

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

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Evaluation Final Report Template

Introduction

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

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

Project Oracle: Level 2

Report Submission Deadline: Round 1 and Round 2 - 30 September 2015

Report Submission: Final Report to the GLA

London Schools Excellence Fund Reference: LSEFR1059

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Total LSEF grant funding for project: £300,204.00

Total lifetime cost of the project (inc. match funding): £439, 199.00

Actual Project Start Date: January 2014

Actual Project End Date: September 2015

1. Executive Summary

This report provides a project description of the Fetch Me a Pen academic literacy and writing project, explaining the process of delivery of the pilot project and the full-scale project in Year 2, before detailing limitations identified in the evaluation methodology, particularly in the areas of obtaining quantitative data to measure student performance and benefit of the professional learning programme for teachers, both of which are addressed later on in the report. Changes to the evaluation methodology are also addressed. After a review of project costs and a breakdown of expenditure, outputs are reviewed in terms breakdowns of teachers involved in the professional learning programme and pupils benefiting from the project in the four participating schools. An analysis of the results of teacher outcome measurements is provided, alongside a reflection of the limitations of the e-surveys used to record impact on teacher knowledge and confidence. The wealth of quantitative evidence that points to an increase in teacher skills, knowledge and practice in the area of academic literacy and writing is discussed. Methods used to measure impact on pupils and on wider system outcomes are detailed before a reflection the project’s management and delivery systems and its value for money. Information about the future sustainability and growth of the project is detailed; the professional learning programmes and activities offered to teachers across London and beyond as a result of the interest generated from sharing good practice conferences and other outputs are explained. The report conclusion brings together the evidence collected throughout the course of the project to reflect on the successes of the programme and key lessons learnt, and how these lessons will shape future project delivery.

2. Project Description

Mulberry School for Girls’ successful bid to the Schools Excellence Fund was born out of a desire to share, disseminate and further the work the school, and particularly its English department, had undertaken around academic writing from 2009-2013 (See Fig. 1 for Mulberry’s English Language and Literature results 2009-14).

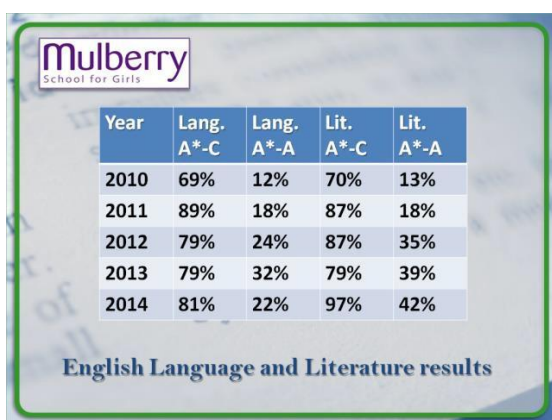


Fig. 1 - Mulberry’s English Language and Literature results 2010-14

The Fetch Me a Pen project centred on academic literacy and writing within and across subject disciplines, and, over the course of its approximately two-year funding from LSEF, saw four lead investigators from Tower Hamlets secondary schools (Mulberry, Swanlea School, Bow School and St. Paul’s Way Trust School) working with an intervention group of teachers and students from their schools, at first on a pilot project, which was then rolled out on a larger scale in its second year. Investigators, working alongside the project coordinator based at Mulberry, identified gaps in both teacher and student knowledge, skills and confidence around academic writing, and formulated ways to close these gaps by improving teacher understanding and practice, in turn facilitating better outcomes for pupils in Tower Hamlets Schools. Project aims were:

- To increase teacher knowledge, skills and confidence around literacy and writing in their subject in order to improve teaching methods
- To create resources that will improve the delivery of lessons on writing in specific subjects and across the

curriculum

- To increase student knowledge, skills and confidence around writing, in turn improving educational attainment and progress
- To embed academic writing work in our schools, their departments and curriculums, and to disseminate work amongst other schools and organisations
- To rigorously evaluate the work we do in order to judge its impact and inform our future steps.

The Pilot Project (January – July 2014)

The Fetch Me a Pen project began in January 2014 after staff from each of the schools participating were appointed to the positions of Project Coordinator (at Mulberry) and Lead Investigator (in the aforementioned partner schools). Staff responsible for the project from Mulberry and a specialist consultant from the London Centre for Leadership and Learning at the Institute of Education designed the pilot CPD programme to be delivered, considering how participants would best ensure and measure impact, on both teachers and pupils, of the literacy interventions trialled throughout the year.

In March, Lead Investigators met for two full-day workshops at Mulberry. In the first session, as well as being introduced to the aims of the project and their roles and protocols, Lead Investigators were given an introduction to the work on academic writing in English that has been undertaken at Mulberry over the last four years. Accordingly, we then designed baseline tools to audit student and teacher knowledge, skills and confidence around academic writing, including a survey for teachers and a writing audit to classify features of students' writing. **(See appendix 1 an example of sessions and activities).**

By the time the second workshop came around, Lead Investigators had each recruited two teachers to participate in the project, and had collected data and sampled written work from a sample of their higher ability Key Stage 3 students. These teachers were also surveyed about their knowledge, skills and confidence around teaching writing, using the teacher audit which was designed in the first session and verified by the IoE. Students' work was examined closely and a manageable number of foci for literacy interventions were decided upon.

Using 'Grammar for Writing' toolkits **(see appendix 2 for examples)** developed after initial meetings, teachers worked with Lead Investigators to trial literacy interventions in four areas in their lessons. These areas were: 1) Using verbs for explanations and analysis, 2) Using nouns and noun phrases for clarity, 3) Using modal verbs for degrees of certainty and 4) Structuring paragraphs and sentences for cohesion.

Lead Investigators held meetings with participating Science and Humanities teachers to explain the writing principles being focused on. Teachers then incorporated these aspects of literacy into lessons which had a particular focus on writing. Teachers, alongside Lead Investigators, used various approaches, including joint planning and team teaching, promoting talk for writing, using peer assessment to heighten students' understanding of certain elements of writing, and developing marking explicitly for writing.

Teachers who were participating in the pilot project attended two twilight sessions in May 2014. The first involved discussion and reflection on barriers to our students' success in writing, and focused on sharing existing literacy interventions that have improved attainment where students' writing is assessed in English and across the curriculum at Mulberry. Already, some teachers had trialled approaches in lessons; the resources created for these lessons provided sound models of how other teachers might embed academic writing strategies in their particular subject.

The second twilight session involved all schools and participating teachers working collegiately together and sharing their experiences of trialling literacy interventions, and showcased a range of creative pedagogical and literacy-focused strategies teachers and reflections around how using some of these strategies had improved their practice and transformed students' work **(see appendix 3 for examples of lessons and resources)**. Teachers shared and refined approaches for teaching writing according to those approaches that had been particularly effective.

The evaluation day in July 2014 brought together all professionals who had taken part in the project, both from participating schools and the Institute of Education. Here, we shared refined approaches and collected data for students who had been given literacy interventions, as well as examples of written work produced,

with teachers’ reflections and examples of students’ writing providing hugely pleasing evidence of an improvement in knowledge, confidence and skills of both teachers and pupils. The evaluation day also provided an opportunity to begin planning for the full-scale project next academic year. Lead Investigators considered which practices had worked best during the pilot, how we will encourage more teachers to become part of the project, and how to evidence impact in 2014-15.

The full-scale project (November 2014-July 2015)

The full-scale Fetch Me a Pen project emulated the approach of the pilot, involving a larger number (see appendix * for a breakdown of attendees in both years of the project) of teachers from each school, more time dedicated to professional learning through and a greater number of students benefitting from literacy interventions. Once the project was evaluated by key members involved, and key baselining and impact evidence tools, such as the Student Writing Survey (see appendix 4) and the Teacher Knowledge, Skills and Confidence Audit (see appendix 5) were refined according to feedback from the LCLL at the IoE and from participating teachers.

The outline of the year:

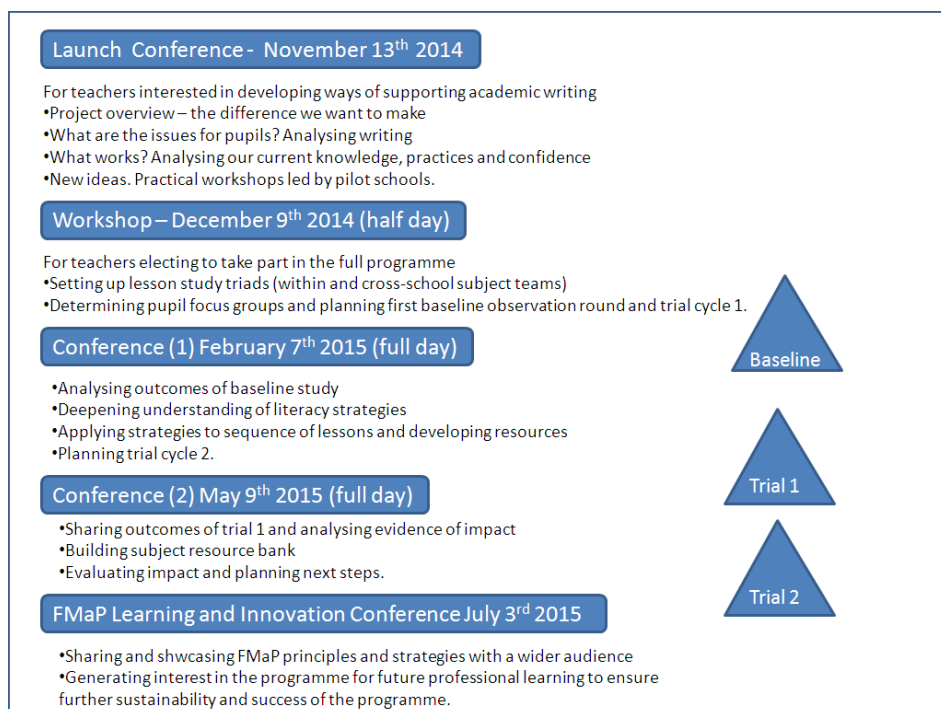


Fig. 2 – The Fetch Me a Pen full-scale programme (2014-15)

The full-scale project sought to build on the work done in the pilot while deepening and embedding the work around academic literacy already done by the participating teachers and students. This was achieved by:

- Longer (including whole-day) sessions for participants which gave them an opportunity to more meaningfully and constructively share strategies and resources in an in-depth way. More emphasis was placed cross-curricular approaches within schools and a cross-school approach. During sessions, as well as working in groups defined by subjects or alike subjects teachers taught, teachers were given the opportunity to work collaboratively on a cross-curricular basis with colleagues from their own school. Much of the strength of the approach taken by the programme lies in this approach: in making cross-curricular links between the kinds of literacy needs shared by subjects, and by explicating and shaping provision for kinds of writing common to more than one subject, students began to see links between the kinds of written linguistic registers that were required of them across the curriculum.

- Creating Lesson Study triads of teachers who supported each other in planning and observing lessons and giving feedback on lessons and how approaches might be refined, based on the observation of particular students in lessons (i.e. those that typified other groups of students, e.g. ‘low’, ‘middle’ and ‘high’ ability). This enabled teachers to give supportive and constructive feedback to meet the needs of all learners in their schools.

The full-scale project – rooted in the auditing of student writing and of teacher attitudes and practice undertaken in the pilot project, as well as the strategies and resources created as a result of these audits – gained momentum as teachers themselves took ownership of the literacy demands of their classrooms, and, by the end of the programme became innovative drivers of academic literacy in their own classrooms, subject areas and schools.

