

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: English for Integration - 9 June 2015 / Round 1 and Round 2 - 30 September 2015 (*delete as appropriate*)

Report Submission: Final Report to the GLA / Rocket Science (*delete as appropriate*)

Project Name: Effective Guided Reading: Theory and Practice

Lead Delivery Organisation: Gants Hill Partnership Teaching Alliance (GHPTA)

London Schools Excellence Fund Reference: LSEF030

Author of the Self-Evaluation: Dr Wayne Tennent (University of East London)

Total LSEF grant funding for project: £74,500.00

Total Lifetime cost of the project (inc. match funding): £111,500.00

Actual Project Start Date: 1st September 2013

Actual Project End Date: October 2015

1. Executive Summary

This final report is based on an evaluation of the LSEF-funded *Effective Guided Reading: Theory and Practice* which comprised of 11 schools in Redbridge LA.

The Gants Hill Partnership Teaching Alliance (GHPTA) (formally the Gants Hill School Improvement Learning Community) had been developing a project to develop effective guided reading practices using the Reciprocal Teaching (Palincsar & Brown, 1984) approach. In partnership with reading specialists at the University of East London, the schools had developed a Reading Champions Network. This involved two teachers from each school meeting once every half term to share and develop practice. These teachers would then go back to their schools and support the development of their colleagues' practice. This had a positive impact upon pupil attainment.

The rationale for the LSEF project was two-fold. First the five GHPTA schools wanted to ensure that Reciprocal Teaching practices were embedded deeply across the alliance schools; and second they wanted to share effective guided reading practices with schools beyond the alliance.

The evidence was gathered by the following approaches:

- A pre- and post-project teacher questionnaire
- The collection of reading progress data for all the schools involved in the project.
- Interviews with the designated Reading Champions
- An exit evaluation completed by the Reading Champions at the close of the project
- An evaluation by delegates of the GHPTA Reading Conference which took place at the close of the project

The evaluation of the project demonstrated the following findings:

- Using a 'hub' of schools was effective in helping teachers to share practice and learn from 'expert' colleagues. The key constituent of this 'hub' are the actual Reading Champions. Different schools hosted the 'Hub' (or network meetings) effectively.
- The Reading Champions model is sustainable as evidenced by the fact that another cohort of schools have joined the Reading Champions' network. As such practice is to be shared with another cluster of schools.
- Reciprocal Teaching has a positive impact on pupil attainment. Children made above expected progress on average across the two cohorts of schools.
- This positive impact can be maintained across years. Reciprocal teaching does not simply provide a short-term 'fix'.
- Teachers have improved their subject knowledge in relation to understanding the reading comprehension process.
- Teachers have developed an understanding of the pedagogy associated with Reciprocal Teaching.
- Children have a greater enjoyment of reading
- Schools that were most successful had Senior Leadership support.

As a result of completing this evaluation we would make the following recommendations for future delivery of such projects:

- Ensure that Senior Leadership Teams actively support attendance at network meetings
- Ensure that Senior Leadership Teams support Reading Champions in the 'roll out' phase and in the embedding of practice
- Develop subject knowledge in relation to reading comprehension. Teachers in this project suggested that it is necessary to have this alongside the pedagogy.

- Develop pedagogical expertise in an initial Cohort of schools and ensure Reading Champions share
- Plan for the project to take 2-3 years to become embedded

2. Project Description

With the advent of phonics instruction the teaching of reading has focused very much on text decoding in recent times. Alongside this, there has been much teacher CPD on why phonics should be taught to early readers and how best to teach it. However, in contrast to this, very little emphasis has been placed on text comprehension. As a consequence there has been very little professional development on the processes involved in text comprehension and very little support for teachers on how to develop effective pedagogical practices. This is despite text comprehension being the key measure of attainment at the end of primary education.

The *Effective Guided Reading: Theory and Practice* project was developed from an earlier reading project involving the five GHPTA schools, in association with specialists in the teaching of reading at the University of East London (UEL). This project sought to improve Guided Reading practices using the Reciprocal Teaching (Palincsar & Brown, 1984) approach. Reciprocal Teaching is a well-researched pedagogical practice specifically designed to support the teaching of comprehension. It does so through the explicit teaching of four strategies: prediction, questioning, clarification and summarisation.

