your school placed into classes for **English?**

1. Based on their prior attainment
2. Not based on their prior attainment (mixed ability)
3. Other (please specify)

{Ask if Head =1}

Change

Has this approach to placing students into classes for year 7 English changed since last year or remained the same?

1. Changed since last year
2. Remained the same

{Ask if Head =1 and Change=1}

Setchng

How were Year 7 students placed into classes for **English classes** last year?

OPEN TEXT

Timetable for English

{Ask if Head =1}

Timetable

What is the current format of your school's timetable?
1. Weekly
2. Fortnightly
3. Monthly
4. Other (please specify)

{Ask if Head =1}

Library

Does your school have dedicated library lessons? By this we mean classes in which the child reads either to themselves or in a group.

1. Yes
2. No

{Ask if Head =1 and Library=1}

Libhrs

How many hours are dedicated to library lessons per week?

_____hrs

{Ask if Head =1}

Engless

And on average, how many hours of Year 7 English lessons are timetabled per week? {If library=1 textfill: 'Please **do not** include dedicated library lessons.'}

Round up to the nearest half hour. As an example, three and a half hours would be recorded as 3.5 below.

_____hrs

{Ask if Head =1}

Grammar

In this academic year (2019/2020), do you have dedicated time in the timetable for Year 7 English to teach grammar?
1. Yes
2. No

{Ask if Head =1 and Library =1}

Read1

And in this academic year (2019/2020), do you have dedicated time for reading for pleasure in Year 7?

1. Yes, this is our library lesson
2. Yes, in addition to our library lesson
3. No

Read2 {Ask if Head =1 and Library =2}

And in this academic year (2019/2020), do you have dedicated time for reading for pleasure in Year 7?
1. Yes
2. No

Involvement in other programmes or interventions

{Ask if Head =1}
Intro4

The next questions are about programmes and interventions to do with improving English in your school.

{Ask if Head =1}
Engint

In the current academic year, does your school offer any programmes that are related to improving Year 7 students' ability in English? This could include programmes or interventions such as Accelerated Reader or a phonics programme.

Please do not include usual extracurricular provision such as homework clubs or any usual English provision such as teaching assistants or catch-up sessions.

1. Yes
2. No

{Ask if Head =1and If Engint =1}

Interv

Please name the interventions. Please enter as many as apply.

1.
2.
3.
4.
5.
6.
7.
8.

{Ask for each of the interventions named at interv}
Target

Which Year 7 student group is <name of intervention> targeted at? Please select all that apply.

1. All Year 7 students
2. High achieving students
3. Low achieving students
4. SEN students
5. EAL students
6. Other group of Year 7 students (please specify)

{Ask for each of the interventions named at interv}
Intervskil

Which skills is <name of intervention> trying to address? Please select all that apply.
MULTICODE

1. Reading
2. Writing
3. Grammar
4. Vocabulary
5. Spoken English
6. Other (please specify)

GL testing

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1}
GL7

Is your school planning to use the GL Progress Test in English for Year 7 students **this academic year**?

1. Yes
2. No

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1 and GL7=1}
GL7mth

And when are you planning to conduct the GL Progress Test in English for Year 7 students? Please code as many as apply.

MULTICODE

(list of months)

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1}

GL8

Is your school planning to use the GL test for Year 8 students **this academic year**?

1. Yes
2. No

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1 and GL8=1}
GLmth

And when are you planning to conduct the GL Progress Test in English for Year 8 students? Please code as many as apply.

MULTICODE

(list of months)

Motivations to join English Mastery

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1}

Motiv

The list below presents some of the reasons why your school might have applied for English Mastery programme.

Please indicate how important or unimportant each of these reasons was in your school's decision to apply for the programme.

RANDOMISE ANSWER OPTIONS

GRID ROWS
1. To help increase students' interest in English
2. To help improve students' attainment in English
3. To improve the way in which English is taught in your school
4. To improve teaching of students with different levels of ability
5. To gain access to resources for lessons
6. To gain access to bespoke training and support
7. To encourage teachers to plan lessons together
8. To reduce teachers' workload
9. To gain access to standardised tests
10. Because of English Mastery's pedagogical approach to English
GRID COLUMNS
1. Very important
2. Quite important
3. Neither important nor unimportant
4. Quite unimportant
5. Very unimportant
6. Not applicable – not involved in the application decision

{Ask if Head =1 or Lineman=1 or SLT=1 or Ambass=1}
Othermotiv

Were there any other reasons why your school applied for English Mastery programme?