2.1 Does your project support transition to the new national curriculum? **Yes**

As the new national curriculum at GCSE and A-level relies heavily on linear assessment of students’ learning on courses and terminal examinations and, in many subject areas, there is a clear imperative for students to be confident, independent and skilled writers who have an explicit knowledge about the process of writing. New forms of assessment call for extended written answers where before this may not have been the case, and in more and more subjects besides English, students are given marks in public examinations for the accuracy of their spelling, punctuation and grammar.

Materials (including resources, conference presentations, videos explaining the vision and ethos of the project and the way it has worked) can be found at our website (<http://fetchmeapen.org/>) and on our TES page ([https://www.tes.com/member/Fetch Me a Pen](https://www.tes.com/member/Fetch_Me_a_Pen)).

3. Theory of Change and Evaluation Methodology

3.1

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Intermediate Outcomes (Teachers’ Subject Knowledge)			
Teacher Outcome 1	<p>Subject teachers will have:</p> <p>More secure subject knowledge about word, sentence and text constructions (including etymology, spelling and grammar).</p> <p>Learn basic Latin to help enhance their own subject knowledge and that of their pupils.</p> <p>Greater confidence in their ability to teach and assess pupils’ writing and provide appropriate feedback to pupils to rapidly enhance the quality of academic writing.</p>	<p>N/A</p> <p>The teaching of Latin had to be suspended (agreed with the GLA).</p> <p>N/A</p>	<p>No available teacher could be recruited to facilitate.</p>

	Long term Outcomes (Pupils Attainment)		
Pupil outcome 1	Increased attainment for targeted KS3 pupils (KS2 5c+)	The target group(s) of students were extended – for instance one school worked largely with KS4 students, and all teachers focused on KS3 students of all abilities.	Teachers, after being introduced to and shaping strategies felt that other groups would benefit from literacy interventions, and often to a greater extent. Initial audits of students' writing suggested that low-middle ability students needed to be taught academic literacy. As teachers disseminated work amongst departments and used strategies with all of their classes, it became clear that we needed to widen our focus.
Pupil outcome 2	Pupils become independent, intellectual writers: they are increasingly able to write with a confident voice and style and with less scaffolding from the teacher.	N/A	
Pupil outcome 3	Pupils are more confident and have raised aspirations as a result of interactions with university lecturers, business partners and university style masterclasses and seminars.	N/A	
Pupil outcome 4	Pupils learn basic Latin which will help them develop a more secure understanding of etymology and grammar in turn helping them to learn new languages (English and MFL).	Yes – see above.	See above.
Long term Outcomes (Impact on school wide system/ 'Culture Change')			
	Improved quality of teaching as a result of Improved literacy subject knowledge and teaching strategies across subjects and schools	N/A	
Wider system outcome 1	Greater knowledge mobilisation by disseminating practice across own departments and through supporting subject knowledge development of peers within and across schools (Joint Practice Development).	N/A	

Wider system outcome 2	Action research/enquiry based CPD models are applied more extensively across the schools	N/A	
Wider system outcome 3	Teachers across four schools and beyond have access to, and contribute to, exemplar material and peer to peer support networks.	N/A	

Revised target outcomes

Reason for change

3.2 Did you make any changes to your project’s activities after your Theory of Change was validated? **Yes/No**

If **Yes**, what were these changes (e.g. took on additional activities?)

We removed the Latin teaching component from the programme (see above).

3.3 Did you change your curriculum subject/s focus or key stage? **Yes/No**

If **Yes**, please explain what changes you made, why, and provide some commentary on how they affected delivery.

Focus was widened to all KS3 abilities, and KS4 students where teachers felt this was appropriate or necessary. This did not affect delivery, and in fact had a positive impact on embedding the work we were doing in subject areas and across and between schools.

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

Owing to differences in the way schools collect and share data, and to difficulties in obtaining data from some schools or teachers participating in the programme, we could not evaluate pupil data with the kind of rigour and detail outlined in the evaluation plan, and had to do our very best to use data that had been submitted to support the wealth of qualitative evidence obtained over the life of the project so far.

4. Evaluation Methodological Limitations

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

Main methodological limitations lay in the availability and reliability of quantitative pupil attainment data (see above). As evidenced by the success Mulberry School for Girls, and particularly its English department has had through having a focus on academic literacy (see Fig. 1), it is difficult to assess the impact on pupils in terms of attainment for teachers who are in reality only beginning to implement literacy strategies into their lessons, departments and schools. The soundest indicators of impact are, we feel, in the resources, lessons and schemes of work teachers devised, their increased knowledge (evidenced in discussions that took place in schools and at the ‘taught’ sessions over the course of the project, and through teacher surveys) and in the desire to mobilise this knowledge in their organisations. This knowledge mobilisation is continuing through colleagues at participating schools, and importantly their senior leadership teams, now prioritising academic literacy and making Teaching and Learning Responsibilities available to facilitate this ongoing mobilisation.

In terms of teacher surveys, there was a notable difference in the number of surveys returned at the end of the project, meaning we can only make tentative claims about impact from these surveys. From the data we do have, which is nevertheless typical of the whole cohort of participants in terms of how representative it is, some metrics have even decreased, and we feel that this may be due to the fact that in having a greater,

more explicit knowledge of what academic literacy is, and what it looks like in a teacher’s day-to-day classroom practice, have forced respondents to answer from a different, perhaps more informed, perspective.

4.2 Are you planning to continue with the project, once this round of funding finishes? **Yes/No**
If **yes**, will you (and how will you) evaluate impact going forward?

Within the project’s lead school, data analysis can now be undertaken on a smaller scale as colleagues with positions of responsibility on the Fetch Me a Pen programme will have the opportunity to carefully examine quantitative data at a class and department level as it is easily available to them through the school’s data collection system. Other than this, we will be using the same methods as we have used over the course of the project thus far: through discussions with and observations of teachers; through reviewing the creation and refining of resources to support academic literacy and, crucially, through looking at ‘before’ and ‘after’ examples of students’ writing. In terms of the professional learning programmes we are offering to colleagues from other schools, we will be using the same methods.

5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	300,204			300,204	
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)	160,481			138,995	21,486
Total Project Funding	460,685			439,199	21,486

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	74,062	-	-	219,452	-145,390
Direct delivery costs e.g. consultants/HE (specify)	18,750	-	-	28,945.50	-10,195.5
Management and Administration Costs	122,492.1	-	-	107,709	14,783.1
Training Costs	231,260	-	-	54,025.2	177,234.8
Participant Costs (e.g. Expenses for travelling to venues, etc.)	-	-	-	24	-24
Publicity and Marketing Costs	-	-	-	4768.5	-4768.5
Teacher Supply / Cover Costs	-	-	-	10,620	-10,620

¹ Please refer to the budget in your grant agreement

Other Participant Costs	-	-	-	-	-
Evaluation Costs	-	-	-	2125	-2125
Others as Required – Please detail in full	14,120	-	-	11530	2590
Total Costs	460,684.1	-	-	439,199	21,486

5.2

Within the first month of the project, we faced huge challenges in recruiting a Latin teacher to run this strand of the initial application. With the agreement of colleagues at the GLA, we decided not to pursue this part of the project and reallocated resources. (See previous milestone reporting).

The biggest expenditure for this project has been direct staff costs with the original budget over-estimating training costs. However, the direct staff costs were a result of recognising quickly that for the theory of change to work, we needed to build the capacity of the core delivery team to develop the pilot phase and to co-construct key resources that became the foundation for the success of the longer term project. We also knew that the core team needed to be available to work closely with small groups of colleagues, in the way described above, to enable deep and sustained change to pedagogy and practice. Direct staff costs could be defined as training costs for this reason. This approach also meant that there was a reduction in other training costs (e.g. more workshops throughout the project)

Although the table above implies that we did not budget for certain expenditure at the beginning of the project (e.g. marketing and recruiting, cover costs), these were all included within the broader headings of the original application. Therefore the differences above reflect the different way of reporting expenditure requested in this final report compared to the original categories.

The only expenditure that we did not anticipate was that of evaluation costs. It has been a labour intensive process to collect and collate the quantitative data requested and to complete the reports throughout the duration of the project.

Overall, we feel that we budgeted accurately from the outset and the reallocation of money to direct staff costs has enabled a much more deep and sustainable model of professional learning which will actually enable low cost knowledge mobilisation beyond the end of the funded project.

6. Project Outputs

Please use the following table to report against agreed output indicators, these should be the same outputs that were agreed in schedule 3 of your Funding Agreement and those that were outlined in your evaluation framework.

Table 4 – Outputs

Description	Original Target Outputs *	Revised Target Outputs	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	4	4	4	0
No. of teachers	16+16+16+16 = 64 (programmes) 30+50 = 80 (conferences)	-	20 (core group) 100 conference	-24
No. of pupils	- (number was not specified in original application)	-	563	-
Sharing Good practice INSETs	-	-	5	5

for other schools – whole staff CPD				
Sharing Good practice conference – Somerset	-	-	120 English teachers	120

**Please note, none of the target outputs for the Latin Programme have been cited as it was agreed with GLA colleagues very early on that, due to difficulties recruiting a Latin teacher, we could not action this part of the programme.*

7. Key Beneficiary Data

7.1 Teacher Sub-Groups (teachers directly benefitting counted once during the project)

Teachers benefitting from the programme are defined as those who made the commitment to attend all of the ‘taught’ sessions and to undertake intersessional activities required (**see appendix 6 for teachers’ attendance at sessions over the course of the project**). In reality, teachers directly benefitting was far greater as participants shared work amongst their departments and schools. For example, several Lead Investigators led whole-school literacy INSETS and ran workshops for teachers from the wider staff body, and Fetch Me a Pen participants were key to the creation of new schemes of learning put in place to support the new national curriculum.

Table 5 – Teachers benefitting from the programme (where data is available – 20 respondents to Teacher Survey 1)

	No. teachers	% NQTs (in their 1 st year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2 nd and 3 rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total	20					100
School 1	5	40	40	20		100
School 2	4	0		100		100
School 3	7	0	57	43		100
School 4	4	0	25	75		100

7.1.2

In terms of the experience of the above teachers and the subject areas they work in, they are broadly representative of their own and Tower Hamlets schools, but no official data is available to easily compare this group to the wider school (or schools) context or benchmark.

7.2 Pupil Sub-Groups

Tables 6-8 – Pupil Sub-Groups benefitting from the programme

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
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Project Total	563					
School 1	113	0	36	95	87	30
School 2	245	No data	50	67	4	27
School 3	60	3	38	83	92	7
School 4	145	0	51	52	No data	19

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining	%No data attaining
Project Total	284	279				
School 1	0	113	21	34	41	4
School 2	134	111	11	45	44	-
School 3	60	0	12	68	8	12
School 4	90	55	5	46	49	-

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total													
School 1		2.6	90				5.3						0.9
School 2			91	1.2			0.4				1.6	0.8	3
School 3			80		3	3		3					3
School 4	0.8	1.6	68	1.6		4.3	11			1.6			2.4

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total					
School 1					0.9
School 2	2				
School 3	3				5
School 4	4.3				4.4

7.2.1

All of the schools are located in the London Borough of Tower Hamlets. Borough statistics for 2013-14 cite that 8.9% of students are registered SEN; 70% EAL and 73% eligible for FSM in the last six years. Therefore the data for the target pupil group for this project is broadly representative of the borough.