Two designated Reading Champions within each school worked to develop their own practice initially, before supporting colleagues in their own schools. This support took the form of staff meetings, demonstration lessons and in-class support. The results of this collaborative approach were outstanding, and after one year, there was a positive impact on reading across the GHPTA schools. A level of expertise had been developed in the schools (both theoretically and pedagogically); children were enjoying reading more; and there was a positive effect on pupil attainment.

This LSEF project aimed to embed Reciprocal teaching across the GHPTA schools and also to share this practice with schools outside the alliance. Below are key objectives of the project and a commentary on how these were addressed:

- To improve teachers' Guided Reading practices in the cluster of schools and beyond
The teachers involved in the central training for this project were designated as Reading Champions for their schools. The Cohort 1 schools had been working on the project for over two years and had the expertise to develop practice within this cohort. They were able to support colleagues in Cohort 2 as they 'rolled-out' the project.

- Develop teachers' subject knowledge of the reading comprehension process
The Reading Champions met regularly once per half-term. Part of the session was reserved for developing subject knowledge. This covered such things as inference making; comprehension monitoring; the role of vocabulary; the interaction with text; and the role of dialogue.

Teachers' subject knowledge in the participating schools was also been supported through INSET led by reading specialists from UEL.

- Develop teachers' pedagogical use of the Reciprocal teaching approach
The project began for both cohorts with a demonstration lesson of the Reciprocal Teaching process. Teachers were then encouraged to adapt their practice to develop this process in their classrooms. Reading Champions were provided with materials to assist in the roll out of the project, including texts and PowerPoints.

- Develop the practice and knowledge of current 'Reading Champions' to ensure effective dissemination

Teachers' pedagogical knowledge was embedded by working in partnership with the Reading champions. At each Reading Champions meeting teachers were required to provide evidence of progress. This took the form of such things as audio evidence and the reading response activities. Shared lesson observations were also undertaken. This evidence was then used by the Reading Champions to share with their staff.

- Develop a shared resource bank of planning and reading activities

Reading Champions were beginning to share texts at meetings. It was decided by the reading champions that rather than collecting planning and creating a resource bank, they would develop exemplar case study material to be shared on the participating schools' websites. They made this decision because they didn't want to create anything that resembled a scheme; rather they wanted to ensure that teachers used the exemplar case studies to develop their own planning with the children's needs in mind. These will be developed during the course of this academic year (2015-16).

- Locate new Reading Champions to ensure sustainability

Cohort 1 schools had already located new champions. However, there was some shift in personnel. This happened relatively smoothly but less so in Cohort 2 where practice was still becoming embedded. This will remain a longer term aim for those in Cohort 2. However, with a third cohort of schools joining the Reading Champions programme this academic year (2015-16) – outside of the LSEF-funded project but on the back of it – the issue of locating new reading champions has largely been addressed.

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

If **Yes**, what does it address?

The pedagogy proposed for the teaching of reading comprehension in this project addresses many of the draft performance descriptor statements for Key Stage 2 Reading (DFE, 2014). Most particularly it addresses the following statements:

- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Asks questions to enhance understanding of the text
- Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings
- Makes predictions based on details stated and implied
- Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph

The addressing of these statements will support teachers to tackle the following:

- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the [LondonEd website](#).

Project materials have been posted on the Teaching Alliance’s website:
<http://www.ghpta.co.uk/research/reciprocal-reading>

3. Theory of Change and Evaluation Methodology

[Please see appendix 1.](#)

3.1 Please list **all** outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome 1	Increased subject knowledge of reading pedagogy and greater awareness of Reciprocal Reading teaching methods.	n/a	n/a
Teacher Outcome 2	Increased teacher confidence	n/a	n/a
Teacher Outcome 3	Delivery of higher quality teaching including subject-focused and teaching methods	n/a	n/a
Pupil outcome 1	Increased educational attainment and progress	n/a	n/a
Pupil outcome 2	A better understanding of the skills required to understand text (Metacognition)	n/a	n/a
Pupil outcome 3	Greater enjoyment of reading	n/a	n/a
Wider system outcome 1	A pool of ‘expert’ teachers in Guided Reading (‘Reading Champions’)	n/a	n/a
Wider system outcome 2	Replicable good practice from which to induct new teachers from other schools	n/a	n/a

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

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

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

There were two additional data collection tools used:

1. Reading Champions Exit Evaluation

At the end of the project, the Reading Champions completed an Exit Evaluation. The purpose of this was to ensure there was enough data to address the Wider System Outcomes aims.