1. Yes (please specify)
2. No

{Ask all}

Next steps

Thank you for taking the time to complete this short survey. We really appreciate your contribution.

To keep up-to-date about the English Mastery evaluation please visit our website
http://natcen.ac.uk/taking-part/studies-in-field/evaluation-of-english-mastery/

We look forward to working in partnership with you!

Best wishes,

NatCen English Mastery Evaluation team

Appendix N: Home learning survey

Introduction
This is a short survey to find out how English for Year 7 students is organised during school closures. The survey is a vital element for the evaluation of English Mastery and will help us better understand approaches to teaching English within schools at this time.

The survey should take 5 minutes to complete. We know that teachers are incredibly busy at this time, and we really do appreciate you taking the time to complete it.

Any information that you provide will be confidential and used for research purposes only. No individuals or schools will be identified in the published evaluation report.

If you would like more information about the research, and how we store and protect your data, please visit our website **here**.

If you have any questions, please contact the NatCen Social Research team on 0808 168 1701 (freephone) or email **englishmasteryteam@natcen.ac.uk**

Survey questions
We would like to find out how English teaching and home learning is organised for Year 7 students in your school, since school closure in March 2020.

Q1. Is there home learning provision for Year 7 English in your school?

1. Yes
2. No

Q2. What teaching resources are English teachers using to aid home learning with Year 7 students during the school closure? Please select all that apply.

1. BBC bitesize
2. English Mastery resources (intervention schools only)
3. Oak National School resources and lessons
4. English and Media Centre
5. Pobble 365
6. Poetry by Heart
7. Resources our school developed
8. Other (please specify)

Q3. Which EdTech platforms, if any, are English teachers using to aid home learning with Year 7 students during the school closure? Please select all that apply.

1. Doddle
2. EdShed
3. Little Bridge
4. SpyQuest
5. Google classroom
6. Other (please specify)
7. EdTech platforms are not being used

Q4. How many hours are Year 7 students asked to spend on English each week during school closure? Please round to the nearest full hour.

1. 1 hour

2. 2 hours
3. 3 hours
4. 4 hours
5. 5 hours
6. 6 hours
7. 7 hours or more
8. There are no specified hours for students

Q5. Are Year 7 students required to submit English work to the teacher during the school closure?

1. Yes
2. No

Q6. Are teachers marking Year 7 students on their completed English work during the school closure?

1. Yes
2. No

Q7. How often are English teachers in touch with Year 7 students about English work during the school closure? This could be to assign work, provide support or give feedback.

1. Daily
2. Weekly
3. Fortnightly
4. Monthly
5. Less often than monthly

Q8. What proportion of Year 7 students are completing the required English work during the school closure?

1. All of them
2. Most of them
3. About half
4. Less than half
5. Only a few
6. None

Q9. Please add any information to the box below which you think might be helpful for the evaluators to understand how English home learning is organised in your school for Year 7 students during the school closure.

This may include how you are providing feedback to students, any factors affecting home learning or anything else you think may be of interest for evaluation and research purposes.

OPEN TEXT QUESTION

Appendix O: Endline survey

Treatment School survey

INTRODUCTION

This is a short survey to find out what you think of the English Mastery programme.

The survey is an important part of the evaluation of English Mastery and will help us better understand its perceived impacts in your school over the past two years.

The survey should take approximately 10-15 minutes to complete. We know that teachers are incredibly busy, and we appreciate you taking the time to complete it.

Any information that you provide will be confidential and used for research purposes only. No individuals or schools will be identified in the published evaluation report.

If you would like more information about the research, and how we store and protect your data, please visit our website here.

If you have any questions, please contact the NatCen Social Research team on 0808 168 1701 (freephone) or email englishmasteryteam@natcen.ac.uk

SURVEY QUESTIONS

1 Background

1.1 School information
{Ask all}

SchName

Please enter your school name:

OPEN <300 characters>

{Ask all}

SchPostcode

Please enter your school postcode:

OPEN <300 characters>

1.2 Role in school

{Ask all}

Teach
Are you teaching Year 8 English this academic year?