When comparing the school data with the targeted pupil group for school 1, it is interesting to note the target group has a higher proportion of low ability pupils (21%) compared to the school average of 14% and a higher ability group (41%) compared to the school average of 32%. Likewise, 20% of the sample (compared to the school average of 8.3%) are SEN. This provides a rich source of data for evaluating the impact for this project

on pupils with low literacy levels who traditionally struggle with the academic challenges of secondary education and require the explicit teaching of academic literacy skills to be able to succeed in an ever-challenging assessment framework. The school's percentage of FSMs over the last 6 years is 71.8%. This is significantly lower than the pupil group where 95% of pupils fit this category. One of the main aims of the project was to tackle the challenges faced by economic deprivation and the outcomes of the target pupil group demonstrate the positive impact of this work in raising standards for the most disadvantaged.

The pupil data for school 2 is broadly in line with school averages. The only exception is that the sample has a higher proportion of high attaining students (44%) compared to the school average of 24%. One of the key aims of the project was to raise the attainment of the most able so it is pleasing to report that teacher assessments of the quality of written expression has improved for the pupil target group.

Useful links: [London Data Store](#), [DfE Schools Performance](#), [DfE statistical releases](#)

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: November 2014 (for full-scale project)

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>Increased Teacher knowledge and confidence</i>	<i>E-survey</i>	<i>20 respondents from 24 invites for 1st return and 10 respondents from 24 invites for 2nd return. Profile of respondents was broadly representative of the population as a whole.</i>	<i>Mean score based on a 1-5 scale (1 – not confident at all, 2 – quite confident, 3 fairly confident, 4 – confident, 5 – very confident)</i>	<i>Mean score - 3.57, collected December 2014</i>	<i>Mean score – 3.8, collected July 2015</i>
<i>Increased regularity of literacy strategies in lessons</i>	<i>E-survey</i>	<i>20 respondents from 24 invites for 1st return and 10 respondents from 24 invites for 2nd return. Profile of respondents was broadly representative of the population as a whole.</i>	<i>Mean score based on a 1-5 scale (1 – never, 2 – occasionally, 3 sometimes, 4 – fairly regularly, 5 – often)</i>	<i>Mean score - 3.61, collected December 2014</i>	<i>Mean score - 3.79, collected July 2015</i>

8.1.1

The quantitative data we gathered for measuring teacher knowledge and confidence and strategies used to improve pupils’ academic writing displays clear limitations of the way this was evaluated. As seen in the mean scores in the above table (also see below), only marginal gains are suggested by the figures obtained. We believe that this does not give an accurate picture of the growth in teacher knowledge and confidence we were able to perceive through enthusiastic discussions at the Fetch Me a Pen workshops and conferences, or through the wealth of new resources and strategies showcased at these events. We feel that the data obscures an actual transformation in teachers’ approaches to academic literacy for the following reasons:

- There is a discrepancy between the number of respondents to the first survey and the second. Though we believe that both samples were representative of the teachers benefitting from the project, figures are skewed when, in a survey given to a relatively small number over two returns, only half of those who initially completed the survey respond second time round.
- We believe that our questions were designed, on the first survey, in a flawed manner. Rather than truly testing a teacher’s understanding of academic literacy and academic writing and what it means for their subject, broad questions invited generous assessments of colleagues’ own teaching in this area. A more satisfactory way of obtaining data would have been to design subject-specific surveys that ‘tested’ teachers, as opposed to having them rate their own attributes. This approach would, however, be problematic in its own right.

Nevertheless, by examining the range of strategies shared at conferences (**see appendix 7 – strategies shared at teacher conference in May 2015**) and the resources produced, and in examining the qualitative evidence in the form of teacher comments we captured early on in the course and comments collected via e-surveys were more telling. Comments from early on in the programme, as teachers were trialling academic literacy strategies for the first time, suggested that they had not previously thought about academic literacy and writing in the way promoted by the project before, and were beginning to see its importance:

- “I’ve taught Science for 5 years but students’ use of language (in both oracy and writing) is something I’ve never thought about. Now I do.” Science teacher
- “Trialling the use of analytical verbs with a low-set Key Stage 3 class made me realise I had underestimated their ability.” Humanities teacher

Teacher comments from the final e-surveys (see below) point to both a greater increase in teachers’ knowledge of grammar (specific grammatical terms are referred to in responses) and a wider range of strategies being used to guide students’ writing, many of which were designed collegiately between teachers and schools as part of the programme. More pleasing still are the responses to the question, What do you need to further develop (in terms of your knowledge, skills, confidence, practice) in order to support pupils’ writing? Here, in various responses, is evidence of teachers’ desires and intentions to further the work they have done as part of the project by learning, developing and implementing new literacy strategies and disseminating them amongst their colleagues (e.g. by embedding the provision of academic literacy into department schemes of work).

	Not confident at all –	Not very confident –	Fairly confident –	Confident –	Very confident –	Total –	Weighted Average –
I explicitly teach key words and subject-specific vocabulary	0.00% 0	0.00% 0	5.56% 1	27.78% 5	66.67% 12	18	4.61
I support students to use the language of my subject in context	0.00% 0	5.56% 1	22.22% 4	27.78% 5	44.44% 8	18	4.11
I teach the writing process for different kinds of writing	16.67% 3	27.78% 5	22.22% 4	27.78% 5	5.56% 1	18	2.78
I mark written work for literacy in my subject	5.88% 1	11.76% 2	0.00% 0	23.53% 4	58.82% 10	17	4.18
I can explain to students in my marking how to improve their academic writing	11.11% 2	22.22% 4	11.11% 2	33.33% 6	22.22% 4	18	3.33
I have an explicit awareness of the grammatical features of writing in my subject	16.67% 3	27.78% 5	11.11% 2	33.33% 6	11.11% 2	18	2.94
I reflect on my teaching of writing and trial new approaches	5.56% 1	33.33% 6	22.22% 4	0.00% 0	38.89% 7	18	3.33
I give pupils opportunities to develop their extended writing skills	5.56% 1	11.11% 2	22.22% 4	16.67% 3	44.44% 8	18	3.83
I can describe the language features of written genres in my subject	11.11% 2	44.44% 8	11.11% 2	11.11% 2	22.22% 4	18	2.89
I provide models of academic writing	5.56% 1	11.11% 2	16.67% 3	27.78% 5	38.89% 7	18	3.83
I model academic writing myself	11.11% 2	5.56% 1	38.89% 7	11.11% 2	33.33% 6	18	3.50

Survey 2 - Please rate your confidence levels in terms of the following statements (answered 8; skipped 2)

	Not confident at all –	Not very confident –	Fairly confident –	Confident –	Very confident –	Total –	Weighted Average –
I explicitly teach key words and subject-specific vocabulary	0.00% 0	12.50% 1	12.50% 1	12.50% 1	62.50% 5	8	4.25
I support students to use the language of my subject in context	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
I teach the writing process for different kinds of writing	12.50% 1	25.00% 2	37.50% 3	25.00% 2	0.00% 0	8	2.75
I mark written work for literacy in my subject	0.00% 0	12.50% 1	12.50% 1	50.00% 4	25.00% 2	8	3.88
I can explain to students in my marking how to improve their academic writing	0.00% 0	25.00% 2	25.00% 2	25.00% 2	25.00% 2	8	3.50
I have an explicit awareness of the grammatical features of writing in my subject	0.00% 0	12.50% 1	37.50% 3	25.00% 2	25.00% 2	8	3.63
I reflect on my teaching of writing and trial new approaches	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
I give pupils opportunities to develop their extended writing skills	0.00% 0	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8	4.25
I can describe the language features of written genres in my subject	0.00% 0	25.00% 2	25.00% 2	50.00% 4	0.00% 0	8	3.25
I provide models of academic writing	0.00% 0	12.50% 1	37.50% 3	25.00% 2	25.00% 2	8	3.63
I model academic writing myself	0.00% 0	0.00% 0	50.00% 4	25.00% 2	25.00% 2	8	3.75

	Never	Occasionally	Sometimes	Fairly regularly	Often	Total	Weighted Average
I explicitly teach key words and subject-specific vocabulary	0.00% 0	0.00% 0	0.00% 0	29.41% 5	70.59% 12	17	4.71
I support students to use the language of my subject in context	0.00% 0	0.00% 0	17.65% 3	29.41% 5	52.94% 9	17	4.35
I teach the writing process for different kinds of writing	6.25% 1	31.25% 5	25.00% 4	18.75% 3	18.75% 3	16	3.13
I mark written work for literacy in my subject	5.88% 1	5.88% 1	0.00% 0	35.29% 6	52.94% 9	17	4.24
I explain to students in my marking how to improve their academic writing	5.88% 1	17.65% 3	23.53% 4	29.41% 5	23.53% 4	17	3.47
I show an explicit awareness of the grammatical features of writing in my subject	17.65% 3	29.41% 5	11.76% 2	35.29% 6	5.88% 1	17	2.82
I reflect on my teaching of writing and trial new approaches	5.88% 1	29.41% 5	11.76% 2	17.65% 3	35.29% 6	17	3.47
I give pupils opportunities to develop their extended writing skills	5.88% 1	11.76% 2	11.76% 2	29.41% 5	41.18% 7	17	3.88
I describe the language features of written genres in my subject	29.41% 5	23.53% 4	11.76% 2	17.65% 3	17.65% 3	17	2.71
I provide models of academic writing	0.00% 0	29.41% 5	11.76% 2	29.41% 5	29.41% 5	17	3.59
I model academic writing myself	0.00% 0	35.29% 6	17.65% 3	23.53% 4	23.53% 4	17	3.35

Survey 1 – Please rate the regularity of your use of the following strategies within your lessons (answered: 17; skipped 3)

Survey 2 – Please rate the regularity of your use of the following strategies within your lessons (answered: 8; skipped 2)

	Never	Occasionally	Sometimes	Fairly regularly	Often	Total	Weighted Average
I explicitly teach key words and subject-specific vocabulary	0.00% 0	12.50% 1	12.50% 1	25.00% 2	50.00% 4	8	4.13
I support students to use the language of my subject in context	0.00% 0	12.50% 1	0.00% 0	50.00% 4	37.50% 3	8	4.13
I teach the writing process for different kinds of writing	12.50% 1	12.50% 1	37.50% 3	25.00% 2	12.50% 1	8	3.13
I mark written work for literacy in my subject	12.50% 1	0.00% 0	0.00% 0	37.50% 3	50.00% 4	8	4.13
I explain to students in my marking how to improve their academic writing	0.00% 0	12.50% 1	12.50% 1	37.50% 3	37.50% 3	8	4.00
I show an explicit awareness of the grammatical features of writing in my subject	12.50% 1	25.00% 2	25.00% 2	12.50% 1	25.00% 2	8	3.13
I reflect on my teaching of writing and trial new approaches	0.00% 0	12.50% 1	12.50% 1	12.50% 1	62.50% 5	8	4.25
I give pupils opportunities to develop their extended writing skills	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
I describe the language features of written genres in my subject	14.29% 1	14.29% 1	28.57% 2	14.29% 1	28.57% 2	7	3.29
I provide models of academic writing	12.50% 1	0.00% 0	12.50% 1	75.00% 6	0.00% 0	8	3.50

	Never	Occasionally	Sometimes	Fairly regularly	Often	Total	Weighted Average
I model academic writing myself	0.00%	12.50%	25.00%	50.00%	12.50%	8	3.63

Reflections from Survey 2:

How have the needs of your KS3 pupils been met, in terms of their academic writing, through your involvement in the 'Fetch Me a Pen' project?