2. GHPTA Reading Conference evaluations

Towards the end of the project a conference was held. This conference was attended over 80 delegates. Some of these delegates were from Cohort 1 and Cohort 2 schools, but most of them were from schools in the East London area – both primary and secondary. This data was also used to address the Wider System Outcomes aims.

4. Evaluation Methodological Limitations

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

There are a number of limitations related to this evaluation.

The first relates to the questionnaire teachers were asked to complete at the beginning of the project. This did expose limitations in relation to subject knowledge around specific concepts (such as the simple view of reading). However, teachers responded very positively to a number of questions, such as how well they understood the aims and purposes of guided reading, and how well they understood the reading comprehension process itself. Conversations with the reading champions has exposed the fact what they thought they knew at the beginning of the project does not compare to what they know now. As such the post-project questionnaire appears to show that has been little movement on certain items when clearly there has been. Response rates to questionnaire at pre and post-testing were high.

The second limitation relates to the measures of reading that have been used. It was not possible to use standardised tests for this project, for two reasons: the number of children involved and the appropriateness of the measure. The Group Reading Test (GRT) would have allowed a large number of children to have been pre- and post-tested however it conflates comprehension and decoding. The York Assessment of Reading Comprehension (YARC) does focus on reading comprehension specifically (as one would expect from its title). However the test is administered in a one-to-one oral context and would have required a large amount of time and resources to generate a matched-paired design to compare the intervention group with a control group. Therefore it has been necessary to use the Average Point Score (APS) used in everyday schools assessment of progress. This is not standardised but at least it gives a measure that teachers are familiar with.

A further limitation relates to the monitoring of the Cohort 2 schools during the course of the project. It was unclear as to the extent to which these schools were attempting to develop their practice, and the manner in which they attempted to roll out the practice within their schools.

It would have been beneficial to have included some observation of practice for teachers in this group.

Quantitative data which was returned related to Years 2 – 6, and not the entire school numbers outlined in Tables 4 and 5 below. Actual numbers for these year groups are not indicated, and neither are the actual numbers involved in sub-groups. In addition, Cohort 2 schools were asked to provide progress data for two distinct groups in the first 6 months of the project: the Reading Champions classes and the non-Reading Champions classes. This would provide an opportunity for comparison with the non-Reading Champions classes effectively providing a control group. Cohort 2 schools indicated that practice was shared with colleagues very early on in this 6-month period – effectively practice leaked from the study group into the group.

Interviews were conducted with Reading Champions from Cohorts 1 and 2 to mitigate against this. However, these interviews also had methodological limitations. Interviews with the Reading Champions were conducted at the end of the project. However, given the time of year (July) it was only possible to interview 4 of them: three from Cohort 1 and 1 from Cohort 2. This was an opportunity sample and one must consider whether they were representative of the Cohorts as a whole.

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

As stated above, a further 5 schools in Redbridge have been opted in to the project for the current academic year (2015-6). These schools have become Cohort 3. These schools will attend 'Reading Champions' meeting throughout the year. The Cohort will receive particular support with developing pedagogy and with how best to ensure effective roll out.

Impact will be evaluated through the collection of children's reading attainment at strategic points in the year, and through the now annual 'Reading Champions' evaluation process.

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	£74,500			£74,500	
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)	£37,000			£37,000	
Total Project Funding	£111,500			£111,500	

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)	£33,000			£26,768	Funds diverted to higher costs of recruiting into new network
Direct delivery costs e.g. consultants/HE (specify)					
Management and Administration Costs	£5,000			£5,000	
Training Costs	£30,500			£33,797	Extra funding diverted to costs of reading books and their storage
Participant Costs (e.g. Expenses for travelling to venues, etc.)					
Publicity and Marketing Costs	£2,000			£6,026	More funding used to promote end of project conference and to recruit into our new network
Teacher Supply / Cover Costs	£11,000			£11,000	
Other Participant Costs	£21,000			£21,000	
Evaluation Costs	£9,000			£6,909	Lower costs than expected for evaluation
Others as Required – Please detail in full					
Total Costs	£111,500			£111,500	