1. Yes
2. No

{Ask all}

Head
Are you a Head of English for your school?

1. Yes
2. No

{Ask all}
Exper
How many years have you been working as a qualified teacher?

1. Less than a year
2. 1-3
3. 4-9
4. 10+

EMexper
Over the last two years, which academic year have you been teaching the English Mastery curriculum?

1. Both 2019/2020 and 2020/2021
2. Only 2020/2021

2 Overall reflections of the English Mastery programme

EMtraining
This next section will ask about your overall reflections of the Key Stage 3 English Mastery programme over the last **two years (2019-2021)**. The two-year period reflects the time since the start of the evaluation. If you are new to the school or arrived after the start of the English Mastery programme, please answer the following questions based on your experience of English Mastery from the point at which you started.

We appreciate it might be difficult to assess the impact of the English Mastery programme due to disruption to schooling. Please try to generalise as best as you can.

Thinking about your experiences of English Mastery programme over the last 2 years, how satisfied or unsatisfied were you with…?

	Very satisfied	Quite satisfied	Neither satisfied nor unsatisfied	Quite unsatisfied	Very unsatisfied	Don't know
Training Training and support to deliver the KS3 English curriculum?						
EMinduction Induction training						
Masterydays Assessing for Mastery days						
Visits English Mastery visits to school						
Webinars						
EMresources Resources for lessons (such as lesson plans and powerpoints) ?						

EMCoplan

To what extent, if at all, did English Mastery facilitate effective co-planning of lessons among teachers?

1. To a great extent
2. Quite a lot
3. To some extent
4. Not very much
5. Not at all
6. Don't know

{Ask all}

EMcurriculum

And how effective, if at all, were the following parts of the English Mastery curriculum in supporting KS3 student learning?

	Very effective	Quite effective	Neither effective nor ineffective	Quite ineffective	Very ineffective	Did not use this part of the curriculum
EMlitheritage Literary heritage						
EMWrite Mastery Writing						
EMRead Reading for Pleasure						
EMassess Assessing for Mastery						

{Ask all}

EMfoundation
English Mastery programme uses two pathways – foundation and traditional.

How effective, if at all, was the **foundation pathway** in supporting the learning needs of **lower ability students**?

1. Very effective
2. Quite effective
3. Neither effective not ineffective
4. Quite ineffective
5. Very ineffective
6. Did not use the foundation pathway
7. Don't know

{Ask all}

EMtraditional
How effective, if at all, was the **traditional pathway** in supporting the learning needs of **higher ability students**?

1. Very effective
2. Quite effective
3. Neither effective not ineffective
4. Quite ineffective

5. Very ineffective
6. Did not use the traditional pathway
7. Don't know

{Ask all}

FSM

How effective, if at all, was English Mastery in supporting learning for **students who are eligible for Free School Meals**?

1. Very effective
2. Quite effective
3. Neither effective not ineffective
4. Quite ineffective
5. Very ineffective
6. Don't know

{Ask all}

EMsatisfied
How satisfied or unsatisfied are you with the English Mastery programme overall?

1. Very satisfied
2. Satisfied
3. Neither unsatisfied nor satisfied
4. UnSatisfied
5. Very unsatisfied
6. Don't know

{Ask all}

EMsustain
Would you recommend the English Mastery Programme to other schools ?

1. Yes
2. No
3. Don't know

{Ask all}

EMsuggestion
Please use the following text box to tell us your main suggestions for improving the English Mastery Programme:

[open text box]

No suggestions for improvement

3 Perceived impacts

Introimpact
This next section will ask about perceived impacts of the English Mastery programme over the last **two years (2019-2021)**. If you are new to the school or arrived after the start of the English Mastery programme, please answer the following questions based on your experience of English Mastery from the point at which you started.

3.1 For teachers

{Ask all}

Workload

As a result of English Mastery, did your **workload….**

1. increase,
2. decrease
3. or did it make no difference?
4. Don't know

{Ask all}

Practice
As a result of English Mastery, did your teaching skills in the following areas improve, decrease, or stay the same?

	Improve	Decrease	Stay the same	Don't know
Delivery of literary classics				
Delivery of literary classics				
Giving effective feedback to students				

{Ask all}

Confidence
As a result of English Mastery, did your **confidence** to teach KS3 English…

1. improve,
2. decrease
3. or stay the same?
4. Don't know

3.2 For students
{Ask all}

EMprogress

Thinking about English Mastery programme, has it improved, decreased or made no difference to the current Key Stage 3 students'….? Please compare with previous KS3 student cohorts.