- “Students use a wider range of vocabulary and are able to use literacy mats to support their sentence structures.”
- “Identifying imprecise pronouns as a feature of their writing and therefore how to tackle it. Introducing a wider range of academic writing activities into lessons more habitually - embedding them into new Schemes of Learning.”
- “Students are able to pinpoint how writing helps them express ideas in science, and how poor writing can prevent them from getting the message across.”
- “There has been a greater emphasis in using literacy to explain key mathematical steps.”
- “Pupils think in more depth before putting pen to paper.”
- “Given me a greater range of strategies to deal with issues.”
- “The project has improved pupils' ability to construct accurate sentences and to add literary devices in the correct context.”
- “Well”

How do you now typically support the development of pupils' academic writing skills?

- “We discuss keywords at the start of lessons. When evaluating they use a range of acronyms to help them remember key evaluative terms. Use literacy mats to support connectives and sentence structures.”
- “Modals and modifiers introduced as a key link to help develop inference skills - slow writing paragraphs used to help meta-language and skills in different genre writing - analytical verbs for history used explicitly in developing vocabulary and in building judgements.”
- “Much more extended writing with a focus on particular aspects of writing e.g. pronouns/ modals and modifiers/ planning/ key words. Marking feeds back on language and grammar in much greater detail.”
- “Provide writing frames and starters to guide students.”
- “Breaking down the structure of an essay, work on paragraphs, slow writing, reflective editing etc.”
- “Use of generic activities such as redrafting with a focus, starters using modal verbs etc.”
- “Since FMAP, my pupils have been doing 'slow writing' activities.”
- “Writing frames, keywords, slow writing.”

What further difference would you like to make for your pupils in this respect (what would you like them to be able to do...know...say...write...achieve...feel)?

- “I would like to look at other misconceptions with literacy within my subject area and target these.”
- “Stronger meta-language for technical grammar and knowledge of punctuation to be able to develop greater self and peer reflection.”
- “I would like them to continue to produce extended pieces of writing all the way through their time at school, and feel confident in their use of different styles for different occasions. I would like them to say that they enjoy writing more and feel proud of what they have done.”
- “Improve their understanding of functional based questions.”
- “I'd like them to be able to express themselves in a more articulate manner by using more sophisticated vocabulary. I'd also like to improve their confidence.”
- “Give all students the meta-language to discuss literacy, to feel confident writing for a range of audiences.”
- “I would like pupils to be able to conjugate verbs accurately. I would like pupils to be able to correct their errors in their work.”
- “Have confidence in their writing.”

What do you now know in order to support pupils?

- “That the drip drip use of games and literacy tricks, such as acronyms and simple literacy mats really can make a difference to students' confidence with literacy.”
- “A wider range of techniques - The value of precise pronouns.”

- “I have a range of tools that I use in the classroom. I have an understanding of the terminology of grammar and how to relate this to improved writing.”
- “Probing students further by setting conditions for writing in mathematics.”
- “That slowing down their thinking works!”
- “More strategies.”
- “Since participating in the project, I think that I break down/scaffold writing activities better.”
- “Use specific terms in marking and teaching - such as "imprecise pronoun".”

What do you need to further develop (in terms of your knowledge, skills, confidence, practice) in order to support pupils' writing?

- “Develop my own confidence and knowledge of grammar and literacy, I want to be able to identify particular rules, such as being able to classify words and phrases as this I think will support better what happens in English.”
- “Use of punctuation and how to teach it effectively. - More strategies for embedding good use of pronouns in history lessons.”
- “How to share this with the rest of the faculty, how to teach other teachers.”
- “Developing strategies to allow students to understand written based questions in maths.”
- “Just more ideas, strategies, structures etc.”
- “Embed strategies in SOW/department.”
- “I would like to develop the creativity of my writing lessons to add more variety to the lessons and to enhance pupils' enjoyment.”
- “Keep it up!”

See appendix 8 (folder) – All individual survey responses

8.2 Pupil Outcomes

Date pupil intervention started: November 2014 (for full-scale project)

Table 10 – Pupil Outcomes for pupils benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>e.g. Increased educational attainment and progress in Writing</i>	<i>e.g. Pupil assessment data</i>	<i>e.g. Characteristics and assessment data collected for 97 of 100. The profile of respondents matches that initially targeted in the Theory of Change.</i>	<i>e.g. mean score or percentage at diff National Curriculum Levels or GCSE grades</i>	<i>e.g. Mean score- 3.7, collected September 2015</i>	<i>e.g. Mean score- 4.5, collected June 2015</i>
Increased attainment for targeted KS3 and KS4 pupils	<i>School attainment data</i>	<i>Focus group widened from that outlined in theory of change (i.e. KS3 students of all abilities; KS4 students)</i>	<i>Teacher National Curriculum assessments/GCSE grades</i>	<i>Collected November-December 2014</i>	<i>Collected September 2015</i>

<p>Pupils become independent, intellectual writers: they are increasingly able to write with a confident voice and style and with less scaffolding from the teacher.</p>	<p><i>Teacher comments, lesson observations and work samples</i></p>	<p><i>Focus group widened from that outlined in theory of change (i.e. KS3 students of all abilities; KS4 students)</i></p>	<p><i>Analysis of teacher comments, observations and work samples</i></p>	<p><i>Collected throughout the year</i></p>	<p><i>Collected throughout the year</i></p>
<p>Pupils are more confident and have raised aspirations</p>	<p><i>Teacher comments, lesson observations and work samples</i></p>	<p><i>Focus group widened from that outlined in theory of change (i.e. KS3 students of all abilities; KS4 students)</i></p>	<p><i>Analysis of teacher comments, observations and work samples</i></p>	<p><i>Collected throughout the year</i></p>	<p><i>Collected throughout the year</i></p>

2015 performance headline figures present an exceptionally positive picture of the impact of this project. School 2 saw an 11% increase in %A*-Bs including English and Maths from 2014 and School 1 saw an increase of 11.3% on the previous year. In 2015 in school 1, 12.6% of students made 5 levels of progress in English. Bearing in mind the increased academic writing demands at GCSE, this is a testimony to how the forensic focus on training teachers to explicitly teach the skills of academic writing across the curriculum has enabled students in fully inclusive comprehensive school settings to access and achieve higher grades.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
Greater knowledge mobilisation by disseminating practice across own departments and through supporting subject knowledge development of peers within and across schools (Joint Practice Development).	<i>Through teacher discussions about dissemination; evidence of whole-staff or departmental insets</i>	<i>Evidence of academic literacy addressed at INSETS, in curriculums and schemes of work to support curriculums</i>	<i>N/A</i>	<i>Collected throughout the year</i>	<i>Collected throughout the year</i>
Action research/enquiry based CPD models are applied more extensively across the schools	<i>Through teacher discussions about dissemination; evidence of whole-staff or departmental insets</i>	<i>Evidence of academic literacy addressed at INSETS, in curriculums and schemes of work to support curriculums</i>	<i>N/A</i>	<i>Collected throughout the year</i>	<i>Collected throughout the year</i>
Teachers across four schools and beyond have access to, and contribute to, exemplar material and peer to peer support networks.	<i>New material to be shared collected</i>	<i>Evidence of academic literacy addressed at INSETS, in curriculums and schemes of work to support curriculums</i>	<i>N/A</i>	<i>Collected throughout the year</i>	<i>Collected throughout the year</i>
Greater knowledge mobilisation by disseminating practice across own departments and through supporting subject knowledge development of peers within and across schools (Joint Practice Development).	<i>Through teacher discussions about dissemination; evidence of whole-staff or departmental insets</i>	<i>Evidence of academic literacy addressed at INSETS, in curriculums and schemes of work to support curriculums</i>		<i>Collected throughout the year</i>	<i>Collected throughout the year</i>

9. Reflection on overall project impact

Reflection on overall project impact

By examining the wealth of quantitative and qualitative evidence collected over the course of the life of the LSEF project, we believe that the project has had a significant and long-lasting impact in improving the knowledge, skills, confidence and practice in the area of academic literacy and academic writing both within partner participating schools and beyond. It has supported the overall aims of its own bid and the LSEF hypothesis. It has done so in the following ways:

Improving teacher knowledge about grammar

Though the primary deliverers of the project were language or literacy specialists (e.g. English teachers, teachers with a responsibility for literacy, Modern Foreign Languages teachers), many colleagues from schools involved possessed very little knowledge about grammar and parts of speech at the beginning of the programme, and those who did have a ‘meta-language’ – a ‘language about language’ were perhaps unsure about how it related to their classrooms. By the end of the programme, this area of teachers’ practice related to the teaching of writing had been transformed. Through the collegiate professional learning programme designed, teachers gradually began to learn about language and literacy not only via a ‘top-down’ approach – from the work done and resources produced by the Project Coordinator and the Lead Investigators over the course of the pilot project – but through their own forays into literacy teaching. Indeed, at every stage of the year, at every conference and workshop, participating the contributions of participating teachers new to literacy teaching grew as they became innovators and ‘knowledge mobilisers’ within their departments and schools themselves.

This, in turn, improved students’ meta-language, and gave pupils in our schools the ability to talk about particular word classes and sentence types, and enabled them to make links between the language they use in one curriculum area with another (see FMaP website video: <http://fetchmeapen.org/home/whole-school/>). Records of lesson observations and samples of student work produced evidence their being able to transfer academic writing skills from one subject to another.

Promoting opportunities for high-quality teaching of extended writing in the classroom

A primary aim of the project was to have teachers give a greater proportion of lesson time to teaching writing, and finding opportunities in often content-heavy, knowledge-driven subjects to having students evidence their learning through writing, without negating the LSEF hypothesis that the promotion of excellence in the areas of subject knowledge and subject specific pedagogy leads to improved student attainment. The name of the ‘Fetch Me a Pen’ project is derived from a quotation that we feel encapsulates a core principle behind the way we are operating, and communicates how we wish our learners to view writing and why they do it. It conveys the belief that writing should not be viewed solely as a summative means of testing pupils’ understanding or knowledge, but that writing is in itself a key part of the thinking and learning process. Schools students write to clarify their understanding; to organise what they have learnt; to establish their position in response to an issue or a question. The quotation is widely attributed to the French Enlightenment writer, historian, and philosopher Voltaire. It is: ‘Fetch me a pen, I need to think’. Teachers have bought into this key ethos and are prioritising writing as a means of thinking and learning in an unprecedented way.

Focussing on priority subjects, and using other subjects involved to support these traditional academic subjects

The teachers involved in the project were largely English, the sciences and humanities, with teachers teaching modern foreign languages, mathematics, information and communications technology and design and technology involved. In subjects where there has not traditionally been a focus on writing, or in subjects not necessarily considered amongst the most ‘academic’ (such as those not included in the government’s English Baccalaureate), opportunities have been created through Fetch Me a Pen to provide academic rigour to these subjects, and to support core subjects with the provision of writing. For instance, work was done by an English teacher and a design and technology teacher around how students make links between the kind

of analytical language they use in English and the language they use to analyse and evaluate when undertaking a unit of learning on product design, with the intention of strengthening their knowledge about language, the quality of their writing and their levels of attainment in both subjects and in other relevant curriculum areas (see appendix 9).