5.2 Please provide a commentary on Project Expenditure

This section should include:

- *commentary on the spend profile*
- *budget changes that have occurred, including the rationale for any changes*

(Maximum 300 words)

The budget allocated was used efficiently to support schools' engagement in the research. Major expenditure totals went towards supply cover, to allow colleagues to attend training and then to model new skills throughout their schools. Our cascade model of training was efficient and when supported by senior leaders, empowered the teachers to be viewed as authoritative. Other funds were used to purchase resources (books) and storage solutions. As we neared to the end of the research we used funding wisely to launch and advertise our independent network, spring-boarding from our end of grant conference. This was well attended by teachers from all over the UK. Funding was finally used to commission a professional to write this evaluation report. Original funding totals differed from our actual expenditure in a few areas: more was spent on resources, training and marketing, and less on project evaluation and supply cover.

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 <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance <i>[Revised Target - Actual]</i>
No. of schools	11	11	11	n/a
No. of teachers	124	181	181	57 additional
No. of pupils	3,750	3,750	3,750	Variance between this data and totals in tables 6-8 – table 4 represents the children who took part in the research. The other figures are the total number of children in those schools.

7. Key Beneficiary Data

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

'Benefitting teachers' are defined in this project as all class teachers in the Cohort 1 and Cohort 2 schools across Key Stages 1 and 2. All these teachers attended the subject knowledge training provided by the University of East London, and the within-school

pedagogical training provided by the reading champions. All these teachers completed the pre- and post-project questionnaire.

The project-wide quantitative data collected relates to Years 2 – 6.

Table 5 – Teachers benefitting from the programme

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

	No. teachers	NQTs	Early Career Teachers	Teaching 3 yrs +	% Primary (KS1 & 2)	% Primary (KS3 - 5)
School 1	25	1	13	11	100%	0
School 2	15	2	6	7	100%	0
School 3	17	1	4	12	100%	0
School 4	28	2	6	20	100%	0
School 5	24	1	9	14	100%	0
School 6					100%	
School 7	24	5	9	10	100%	0
School 8	13	1	2	10	100%	0
School 9	14	3	3	8	100%	0
School 10	21	4	3	14	100%	0
School 11					100%	0
Total	181	23	52	106		
Total as a percentage (%)		13%	29%	58%		

Please provide your definition or methodology for benefitting teachers.

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark (*maximum 250 words*)

As indicated in Table 5 data regarding Teacher sub-groups data was not received from two participating schools. There is no obvious benchmark against which this data can be considered, and schools were not asked to send teachers who specifically fitted into any of these categories. However, it is noticeable that 42% of the teachers in these schools are either NQTs or Early Career Teachers. This would suggest that there is substantial group likely to require developmental training needs. For those teachers who have been teaching more than 3 years it is likely that some would not have had any specific Guided Reading training since the National strategies. Thus the Reciprocal teaching approach is likely to be unfamiliar to this group too.

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

Please provide your definition for number of benefitting pupils and when this data was collected below (*maximum 100 words*)

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
School 1	696	0.1%	12%	14.8%	80.2%	4.9%
School 2	472	0%	14%	14%	62.3%	14.2%
School 3	470	0%	11.7%	16.7%	46.5%	16%
School 4	963	%	15.5%	0%	78.2%	10.2%
School 5	705	0.4%	13.6%	19%	83.2%	11.1%
School 6	<i>No data supplied</i>					
School 7	553	0%	33.6%	%	94.9%	12.6%
School 8	361	0.0032%	11.9%	12%	20.9%	10.5%
School 9	460	0.4%	17.6%	0%	56.6%	12.4%
School 10	682	0%	14.5%	0%	58.6%	12.3%
School 11	374	0.3%	19.3%	23.8%	59.6%	12.3%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
School 1	359	339	n/a	n/a	n/a
School 2	245	230	n/a	n/a	n/a
School 3	243	227	n/a	n/a	n/a
School 4	484	478	n/a	n/a	n/a
School 5	365	338	n/a	n/a	n/a
School 6	<i>No data supplied</i>	<i>No data supplied</i>	<i>No data supplied</i>	<i>No data supplied</i>	<i>No data supplied</i>
School 7	162	166	n/a	n/a	n/a
School 8	168	183	n/a	n/a	n/a
School 9	222	250	n/a	n/a	n/a
School 10	352	339	n/a	n/a	n/a
School 11	181	193	n/a	n/a	n/a