	Improved	Decreased	Made no difference	Don't know
Stuengage Levels of **engagement** in English lessons?				
Stuwrite				

English writing skills?				
Stugrammar English grammar skills?				
Sturead English reading skills?				
Overall progress in English ?				

4 Home learning (Jan 2021 – March 2021)

4.1 Home learning provision

Introremote
This next section will ask about home learning provision for Year 8 students during partial school closures between **January 2021 and March 2021**. Please answer the following questions based on this time period only.

{Ask all}

Homelearn
Between **January 2021 and March 2021**, did your school have home learning provision for KS3 English students?

1. Yes (go to next)
2. No (Go to Alternativehome)
3. Don't know (Go to Alternativehome)

{Ask if Homelearn =1}

Homesource
Between **January 2021 and March 2021**, what teaching resources did you use to aid home learning with Year 8 students? Please select all that apply.

1. BBC bitesize
2. English Mastery resources
3. Oak National School resources and lessons
4. English and Media Centre
5. Pobble 365
6. Poetry by Heart
7. Resources our school developed
8. Other (please specify)
9. Don't know

{Ask if Homelearn =1}

Edtech
Which EdTech platforms, if any, did you use to aid home learning with Year 8 students? Please select all that apply.

1. Doddle
2. EdShed
3. Little Bridge
4. SpyQuest
5. Google classroom
6. Other (please specify)

7. EdTech platforms were not used (exclusive code)
8. Don't know

{Ask if Homelearn =1}

Homehours
How many hours were KS3 students expected to spend on English each week? Please round to the fullest hour.

1. 1 hour
2. 2 hours
3. 3 hours
4. 4 hours
5. 5 hours
6. 6 hours
7. 7 hours or more
8. There are no specified hours for students
9. Don't know

{Ask if Homelearn =1}

Homesubmit
Were KS3 students required to submit their English work?

1. Yes
2. No
3. Don't know

{Ask if Homelearn =1}

Homecontact
How often were you in touch with KS3 students about English work? This could be to assign work, provide support, or give feedback.

1. Daily
2. Weekly
3. Fortnightly
4. Monthly
5. Less often than monthly
6. Don't know

4.2 Home learning and English Mastery

{Ask if Homelearn =1}

Homemastery2
Between **January 2021 and March 2021,** which aspects of the English Mastery curriculum did you deliver to Year 8 students? Please select all that apply.

1. Literary Heritage
2. Reading for Pleasure
3. Mastery Writing
4. Assessing for Mastery
5. None (go to Homemastery4)
6. Don't know

{Ask if Homelearn =1, except if Homemastery2= 5}

Homemastery3
How helpful, if at all, was the English Mastery programme for delivering remote teaching?

1. Very helpful (go to Homemastery4)
2. Helpful (go to Homemastery4)
3. Neither helpful nor unhelpful (go to Homemastery4)
4. UnHelpful (go to Homemastery4)
5. Very unhelpful (go to Homemastery4)
6. Don't know (go to Homemastery4)

{Ask if Homelearn =2}

Alternativehome
Please describe your KS3 English teaching provision between **January 2021 and March 2021**:

[open text box]

Don't know

{Ask all}

Homemastery4
How helpful, if at all, was the English Mastery programme for supporting return to in-person teaching at school?

1. Very helpful
2. Helpful
3. Neither helpful nor unhelpful
4. UnHelpful
5. Very unhelpful
6. Don't know

{Ask all}

C19help
How much do you agree or disagree with the statement below?

The English Mastery programme helped to lessen the effects of Covid-19 on KS3 student English attainment.

1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. Don't know

{Ask all}
C19helpwhy

Please use the box below to explain why you chose that answer.

[Freetext]

Don't know

{Ask all}
Ambass

Are you an English Mastery Ambassador for your school?

<i> This is the role of the nominated member of teaching staff who helps co-ordinate the programme within your school . 'It is also referred to as the English Mastery Lead.'<i/>

1.   Yes

2.   No

{Ask if Ambass =1}

Covidhelp

Did your school engage in any of these programmes for English to help with recovery after Covid?