Created a cultural change in schools that promotes excellence

The success of the English department’s focus academic writing, in both improving teacher and student knowledge, confidence, skills and practice, and in dramatically improving the attainment for students, has demonstrated, since 2010, that a strategic push for change within educational institutions and between the groups of colleagues who work within them, must be embedded and maintained in all areas of teachers’ practice. These areas include curriculum planning and the creation of schemes of learning; in professional development and appraisal for colleagues, especially those new to teaching and to schools; and in individual lesson planning, observations and reflections. Evidence of the cultural change in schools enabled by the programme includes several appointments to positions with a responsibility for literacy and academic literacy at on a whole-school basis who are able to continue to influence these areas and improve student attainment and aspirations through a focus on these areas. They include:

- A Science teacher working at one participating school being appointed Whole School Literacy Coordinator as a result of their participation in the programme, the knowledge and skills gained through it, and the innovative work they undertook
- The Head of English and Lead Investigator at a participating school being appointed to the role of Lead Practitioner with a whole-school responsibility for academic literacy at their school as a result of their leading role on the programme
- The Project Coordinator being appointed to the position of Lead Practitioner with a responsibility for whole-school literacy and the Fetch Me a Pen academic literacy CPD programme at the leading school as a result of their leadership of the programme.

10. Value for Money

10.1 Apportionment of the costs across the activity

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	20	92,136
Teacher CPD (face to face/online etc)	45	207,307
Events/Networks for Teachers	5	23,034
Teacher 1:1 support	20	92,136
Events/Networks for Pupils	0	0
Others as Required – Please detail in full Report writing and Admin	10	46,068
TOTAL	100%	£ 460,684.1

Please provide some commentary reflecting on the balance of activity and costs incurred: Would more or less of some aspects have been better?

It is very difficult to report on the estimated percentage of project activity under the broad headings cited above largely because the project design from the outset saw the production of and dissemination of resources as part of the teacher CPD. In other words, teachers co-constructed resources, trialled them in their lessons and fed this back into the programme. The evaluation of the impact of the resources and

pedagogy developed was part of the professional learning cycle too. Likewise, teacher 1:1 support was integral to the project design with lead investigators working with participants in between the taught sessions to support their professional learning. For this reason too, the percentage allocated for pupils above is misleading as a majority of the professional learning activity would have been in lessons with teachers teaching students particular skills as a result of the professional learning activity.

It is therefore more accurate to say that 90% of project activity was dedicated to the professional learning of peers, which had a direct impact on classroom practice and student outcomes, in many forms which included built-in impact evaluation tools which ensured that the material being co-constructed did have a demonstrable impact on teachers' pedagogy and practice and students' improved writing. The remaining 10% of activity was spent completing the reports in line with the funding agreement. These were very involved and lead to senior teachers and the Lead Investigators spending significant hours reconfiguring information to meet the reporting structure and actually report writing. It would have been better if the reports that had to be completed were more streamlined so that more time could be spent on the professional learning activities so that the most experienced (and most expensive) colleagues involved in the project delivery were not taken away from the core business of high quality professional learning and impact evaluation at its best.

10.2 Commentary of value for money

Please provide some commentary reflecting on the project's overall cost based on the extent to which aims/objectives and targets were met. If possible, draw on insight into similar programmes to comment on whether the programme delivers better or worse value for money than alternatives.

It is pleasing to be able to report that the intended outcomes of the project, as described two years ago in the original application, have been met. By using the impact evaluation framework as the basis of our theory of change, we knew that we had to build in the time and space for teachers to deepen their own knowledge and confidence so that they could co-construct lessons and resources to meet the needs of their learners. This is a labour intensive approach which meant that a majority of funding was spent on direct staff costs. However, the success of this project reinforces that the most important asset of any school is its teachers and that money must be invested in high quality, challenging professional learning in order to bring about sustained school improvement and improved student outcomes. Programmes also need to take place over time (at least 6-9 months). We could have invested more money in producing booklets and photocopied resources for wider circulation but, as the funded project draws to a close, we have been overwhelmed by requests from other schools across London and beyond to work with their teachers on co-constructing bespoke professional learning programmes with them and already have reached our capacity to do so a month into the new term. Resources alone do not suffice.

It is also important to reflect that a number of schools that have requested our help are under a lot of pressure to demonstrate the quick impact of any money spent on professional learning (for example a school with a Requires Improvement Ofsted judgement) which means that senior teams can be more inclined to pay out for one-day courses for large staff groups which are easy to measure superficially but have limited lasting impact. Our experience of school improvement is that school leaders need to be reassured that, given time and investment in longer term deep professional learning programmes like our LSEF project, the lasting impact on pedagogy and practice and student outcomes is much greater. Our approach provides a sustainable model which is incredibly cost effective and strategic over time.

The project design two years ago was carefully constructed based on our experience as a former Training School and our long-standing collaboration with the LCLL at IOE. It is therefore unsurprising that the key messages in the recent report published by NCTL 'Three greats for a self improving school system: pedagogy, professional development and leadership' by Professor Louise Stoll and Associates (see link below) all underpin the principles and practice of this project.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406279/Three_greats_for_a_self_improving_system_pedagogy_professional_development_and_leadership_executive_summary.pdf

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

The following factors need to be in place in order to improve subject knowledge:

- Expertise within schools. The Fetch Me a Pen project initially relied on work done between the project coordinator and Lead Investigators who each had professional expertise in the areas of English, linguistics, literacy and language teaching. This was key to initial professional learning undertaken by teachers with responsibilities in their schools. Their knowledge was crucial in shaping the professional learning programme and working closely with staff for whom literacy was not a specialism.
- A willingness amongst staff to develop professionally in a way that will benefit their learners. Teachers opted voluntarily onto the programme, in some cases with encouragement from senior leaders or heads of departments. Typically, teachers were motivated by a desire to improve a critical element of their pedagogy, and to work with teachers in similar disciplines from schools in a similar context. The fact that the budget for the Fetch Me a Pen project allowed us to pay schools for staff cover costs and to pay staff themselves for two highly productive sessions on a Saturday was key to the success of this professional learning.

11.2 Management and Delivery Processes

The management and delivery processes used throughout the course of the programme proved to be highly successful. Early on in the life of the project, once the lead school's bid had been accepted, senior leaders from this school and its partner schools met to discuss desired outcomes of the project as well as expectations of the duties and responsibilities of staff involved in the programme. This proved worthwhile: senior leaders were able to recruit suitable Lead Investigators with the experience and qualifications required to lead on academic literacy within their schools. Moreover, they were able to target certain teachers in order for them to become part of the project: while the pilot project relied on a willingness to improve practice and on existing positive relationships between lead investigators and their colleagues, when numbers of participating teachers were scaled up, some intervention from senior leaders was required (such as encouraging teachers to participate as part of a performance management target).

The co-construction approach used throughout the course of the project was mirrored in how the project was initially shaped – through collaboration with our consultant at the London Centre for Leadership in Learning at the IoE. The programme benefitted immensely from guidance from a researcher with a specialism in teacher professional learning and how programmes for this are designed. This meant that management and delivery processes were underpinned by and driven by research, notably the aforementioned 'Three greats for a self improving school system: pedagogy, professional development and leadership' by Professor Louise Stoll and Associates, and the LCLL's 'Impact Picture' document, which was a tool teachers used constantly to consider their baseline, the difference they wished to make, and how they would go about making this difference.

In June 2015, the Fetch Me a Pen project coordinator and the senior leader in charge of the lead school led a workshop-style table discussion at a Research and Development Network conference at the Institute of Education, having been invited in recognition of the work they had done in bringing together the use of academic research, research methods and practice, and collaboration with the London Centre for Leadership in Learning, and schools in London and beyond continue to learn from the approach we have shaped both through bespoke consultancy work undertaken by the project and the lead school's professional learning programme (see Future Sustainability and Forward Planning).

11.3 Future Sustainability and Forward Planning

The Fetch Me a Pen Learning and Innovation conference took place at the Royal Society of Arts on 3rd July 2015. As well as sharing and celebrating the project to date, and sharing with over 100 delegates from schools and educational organisations across London our vision, ethos and process, we also launched the Fetch Me a Pen website, which hosts resources and videos to help schools shape their own academic literacy provision (<http://fetchmeapen.org/>).

For 2015-16 we will be offering the following professional learning opportunities to colleagues largely based in London schools. Fees from this programme and these workshops will ensure the sustainability and longevity of Fetch Me a Pen. These were also publicised at our Learning and Innovation conference.

-The Fetch Me a Pen CPD programme: Developing and embedding academic literacy across the curriculum

Programme aims and objectives:

This programme will support colleagues from across schools in London and beyond to develop a successful whole-school strategy to improve the quality of students' higher-order academic literacy skills. It will also explore how to secure the buy-in and interest of teachers across the curriculum in order to enable deep and embedded change to teaching practice.

The programme will:

- Explore current academic research and theory about literacy teaching to reflect on the practices in schools and to identify key priorities for school improvement
- Provide practical ways in which professionals can lead non-literacy experts in their school to gain the confidence, desire and skills to teach academic literacy in their subject
- Share possible structures for piloting, developing and embedding practice across the school with the difference colleagues want to make always in mind
- Explore ways in which teachers can measure the impact of their work through developing a theory of change and a baseline/impact evaluation framework
- Provide an exciting and intellectually stimulating environment for teachers to develop and adapt ideas for the specific needs of their students, teachers and whole school context.

Participants

Colleagues with responsibility for departmental literacy or whole-school literacy and/or professional learning should attend this course along with two or three enthusiastic teachers from their school who have an interest in developing academic literacy but do not need to be literacy specialists. Our experience is that Fetch Me a Pen works best if each school has a small core group of interested and committed colleagues to begin with as it is more likely that the work will be developed and embedded in a meaningful, creative and intellectually stimulating way to suit their own school context.

Programme model:

The programme is designed to span six months to enable participants to develop, test out and evaluate the impact of their learning over time. Participants must attend all taught sessions and commit to completing inter-sessional tasks in order to ensure the programme has the intended impact in their school.

Session 1: Introduction to the core principles of the Fetch Me a Pen approach to academic literacy

See below for session dates and brief activity descriptors.

9.00-3.30pm Friday 4th March 2016

- Demystifying academic writing and practical strategies
- Thinking about writing in classrooms, departments and schools
- Beginning with the impact in mind: how to use a theory of change and a baseline/impact evaluation framework to plan for a successful whole-school project

Session 2: Piloting the project in schools

4.00-6.00pm Wednesday 23rd March 2016

- Identifying the key priorities for students and teachers
- Considering how to establish a successful pilot group
- Planning to begin to trial literacy strategies in lessons

Session 3: Taking stock and next steps

4.00-6.00pm Wednesday 11th May 2016

- Presenting literacy interventions trialled in classrooms
- Sharing positives and critiques
- Evaluating evidence of impact

Session 4: Evaluating and celebrating impact and looking forward

2.00-6.00pm Wednesday 6th July 2016

- Further sharing of literacy strategies and successes
- Using evidence of impact to plan future steps
- Thinking about 'knowledge mobilisation' in schools

As well as the professional learning opportunities above programme leaflet, we will be offering the following four additional taster sessions:

Fetch Me a Pen Academic Literacy Taster Sessions 2015-16

These sessions are stand-alone and are being offered individually or as a package. All workshops will take place at Mulberry School for Girls. All sessions will be structured in two parts: the first hour will provide participants with strategies to tackle a particular element of academic literacy; the second hour will give teachers an opportunity to develop their own ready-to-use resources to take back to their classrooms. In order to create resources, we are requesting that teachers bring examples of students' writing from students of different abilities. These sessions are designed for enthusiastic teachers who would like to begin teaching academic literacy in their lessons straightaway. Each taster session is designed to provide strategies so that teachers from all subject areas can work on adapting the materials to their context. Sessions are suitable for teachers working with students across all key stages.