	% Indian	% Pakistani	% Bangladeshi	% Asian Other	% Caribbean	% African	% Black Other	% White & Black Caribbean
School 1	21.6	23.7	19.6	15.4	2	1.7	1.5	1.7
School 2	15.3	12.2	11.4	2.8	3.1	0.8	2.2	0.6
School 3	2.8	0.6	0	4	6.3	17.5	1.7	4
School 4	14.6	32.3	13.9	9.3	2.7	4.8	3.1	0.4
School 5	23.2	35.7	17.8	2.2	1.5	2.4	0	0.2
School 6	<i>No data supplied</i>							
School 7	15.4	39.1	14.9	2.9	1.1	7.8	0.7	0.4
School 8	3.8	5	0.4	0	0.4	5	0.8	1.1
School 9	13.4	5.1	0	1.1	12.5	10.3	9.7	3.1
School 10	21.9	16.7	14.3	3.5	3.7	4.4	0.2	2.8
School 11	10.6	10.6	11.4	0.4	3.4	8	1.5	1.9

	% White & Black African	% White & Asian	% Mixed Other	% Chinese	% Other	% White British	% White Irish	% White Other
School 1	0.7	2	2.9	0.7	0.7	1.5	0	4.3
School 2	2.2	3.3	2.5	1.7	28.5	12.8	0	0.6
School 3	2.8	2	3.1	0.6	31.5	20.5	0.6	2
School 4	0.7	1.4	0.8	0.4	12.3	2.7	0.1	0.5
School 5	0.2	1.9	1.1	0	10.8	1.7	0	1.3
School 6	<i>No data supplied</i>							
School 7	0.9	1.1	0.9	0	13	0.9	0	0.9
School 8	1.5	0	2.3	0	6.4	71.8	0	1.5
School 9	1.1	1.7	2.8	0	29.2	6.6	3.1	0.3
School 10	1.9	2	1.7	0	18.9	6.3	0.6	1.1
School 11	1.1	2.3	2.3	0	24.9	18.9	0.8	1.9

7.2.1 Please provide a written commentary on your pupil data e.g. a comparison between the targeted groups and school level data, borough average and London average (*maximum 500 words*)

All the schools in this project were from Redbridge LA. Redbridge is an ethnically and socio-economically diverse London Borough. The 2011 census states that the largest ethnic group is White (63.5%) of which 57.5% are White British. The next largest ethnic group is British Asian (25%). The project involved 11 of the 79 primary schools in Redbridge. This equates to 14%. Pupil sub-group data was received from 10 schools.

The schools involved in this project seem to be more reflective of the British Asian community in Redbridge. The Free School meals (FSM) data received suggests that the schools reflected a wide range in terms of socioeconomic status (FSM range = 11.7% – 33.6%)

There was no specific pupil sub-group targeted in this project. Rather the aim was to develop the reading comprehension skills of children regardless of gender, ethnicity or social class

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: February 2014

Table 9 – Teacher Outcomes: teachers benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Quality of Teaching	Observations	<i>Cohort 1 only Baseline observation – 108 teachers Exit observation – 78 teachers</i>	Scores based on Ofsted definitions 1 = outstanding, 2= Good, 3= Requires Improvement, 4 = Unsatisfactory	February 2014 See tables in Section 8.1.1	July 2015 See tables in Section 8.1.1
Increased teacher confidence	self-assessment audit	<i>Cohort 1 Baseline audit – 109 respondents Exit audit – 74 t respondents</i>	<i>Mean score based on 0-10 scale (0 =Not at all – 10 = Very)</i>	February 2014 See tables in Section 8.1.1	July 2015 See tables in Section 8.1.1
Increased teacher confidence	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.1.1
Subject and pedagogical knowledge	self-assessment audit	<i>Cohort 1 Baseline audit – 109 respondents Exit audit – 74 t respondents</i>	<i>Mean score based on 0-10 scale (0 =Not at all – 10 = Very)</i>	February 2014 See tables in Section 8.1.1	July 2015 See tables in Section 8.1.1
Subject and pedagogical knowledge	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.1.1