1. One to one or small group tutoring
2. Academic mentoring
3. Targeted or whole class English interventions (e.g. Reciprocal Reading, Lexia, Accelerated Reader)
4. Other (specify)
5. No, the school did not engage in any such programmes
6. Don't know

{Ask All}

Otherinfo

Please add any information to the box below which you think might be helpful for the evaluators. This could include any additional comments on the English Mastery programme or the impact of Covid on your school.

No further information to add

You have now completed the survey. Thank You!

END OF SURVEY

Control school survey

INTRODUCTION

This is a short survey to find out what you think of the Key Stage 3 English provision at your school.

The survey is an important part of the evaluation of English Mastery and will help us better understand how the programme and its impacts compares to business as usual English provision.

The survey should take approximately 10 minutes to complete. We know that teachers are incredibly busy, and we appreciate you taking the time to complete it.

Any information that you provide will be confidential and used for research purposes only. No individuals or schools will be identified in the published evaluation report.

If you would like more information about the research, and how we store and protect your data, please visit our website here.

If you have any questions, please contact the NatCen Social Research team on 0808 168 1701 (freephone) or email englishmasteryteam@natcen.ac.uk

SURVEY QUESTIONS

1 Background

1.1 School information
{Ask all}

SchName

>Please enter your school name:

>OPEN <300 characters>

{Ask all}

SchPostcode

>Please enter your school postcode:

>OPEN <300 characters>

1.2 Role in school

{Ask all}

Teach
Are you teaching Year 8 English this academic year?

>1. Yes
>2. No

{Ask all}

Head
>Are you a Head of English for your school?

>1. Yes

2. No

{Ask all}
Exper

How many years have you been working as a qualified teacher?

1. Less than a year
2. 1-3
3. 4-9
4. 10+

2 Overall reflections of Key Stage 3 English provision

This next section will ask about your overall reflections of the Key Stage 3 English provision over the last **two years (2019-2021)** at your school. The two year period reflects the time since the start of the evaluation. If you are new to the school, please answer the following questions based on your experience from the point at which you started.

We appreciate it might be difficult to assess the impact of KS3 English teaching on students due to disruption to schooling. Please try to generalise as best as you can.

Emtraining

Thinking about your school's Key Stage 3 English provision over the last 2 years, how satisfied or unsatisfied were you with…?

	Very satisfied	Quite satisfied	Neither satisfied not unsatisfied	Quite unsatisfied	Very unsatisfied	Don't know
Support Training and support to deliver the KS3 English curriculum?						
EMresources Provision of resources for lessons (such as lesson plans and PowerPoints) ?						

Coplan

To what extent, if at all, did your English department facilitate effective co-planning of lessons among teachers?

1. To a great extent
2. Quite a lot
3. To some extent
4. Not very much
5. Not at all
6. Don't know

{Ask all}

Efoundation
How effective, if at all, was your school's Key Stage 3 English provision in supporting the learning needs of **lower ability students**?

1. Very effective
2. Quite effective
3. Neither effective not ineffective
4. Quite ineffective
5. Very ineffective
6. Don't know

{Ask all}

Etraditional
How effective, if at all, was your school's Key Stage 3 English provision in supporting the learning needs of **higher ability students**?

1. Very effective
2. Quite effective
3. Neither effective nor ineffective
4. Quite ineffective
5. Very ineffective
6. Don't know

{Ask all}

FSM

How effective, if at all, was your school's Key Stage 3 English provision in supporting learning for **students who are eligible for Free School Meals**?

1. Very effective
2. Quite effective
3. Neither effective nor ineffective
4. Quite ineffective
5. Very ineffective
6. Don't know

{Ask all}

Esatisfied
How satisfied or unsatisfied are you with your school's Key Stage 3 English provision overall?

1. Very satisfied
2. Satisfied
3. Neither unsatisfied nor satisfied
4. Unsatisfied
5. Very unsatisfied
6. Don't know

3 Perceived impacts

This next section will ask about perceived impacts of your school's Key Stage 3 English provision over the last **two years (2019-2021)**. If you are new to the school, please answer the following questions based on your experiences from the point at which you started.

3.1 For teachers
{Ask all}

Practice

As a result of continuing professional development for English teaching, did your teaching skills in the following areas improve, decrease, or stay the same?