Structuring an essay: thinking about the big picture

Wednesday 23rd September 2015. 4.00-6.00pm

Paragraph structure: moving beyond 'Point, Evidence, Explanation'

Wednesday 25th November 2015. 4.00-6.00pm

Formality: developing an academic register in students' writing

Wednesday 6th January 2016. 4.00-6.00pm

Certainty: using modality to develop subtlety and sophistication

Wednesday 27th January 2016. 4.00-6.00pm

For full descriptions of the Fetch Me a Pen professional learning programme and taster workshops **see appendices 9 and 10.**

12. Final Report Conclusion

There is clear evidence to suggest that the Fetch Me a Pen project has:

- Established academic literacy and writing as a major priority in its four participating schools, as a means of raising student attainment and tackling the challenges faced by schools as they transition to the new National Curriculum. This is evidenced by schools creating positions to maintain a focus on whole-school academic literacy, and by the successful appointment to these roles of teachers who were involved in the project.
- Boosted teacher knowledge and confidence about language and grammar, and given teachers who participated a working vocabulary around language use in the classroom – a ‘meta-language’ that enables them to tackle issues in students’ writing.
- Enabled teachers to take ownership of literacy in their classrooms and subjects, and in some cases further afield. Whole-staff INSETs around academic literacy within partner schools, and events attended by colleagues from the wider London context have meant that wider changes are beginning to be seen. This will continue as Fetch Me a Pen has ensured it is a sustainable project.
- Transformed the ways teachers, particularly those who have not seen literacy and writing as a priority, think about academic literacy and find opportunities to teach it in their lessons, and to embed principles and strategies in their subject area planning.

There is too little evidence to conclude that a focus on academic literacy has had a direct, immediate effect on student attainment but we know from experience that with time, significant improvements in student attainment do occur as teachers refine their approaches and embed and disseminate work they are doing. There is much evidence to suggest that a cultural change is taking place in schools that will provide the consistency of approach that will enable improvements in student attainment to happen.

Key lessons learnt for assessment of project delivery

A major strength of the Fetch Me a Pen project was that it brought together teachers from similar school contexts and a range of subject areas to (initially) discuss literacy, and the issues around it in their school contexts, in a space where they felt they could be open, honest and critical. This in turn enabled them to be similarly frank about gaps in their own knowledge. This openness was facilitated by the project being able to take teachers out of their own immediate school contexts: the literal space given to teachers at a conference venue disassociated from their school gave them the opportunity to think clearly and strategically about academic writing in their classroom, department and school, away from the strictures of everyday school life.

As mentioned, the project is testament to the need for schools to work with teacher education providers, academics and researchers to design programmes of professional learning and to give them the structure and academic rigour they required. As mentioned, it was key that that management and delivery processes were underpinned by and driven by research, with ‘Three greats for a self improving school system: pedagogy, professional development and leadership’ by Professor Louise Stoll and Associates, and the LCLL’s ‘Impact Picture’ document, being absolute cornerstones to the way we operated.

Though ‘taught’ sessions over the course of the project were successful and beneficial to teachers, as were those sessions – there was a variance in the consistency of intersessional activity amongst the group of teachers taking part. Some teachers trialled relevant approaches in their classrooms but were not able to work with colleagues from across their school to ensure a cogent, cross-curricular approach to writing, often because relationships did not necessarily exist to enable this, or because time was scarce. The way some schools or groups of teachers within them worked demonstrated a truly collegiate, co-constructive approach, using a supportive peer-to-peer network and making good use of Lesson Study (**see appendix 11 – FmaP Lesson study observation form**) to observe literacy teaching and provide colleagues with meaningful feedback on it. On this note, it is worth noting that due to the complex, busy nature of school environments and the scarcity of free time for teachers, it was felt that Lesson Study, while an excellent idea in theory, was not always able to be used in its ‘purest’ form, and that much of its value was therefore lost.

Informing future delivery

Considering the time schools and the constraints of our budget were able to give to the Fetch Me a Pen project, we are pleased with the way we used this time and money. We feel we have developed a reliable teacher professional learning model and are keen to see this be refined and for it to grow, and to see other teachers and schools from London and beyond benefit from it. We are proud of the balance between the sharing of existing expertise and the creation of new knowledge and approaches around academic literacy and writing.

The project provided challenges to schools, and particularly the lead school in terms of administration, organisation and evaluation, which often meant staff time was not used working towards the key purpose of the project. This is perhaps understandable when it is considered that this project was unprecedented in its scope and scale to anything the lead and partner schools had engaged in before.

It is clear that academic literacy projects like our own need a willingness for change from senior leaders, middle leaders and classroom teachers; they need the time and resources for teachers to meet and engage in discussion, learning and sharing, and they need to be led by those with sufficient expertise and experience. Key to the success of a strategic, department wide or school wide approach to academic literacy and writing is the time necessary to embed a vision and ethos into the necessary areas of a school. Once a clear, cogent and manageable approach is implemented in schools, and once teachers from across schools are equipped with a shared ‘working vocabulary’ around language, grammar and literacy, then positive and lasting changes begin to happen for pupils.

Appendices

- Appendix 1 (folder) – Session 1 for Lead Investigators
- Appendix 2 (folder) – Examples of Grammar for Writing toolkits
- Appendix 3 (folder) – Pilot project lessons and resources
- Appendix 4 – Student writing audit
- Appendix 5 – Teacher knowledge, skills, confidence and practice audit
- Appendix 6 – Teacher attendance at FMaP sessions
- Appendix 7 – Notes from May 2015 conference – strategies trialled by teachers
- Appendix 8 (folder) – Teacher survey individual responses
- Appendix 9 – Literacy in Design and Technology
- Appendix 10 – The Fetch Me a Pen Professional Learning Programme flyer
- Appendix 11 – Fetch Me a Pen Taster Workshops – flyer
- Appendix 12 – Fetch Me a Pen Lesson Study observation form

Outputs

Assumptions

Outcomes

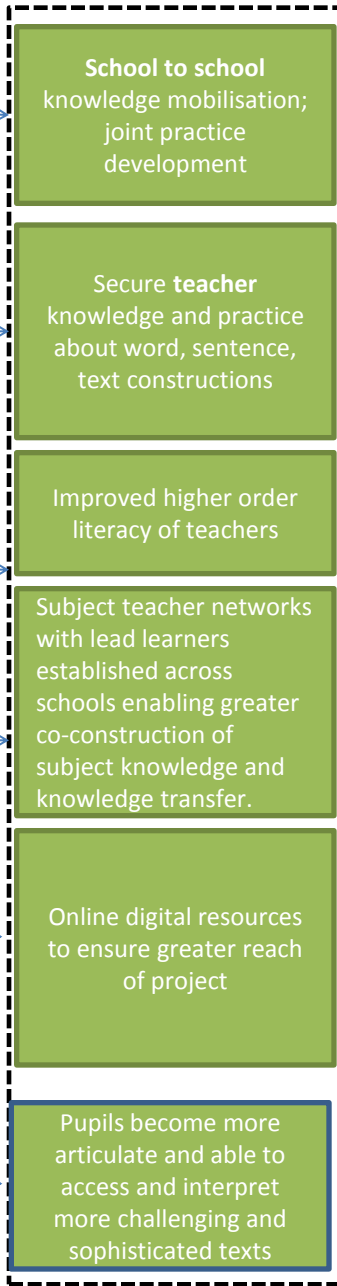
Long term goals

Teacher CPD:
•Sharing good practice conference x2
•Small scale pilot programme
•Literacy Programme x 3
•Online resource development

Teacher CPD:
•Latin and Classics taster classes for teachers

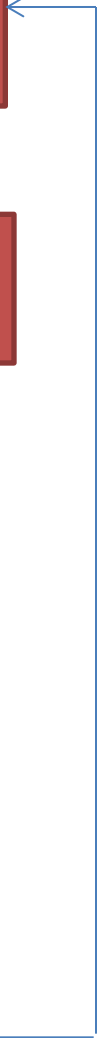
Latin and Classics taster classes for pupils

Teachers will have the support of their school to take adv. of the face-to-face CPD courses & online support, and be able to embed what they have learnt in their lessons



Increased attainment for KS3 pupils (KS2 5c+) as pupils become independent, intellectual writers

Reduced in-school variation across subjects and between FSM/non-FSM pupils



Mulberry Evaluation Framework

This document is your tailored Evaluation Framework.

It uses the same template Framework that can be found in Appendix 2 of the LSEF Evaluation Toolkit. However, this Framework contains tailored recommendations regarding which outcomes and indicators your programme should evaluate. Outcomes and indicators marked with a tick are recommended for your programme:

Outcome, indicator or data collection method **recommended**

Outcome, indicator of data collection method **not required**

Recommendations have been made in light of your programme aims and methodology in order to ensure that programmes are able to confidently demonstrate the extent of their impact.

For more information, or if you have any questions regarding your Evaluation Framework please contact: educationprogramme@london.gov.uk

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
<p>Teacher outcomes</p> <p>Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NQTs <input checked="" type="checkbox"/> 3 years + <input checked="" type="checkbox"/> Primary/ secondary <input checked="" type="checkbox"/> Other (project specific) <p>These should be expressed as a % of the whole group.</p> <p>Churn Throughout the programme thorough records of any “churn” of teachers leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unique teacher identifier <input checked="" type="checkbox"/> Engagement date <input checked="" type="checkbox"/> Disengagement date and reason 	<input checked="" type="checkbox"/> Increased subject knowledge and greater awareness of subject specific teaching methods. Subjects to be finalised on completion of recruitment to cohort 1 and 2. Science and MFL are confirmed.	<input checked="" type="checkbox"/> Increased teacher scores in subject knowledge/ teaching method tests ⁱⁱⁱ Tests to be taken by all teachers involved in the intervention. The tools used to measure this will be self-developed with support from IoE.	<input checked="" type="checkbox"/> Scores collected for individual teachers from pre intervention subject knowledge/ teaching method tests E.g. Pre-post Literacy skills audit for teachers participating in intervention Small scale project: Jan 2014 Cohort 1 programme: Oct 2014 Cohort 2 programme: April 2015	<input checked="" type="checkbox"/> Scores collected for individual teachers from subject knowledge/ teaching method tests after completion of each cohort’s programme and end of Yr1 and Yr2 of intervention Small scale project: Sept 2014 Cohort 1 programme: June 2015 Cohort 2 programme: Oct 2015
	<input checked="" type="checkbox"/> Increased teacher confidence	<input checked="" type="checkbox"/> Increased teacher scores in confidence surveys. Survey to be self-developed with support from IoE Survey to be completed by all teachers involved in the intervention. Teacher confidence surveys should be agreed with the GLA.	<input checked="" type="checkbox"/> Scores collected for individual teachers from pre intervention confidence surveys Small scale project: Jan 2014 Cohort 1 programme: Oct 2014 Cohort 2 programme: April 2015	<input checked="" type="checkbox"/> Scores collected for individual teachers from post intervention confidence surveys after completion of each cohort’s programme and end of Yr1 and Yr2 of intervention <input checked="" type="checkbox"/> Interviews/ focus group of sample of survey respondents to moderate survey findings Small scale project: Sept 2014 Cohort 1 programme: June 2015 Cohort 2 programme: Oct 2015
	<input checked="" type="checkbox"/> Delivery of higher quality teaching including subject-focused and teaching methods (academic writing and literacy)	<input checked="" type="checkbox"/> Improved teaching performance of academic literacy in observed lessons. <input checked="" type="checkbox"/> Observations to be conducted for a sample of teachers. This sample will involve at least one observation for each subject represented within the project With a small sample of those to be moderated by Project Impact team conducting joint observations ^{iv}	<input checked="" type="checkbox"/> Standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level) Cohort 1 programme: Oct 2014 Cohort 2 programme: April 2015	<input checked="" type="checkbox"/> Standards collected for individual teachers from observations after completion of each cohort’s programme and end of Yr1 and Yr2 of intervention Cohort 1 programme: June 2015 Cohort 2 programme: Oct 2015

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
		<input checked="" type="checkbox"/> Teacher performance in observed lessons is improved to a specific degree (focus will be on explicit teaching of academic literacy teaching) Diagnostic RAGing charts will be used that are aligned with agreed criteria self-developed as part of the project	<input checked="" type="checkbox"/> Target standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level). The emphasis of this will be for percentage conversion to good/outstanding but all levels should be monitored Small scale project: Jan 2014 Cohort 1 programme: June 2015 Cohort 2 programme: Oct 2015	
	<input checked="" type="checkbox"/> Use of better subject-specific resources co-constructed as a result of participating in the project	<input checked="" type="checkbox"/> Development of better subject specific resources <input checked="" type="checkbox"/> Uptake of new resources and co-construction of their design	<input checked="" type="checkbox"/> Audit/sample scrutiny of existing subject specific resources being used Small scale project: Jan 2014 Cohort 1 programme: June 2015 Cohort 2 programme: Oct 2015 <input checked="" type="checkbox"/> Launch date of new resources Ongoing throughout duration of programmes	<input checked="" type="checkbox"/> Independent review of new subject specific resources and old audited resources ^{iv} by the project team <input checked="" type="checkbox"/> Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons. Ongoing throughout duration of programmes

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
<p>Pupil outcomes</p> <p>Sub Groups The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LAC continuously for 6 months+ <input checked="" type="checkbox"/> FSM <input checked="" type="checkbox"/> FSM at any time during last 6 years* <input checked="" type="checkbox"/> Disadvantaged pupils <input checked="" type="checkbox"/> EAL <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> Statement of SEN or supported at School Action Plus <input checked="" type="checkbox"/> Started respective Key Stage below expected level, at expected level, above expected level <p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups.</p> <p>Churn Throughout the programme thorough records of any “churn” of pupils leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unique pupil identifier <input checked="" type="checkbox"/> Engagement date <input checked="" type="checkbox"/> Disengagement date and reason <p>Pupil outcomes continued...</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased educational attainment and progress in demonstrating cross-curricular academic literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased attainment (levels and sub levels at KS1-3 and grades at KS4-5) compared against a comparison group^{iv} <i>E.g trend data for previous 3 cohorts across four core schools.</i> Years 7 – 9 only <input checked="" type="checkbox"/> Increased levels of progress (point scores and % achieving higher point scores than expected) compared against a comparison group^{vi} <input checked="" type="checkbox"/> Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM) compared against a comparison group^{vi} 	<p><i>Intervention Group will be identified once teachers participating in the project have been agreed. (Pilot: baseline data in Feb 2014; cohort 1 full programme June 2014; cohort 2 April 2015)</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intervention group: assessed level on entry to the programme and for 3 years previous. Years 7 – 9 only <input checked="" type="checkbox"/> Comparison group: assessed level on entry to the programme and for 3 years previous. Comparison groups will be comprised of similar teaching groups (in terms of schools, groupings and attainment who are not part of the project) <input checked="" type="checkbox"/> Trend data^v: Actual attainment (levels/grades) for the 3previous year groups. This will come from the data for similar group attainment three years prior. This data should be available for all schools. <input checked="" type="checkbox"/> Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) <input checked="" type="checkbox"/> Comparison group: estimated point score without intervention (for Y1 and Y as above) <input checked="" type="checkbox"/> Intervention group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input checked="" type="checkbox"/> Comparison group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input checked="" type="checkbox"/> Trend data: in house % points gaps between relative attainment of sub groups for the 3 previous year groups 	<p><i>Intervention Group will be identified once teachers participating in the project have been agreed. (Pilot: baseline data in March 2014; cohort 1 full programme Feb 2015; cohort 2 Oct 2015)</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention <input checked="" type="checkbox"/> Comparison group: actual pupil attainment levels after Y1 and Y2 of intervention <input checked="" type="checkbox"/> Where attainment is based on teacher assessments (i.e. not at the end of a KS) a sample of pupil assessments should be independently moderated^{iv} <input checked="" type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention) <input checked="" type="checkbox"/> Comparison group: difference between actual attainment and expected attainment (without intervention) This will depend on the existing data available for these groups, but averages will be calculated based on sub-group categories <input checked="" type="checkbox"/> Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention <input checked="" type="checkbox"/> Comparison group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
School system outcomes	<input checked="" type="checkbox"/> Use of better resources by teachers/schools outside the intervention group	<input checked="" type="checkbox"/> Uptake of new resources developed by LSEF programmes by non LSEF teachers/ schools E.g. development of online platform (possibly subscription based; or measured by downloads)	<input checked="" type="checkbox"/> Planned new resources to be developed by LSEF programmes <input checked="" type="checkbox"/> Avenues of dissemination/ promotion <input checked="" type="checkbox"/> Dissemination dates (dependent on outcomes of each stage of each output – see theory of change model)	<input checked="" type="checkbox"/> Number of resources downloaded from websites (by different schools) ^{vi} <input checked="" type="checkbox"/> Number of resources taken from training sessions/ conferences (by different schools) <input checked="" type="checkbox"/> User feedback on quality of resources through online survey Half termly reports by Data Analyst
	<input checked="" type="checkbox"/> Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme	<input checked="" type="checkbox"/> Increased number of teachers outside of the intervention group schools improve their subject knowledge as a result of this programme	<input checked="" type="checkbox"/> Existing training courses/ sessions/ workshops offered to teachers outside of the intervention group <input checked="" type="checkbox"/> Number of teachers outside of the intervention group attending existing training offered by your programme Oct 2014	<input checked="" type="checkbox"/> New training courses/ sessions/ workshops offered to teachers outside of the intervention group based on/ as part of your programme. Training programmes will be personalised from school to school. <input checked="" type="checkbox"/> Number of teachers outside of the intervention group attending training offered by your programme Oct 2014 and July 2015

ⁱ **Baseline data** should be captured just before engagement with the programme intervention. Programmes may therefore simply require one round of baseline data collection at the beginning of the programme. However, where the programme implements a staggered engagement of groups, a baseline will need to be conducted for each group just before they engage with the intervention.

ⁱⁱ **Impact data** should be analysed after Y1 and Y2 of the intervention as a minimum.

ⁱⁱⁱ **Independent reviewers/ moderators** of resources, teacher tests and observations and pupil attainment should be agreed with the GLA.

^{iv} **Comparison groups** could be a randomised control group (preferred if possible), such as a cluster randomisation, or a matched comparison group. It should be the same size as the intervention group and should measure all outcomes in the same way. Please see the Glossary for additional explanation of comparison groups.

^v **Trend data** is designed to show results of the intervention groups in the context of year on year fluctuation in attainment of different year groups. Trend data should be collected for the 3 previous year groups for the 3 years previous to the age of the intervention group as well as the 2 years when the cohort was the same age as the intervention group. I.e. of the programme is looking at year 6 and 7 starting with year 6s in year 1 then trend data should be collected for the current year 7, 8 and 9 for the years when they were in year 3, 4, 5, 6 and 7. This can then be compared to intervention and comparison group data which will also be collected for 3 years previous to the intervention (years 3-5) as well as the intervention (years 6-7).

^{vi} **Resources:** It will need to be mandatory for schools/ teachers downloading or taking resources to provide some details before they do so. This will need to be built into any online download options and managed through any other dissemination avenues i.e. at conferences.

An auditing tool to assess students' writing

Pupil name-

Class-

Subject-

Level for piece of work/current working level-

	Feature of academic writing	Questions to ask	Yes	No	Partial
Whole text level	Appropriate length and focus	<i>Is the student writing enough? Is the writing relevant to the question or task?</i>			
	Sequence and structure	<i>Is content/thought organised in an appropriate manner?</i>			
	Subject knowledge demonstrated	<i>Is a clear grasp of subject matter evident? Is subject-specific vocabulary used accurately?</i>			
Sentence level	Presence of topic/concluding sentences where appropriate	<i>Is paragraph content signalled by clear 'points' or topic sentences? Do conclusions refer back to question/task?</i>			
	Cohesion and logical flow within and between paragraphs	<i>Are connectives used to good effect? Are sentences organised cohesively?</i>			
	Fluency and precision	<i>Are there imprecise pronouns? Are noun phrases fully realised/developed?</i>			
	Accurate verb usage	<i>Are subjects and verbs in agreement? Do modals and adverbs provide tentativeness or certainty?</i>			
	Correct tense usage	<i>Does the writing use the accurate tense, according to the conventions of this genre?</i>			
Word level	Subject specific vocabulary	<i>Are key words used in the appropriate context? Are they used in syntactically accurate ways?</i>			

Fetch Me a Pen...

	Accurate spelling				
	Accurate punctuation				

Audit of Teacher Knowledge, Skills, Practice and Confidence in Teaching Literacy

1. About you

Name of your school	
Your post or responsibility	
Subject specialism(s)	
Degree subject (note any language-focused elements or modules)	
Any further literacy-based qualifications / CPD experience	

As of September 2013, how many years will you have been

A teacher	
A teacher in this school	

2. About your current knowledge and practice

School lead investigators will talk to you about these questions and note your responses.

- What needs do your KS3 pupils present in terms of their academic writing?
- How do you typically support the development of pupils' academic writing skills?
- What difference would you like to make for your pupils in this respect (what would you like them to be able to do...know...say...write...achieve...feel)?
- What do you think you need to know in order to support pupils?
- What do you feel you need to be able to do (skills and strategies) in order to support pupils' writing?

3. More about how you support students' academic writing in your subject

Strategies I use

- 5 Often
- 4 Fairly regularly
- 3 Sometimes
- 2 Occasionally
- 1 Never

My confidence level

- 5 Very confident
- 4 Fairly confident
- 3 Confident
- 2 Not very confident
- 1 Not confident at all

1	2	3	4	5		1	2	3	4	5
					I explicitly teach key words and subject-specific vocabulary					
					I support students to use the language of my subject in context					
					I teach the writing process for different kinds of writing					
					I mark written work for literacy in my subject					
					I can explain to students in my marking how to improve their academic writing					
					I have an explicit awareness of the grammatical features of writing in my subject					
					I reflect on my teaching of writing and trial new approaches					
					I give pupils opportunities to develop their extended writing skills					
					I can describe the language features of written genres in my subject					
					I provide models of academic writing					
					I model academic writing myself					

Fetch me a pen

PROFESSIONAL LEARNING PROGRAMMES 2015-16

For 2015-16 we will be offering the following professional learning opportunities:

- 1 Developing and embedding academic literacy across the curriculum: a six month professional learning programme for whole-school literacy coordinators, professional learning coordinators and their teams
- 2 Practical and interactive workshops for secondary school classroom teachers of any subject
- 3 Bespoke consultancy support and programmes.



1

Fetch Me a Pen: Developing and embedding academic literacy across the curriculum

Programme aims and objectives:

This programme will support you to develop a successful whole-school strategy to improve the quality of students' higher-order academic literacy skills. It will also explore how to secure the buy-in and interest of teachers across the curriculum in order to enable deep and embedded change to teaching practice.