	Improve	Decrease	Stay the same	Did not receive any continuing professional development for English teaching
Delivery of literary classics				
Using assessments to shape planning/teaching				
Giving effective feedback to students				

{Ask all}

Confidence

As a result of any continuing professional development for English teaching, did your confidence to teach KS3 English…

1. improve,

2. Stay the same

3. Decrease

4. Did not receive any continuing professional development for English teaching

5. Don't know

3.2 For students

{Ask all}

EMprogress

Compared with previous KS3 student cohorts, has your school's English provision improved, made no difference to, or decreased current KS3 students'…

	Improved	**Decreased**	**Made no difference**	**Don't know**
Stuengage Levels of **engagement** in English lessons?				
Stuwrite English writing skills?				
Stugrammar English grammar skills?				
Sturead English reading skills?				
Overall progress in English				

4 Home learning (Jan 2021 – March 2021)

4.1 Home learning provision

This next section will ask about home learning provision for Year 8 students during partial school closures between **January 2021 and March 2021**. Please answer the following questions based on this time period only.

{Ask All}

Homelearn
Between **January 2021 and March 2021**, did your school have home learning provision for KS3 English students?

1. Yes
2. No
3. Don't know

{Ask if iHomelearn =2}

Alternativehome
Please describe your KS3 English teaching provision between **January 2021 and March 2021**:

[open text box]

- Don't know

{Ask if Homelearn =1}

Homesource
Between **January 2021 and March 2021**, what teaching resources did you use to aid home learning with Year 8 students? Please select all that apply.

1. BBC bitesize
2. English Mastery resources
3. Oak National School resources and lessons
4. English and Media Centre
5. Pobble 365
6. Poetry by Heart
7. Resources our school developed
8. Other (please specify)
9. Don't know

{Ask if and Homelearn =1}

Edtech
Which EdTech platforms, if any, did you use to aid home learning with Year 8 students? Please select all that apply.

1. Doddle
2. EdShed
3. Little Bridge
4. SpyQuest
5. Google classroom
6. Other (please specify)
7. EdTech platforms were not used
8. Don't know

{Ask if and Homelearn =1}

Homehours
How many hours were KS3 students expected to spend on English each week? Please round to the fullest hour.

1. 1 hour
2. 2 hours
3. 3 hours
4. 4 hours
5. 5 hours
6. 6 hours
7. 7 hours or more
8. There are no specified hours for students
9. Don't know

{Ask if Homelearn =1}

Homesubmit
Were KS3 students required to submit their English work?

1. Yes
2. No
3. Don't know

{Ask if Homelearn =1}

Homecontact
How often were you in touch with KS3 students about English work? This could be to assign work, provide support, or give feedback.

1. Daily
2. Weekly
3. Fortnightly
4. Monthly
5. Less often than monthly
6. Don't know

{Ask if and Homelearn =1, except if Homemastery2= 5}

Homemastery3
How helpful was your school's Key Stage 3 English provision for delivering remote teaching?

1. Very helpful
2. Helpful
3. Neither helpful nor unhelpful
4. Unhelpful
5. Very unhelpful
6. Don't know

Homemastery4
How helpful was your school's Key Stage 3 English provision for supporting return to in-person teaching at school?

1. Very helpful
2. Helpful
3. Neither helpful nor unhelpful
4. UnHelpful
5. Very unhelpful

6. Don't know

C19help

How much do you agree or disagree with the statement below?

My school's English provision helped to lessen the effects of Covid-19 on KS3 student English attainment.

1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly
6. Don't know

C19helpwhy

Please use the box below to explain why you chose that answer.

[Freetext]

2. Don't know {Ask all}

Head

Are you a Head of English for your school?

1. Yes
2. No

Ask if Head=1

Covidhelp

Did you school engage in any of these programmes for English to help with recovery after Covid?

1. One to one or small group tutoring
2. Academic mentoring
3. Targeted or whole class English interventions (e.g. Reciprocal Reading, Lexia, Accelerated Reader)
4. Other (specify)
5. No, No, the school did not engage in any such programmes

Otherinfo

Please add any information to the box below which you think might be helpful for the evaluators. This could include any additional comments on KS3 English teaching programme or the impact of Covid on your school.

{Freetext}

2.No other information to add **You have now completed the survey. Thank You!**
END OF SURVEY