The programme will:

- Explore current academic research and theory about literacy teaching to reflect on the practices in your own school and to identify key priorities for school improvement
- Provide practical ways in which you can lead non-literacy experts in your school to gain the confidence, desire and skills to teach academic literacy in their subject
- Share possible structures for piloting, developing and embedding practice across the school with the difference you want to make always in mind
- Explore ways in which you can measure the impact of your work through developing a theory of change and a baseline/impact evaluation framework
- Provide an exciting and intellectually stimulating environment for you to develop and adapt ideas for the specific needs of your students, teachers and whole school context.

Who should participate?

Colleagues with responsibility for departmental literacy or whole-school literacy and/or professional learning should attend this course along with two or three enthusiastic teachers from their school who have an interest in developing academic literacy but do not need to be literacy specialists. Our experience is that Fetch Me a Pen works best if each school has a small core group of interested and committed colleagues to begin with as it is more likely that the work will be developed and embedded in a meaningful, creative and intellectually stimulating way to suit their own school context.

Programme model:

The programme is designed to span six months to enable participants to develop, test out and evaluate the impact of their learning over time. Participants must attend all taught sessions and commit to completing inter-sessional tasks in order to ensure the programme has the intended impact in their school.



Session 1: Introduction to the core principles of the Fetch Me a Pen approach to academic literacy

See below for session dates and brief activity descriptors.

9.00-3.30pm Friday 4th March 2016

- Demystifying academic writing and practical strategies
- Thinking about writing in classrooms, departments and schools
- Beginning with the impact in mind: how to use a theory of change and a baseline/impact evaluation framework to plan for a successful whole-school project

Session 2: Piloting the project in schools

4.00-6.00pm Wednesday 23rd March 2016

- Identifying the key priorities for students and teachers
- Considering how to establish a successful pilot group
- Planning to begin to trial literacy strategies in lessons

Session 3: Taking stock and next steps

4.00-6.00pm Wednesday 11th May 2016

- Presenting literacy interventions trialled in classrooms
- Sharing positives and critiques
- Evaluating evidence of impact

Session 4: Evaluating and celebrating impact and looking forward

2.00-6.00pm Wednesday 6th July 2016

- Further sharing of literacy strategies and successes
- Using evidence of impact to plan future steps
- Thinking about 'knowledge mobilisation' in schools

Programme leader:

Daniel Ingman is a Leading Practitioner at Mulberry School for Girls and was the Project Leader for the original Fetch Me a Pen project, established in 2013. Before that he was Second in Charge of English and developed the English faculty's approach to teaching academic literacy that provided the backbone of the Fetch Me a Pen project. Daniel is currently studying for a Masters degree in Applied Linguistics at Birkbeck, University of London.

Programme fee:

The programme costs £500 for the first participant, with a reduced cost of £300 per additional teacher from the same school. This fee covers all taught sessions, resources and informal inter-session support from the programme leader.

If your school requires more intensive input, we are able to provide bespoke consultancy or additional support at an additional cost.

Registration:

To register your interest or to discuss the programme further, please contact:

Shajeda Khanum, Professional Learning Administrator
skhanum@mulberry.towerhamlets.sch.uk T: 020 7790 6327

2

Fetch Me a Pen: Practical and interactive workshops

Each two hour workshop will:

- Support teachers of any subject to better understand the literacy demands of their subject and the specific needs of their students
- Provide a safe, honest and intellectually stimulating learning environment to help participants' confidence in their ability to address these issues in their own lessons
- Provide high quality resources which can be adapted and developed by participants to meet the specific needs of their own classroom context.

The Language of Analysis

Encouraging students to explore, analyse, and evaluate at a sophisticated level

In this workshop, discover how to support students in developing their analytical language ability, enabling them to use language to engage with any kind of 'text', including literary or non-fiction texts, art and other visual and audio-visual media, historical sources and perspectives, and theory and criticism from various disciplines. This workshop aims to give teachers the knowledge, skills and confidence to guide classroom talk and teach the process of writing so that students are to be able to use language to explore, analyse, and

evaluate these kinds of texts at a sophisticated level.

Suitable for: English and Media teachers, Humanities teachers, Design and Technology teachers, Art teachers, Drama teachers, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

Date: 4.00-6.00pm
Wednesday 7th October 2015

Moving Away from 'Point, Evidence, Explanation'

Giving students confidence and ownership to transform their writing

For many years, the 'Point, Evidence, Explanation' acronym has been used in schools to enable students to write paragraphs in various subjects, particularly in English. While having some merit in enabling students to structure written responses, P.E.E. actually inhibits written expression at the higher end of achievement. This workshop will explore ways for teachers to broaden discussions of paragraph structure, enabling students to move beyond simplistic formulas in their written work. Participants will work through several of the types of activities that might be used with students in various subjects before reflecting on how they might be adapted for use in their own lessons.

Suitable for: English and Media teachers, Humanities teachers, Design and Technology teachers, Art teachers, Drama teachers, teachers with a responsibility for literacy for literacy or professional learning, heads of faculties and departments.

Date: 4.00-6.00pm
Wednesday 14th October 2015

Moving from Speech to Writing

In this workshop, explore how problems in students' written work are often a result of them viewing writing in the same way they do speech, and gain an understanding of how exactly this thinking manifests itself in written work. Part of this session looks at how students need to be more detailed and explicit to ensure that they put information, knowledge and analysis in context to make writing more clear, cohesive and logical. The latter part of the session explores how students sometimes need to focus on brevity and succinctness when they write in order to cut out unnecessary information and to show, through fluent and precise writing, that knowledge has been synthesised.

This workshop aims to give participants a grammatical understanding of how spoken language can be developed into written language, and to offer practical strategies to trial with students and embed into schemes of learning.

Suitable for: Teachers from all subjects, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

Date: 4.00-6.00pm
Wednesday 16th March 2016

Approaching Written Genres

Schools' curriculums demand that successful students are equipped with an enormous range of knowledge and skills throughout their time in education, and this is reflected in the many kinds of writing that they need to master.

This workshop will highlight the need for teachers from across school disciplines to have a clearer and more explicit understanding of the structures and features of the kinds of writing they expect from students in their subjects. Participants will look at approaches to pedagogy and writing developed in Australia over the past three decades, focusing on Joan Rothery's teaching and learning cycle, which was informed by Michael Halliday's hugely influential systemic functional linguistic model of language.

Suitable for: Teachers from all subjects, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

Date: 4.00-6.00pm
Wednesday 29th June 2016

Workshop fee:

Each workshop costs £30 per workshop or £100 for all four workshops

Registration:

To register your interest or to discuss the programme further, please contact:

Shajeda Khanum, Professional Learning Administrator
skhanum@mulberry.towerhamlets.sch.uk T: 020 7790 6327

3 Fetch Me a Pen: Bespoke consultancy and support programmes

If you are interested in working with us to develop a bespoke Fetch Me a Pen programme for your school/organisation or would like to discuss other ways of working together, please contact:

Ruth Smith, Senior Deputy Headteacher, Mulberry College of Teaching and Leadership
rsmith@mulberry.towerhamlets.sch.uk T:020 7790 6327

Fetch me a pen

FETCH ME A PEN ACADEMIC LITERACY TASTER SESSIONS 2015-16

As well as the professional learning opportunities outlined in the Fetch Me a Pen programme leaflet, we will be offering the following four additional taster sessions:

- 1 Structuring an essay: thinking about the big picture
- 2 Paragraph structure: moving beyond 'Point, Evidence, Explanation'
- 3 Formality: developing an academic register in students' writing
- 4 Certainty: using modality to develop subtlety and sophistication.



These sessions are stand-alone so can be attended individually or as a package. All workshops will take place at Mulberry School for Girls. Please find more details below.

Session structure

All sessions will be structured in two parts: the first hour will provide participants with strategies to tackle a particular element of academic literacy; the second hour will give teachers an opportunity to develop their own ready-to-use resources to take back to their classrooms. In order to create resources, we ask that teachers bring

examples of students' writing. It would be useful to have a range of examples from students of different abilities.

Who should participate?

These sessions are designed for enthusiastic teachers who would like to begin teaching academic literacy in their lessons straightaway. Each taster session is designed to provide strategies so that teachers from all subject areas can work on adapting the materials to their context. Sessions are suitable for teachers working with KS3, KS4 and KS5.

1

Structuring an essay: thinking about the big picture

This session aims to help teachers to approach essay structure with their classes. The first hour will provide participants with strategies to help students develop a clear line of argument in their work without using rigid structures and worksheets. Teachers will be asked to bring samples of students' work so that in the second hour, we can work together to create ready-to-use resources to take back to classrooms.

Date: Wednesday 23rd September 2015. 4.00-6.00pm

2

Paragraph structure: moving beyond 'Point, Evidence, Explanation'

For many years, the 'Point, Evidence, Explanation' acronym has been used in schools to enable students to write paragraphs in various subjects, particularly in English. While having some merit in enabling students to structure written responses, P.E.E. actually inhibits written expression at the higher end of achievement. This workshop will explore ways for teachers to broaden discussions of paragraph structure, enabling students to move beyond simplistic formulas in their written work. Teachers will be asked to bring samples of students' work so that in the second hour, we can work together to create ready-to-use resources to take back to classrooms.

Date: Wednesday 25th November 2015. 4.00-6.00pm

3 Formality: developing an academic register in students' writing

This session aims to help participants to identify informal language in students' work and to develop strategies to create a more formal register. The first hour of the session will be an overview of approaches to formality. Some activities might include work on nominalisation, using key words and developing a formality continuum. Teachers will be asked to bring samples of students' work so that in the second hour, we can work together to create ready-to-use resources to take back to classrooms.

Date: Wednesday 6th January 2016. 4.00-6.00pm

4 Certainty: using modality to develop subtlety and sophistication

This session aims to help teachers to devise strategies so that students can develop a sophisticated tone in their writing, and deftly employ the appropriate level of certainty when making points. The first hour of the session will be an overview of activities that can be used to introduce students to modality. Teachers will be asked to bring samples of students' work so that in the second hour, we can work together to create ready-to-use resources to take back to classrooms.

Date: Wednesday 27th January 2016. 4.00-6.00pm



Session leader:

Sarah Chadfield has been teaching for 8 years and has worked in a range of schools in Tower Hamlets to help teachers to develop their teaching of KS5 academic writing skills. Sarah is currently working on the Fetch Me a Pen project as Digital Learning Coordinator, and is about to complete a PhD at Royal Holloway, University of London.

Programme fee:

£30 per workshop or £100 for all four workshops.

Registration:

To register your interest or to discuss the programme further, please contact:

Shajeda Khanum, Professional Learning Administrator
skhanum@mulberry.towerhamlets.sch.uk T: 020 7790 6327



Research lesson planning, observation and discussion sheet Subject, Class, Learning focus, Teacher, Observer

Precisely what is this research lesson aiming to teach? **(it may be a section of a longer teaching sequence)** *By the end of this lesson pupils will be able to and we will know this when ...*

What learning or teaching technique is the research lesson aiming to develop? *We are hoping to improve...*

Current attainment and success criteria Describe what you are looking for from them by end of lesson in the identified aspect	Case pupil A		Case pupil B		Case pupil C		Patterns / issues
	Success criterion for this focus		Success criterion for this focus		Success criterion for this focus		
Stage of lesson sequence	How you predict case pupil(s) A will respond	<i>How they are observed to respond</i>	How you predict case pupil(s) B will respond	<i>How they are observed to respond</i>	How you predict case pupil(s) C will respond	<i>How they are observed to respond</i>	
Stage ... (approximate time)							
Stage ... (approximate time)							
Final stage ... (approximate time)							
What were they able to do? (What progress have they made and how do you know?)							
Initial thoughts							