Table 10 – Comparison data outcomes for Teachers [if available] N/A

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Quality of Teaching	Observations	n/a	n/a	n/a	n/a
Increased teacher confidence	self-assessment audit	<u>Cohort 2</u> Baseline audit – 108 respondents Exit audit – 75 respondents	Mean score based on 0-10 scale (0 =Not at all – 10 = Very)	February 2014 See tables in Section 8.1.1	July 2015 See tables in Section 8.1.1
Increased teacher confidence	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.1.1
Subject and pedagogical knowledge	self-assessment audit	<u>Cohort 2</u> Baseline audit – 108 respondents Exit audit – 75 respondents	Mean score based on 0-10 scale (0 =Not at all – 10 = Very)	February 2014 See tables in Section 8.1.1	July 2015 See tables in Section 8.1.1
Subject and pedagogical knowledge	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.1.1

8.1.1 Please provide information (for both the intervention group and comparison group where you have one) on:

Improving the quality of teaching (Cohort 1)

To assess the impact on the quality of teaching, observations of teaching sessions were conducted by members of the schools' Senior Leadership time. The judgements for these observations were based on OFSTED criteria. These were conducted at the beginning of the project (baseline observations) and at the end (exit observations).

108 baseline observations were conducted across the 5 schools and 78 were conducted on exit. The number of teachers benefitting from the project in cohort 1 was 109. The baseline observations account for 99% of the teachers involved, and the exit observations account for 72% of the teachers involved. While the sample size for the exit observations was smaller it was still reasonable. The tables below labelled *Cohort 1: Baseline observation data* and *Cohort 1: Exit observation data*, show none of the teachers delivered failing lessons at any point. However, at the start of the project 26% of the lessons were judged to be at Grade 3 (Requiring Improvement). By the end of the project the exit observations show that this had dropped to 4%. For the Cohort 1 schools then, 96% of sessions were at Grade 1 or 2 (Outstanding or Good). Of these 27% were graded as outstanding at the exit observation compared to only 16% at the baseline observation.

Cohort 1: Baseline observation data

	Grade			
	1	2	3	4
Total (n=108)	17	63	28	0
Percentage (%)	16	58	26	0

Cohort 1: Exit observation data

	Grade			
	1	2	3	4
Total (n=78)	21	54	3	0
Percentage (%)	27	69	4	0

This would suggest that teaching has improved in the Cohort 1 schools. It would fair to assume that Guided Reading practices have been become embedded in the Cohort 1 schools and the quality of teaching is such that the overwhelming majority of lessons are likely to be Good or better, with a good proportion being Outstanding. Indeed evidence from the Reading Champions suggests that the pedagogy developed to support the teaching of reading comprehension is impacting upon other areas of teaching. Reading Champion 1 stated the following:

“Going through this process with the Guided reading has improved my teaching as a whole”. (See the case study in appendix 2).

While it cannot be claimed that there is a direct casual connection between the finding of better teaching and the introduction of Reciprocal Teaching – teaching is far too complex for this – it is possible that there is a correlation.

Developing subject knowledge

A self-assessment audit (in the form of a questionnaire) was used to assess the extent to which the teachers’ subject knowledge relating to reading comprehension had been developed. The questionnaire worked on a scale from 0 – 10, with 10 being the highest. The same questionnaire was completed at the beginning of the project (Baseline questionnaire) and then again at the conclusion (Exit questionnaire). It was completed by both Cohort 1 schools (The 5 GHPTA schools) and the Cohort 2 schools (The 6 schools who were recruited to the project). There were 109 respondents to the Baseline questionnaire data from Cohort 1. This represents 100% of the benefitting teachers in these schools. There were 74 respondents from Cohort 1 to the Exit questionnaire. This represents 68% of the Cohort 1 teachers. For the Cohort 2 schools there were 108 respondents to the Baseline questionnaire and 75 respondents to the Exit questionnaire. As two of the Cohort 2 schools did not provide data as to the number of participant teachers, it is not possible to state the proportion of the benefitting teachers who responded to either the Baseline or the Exit questionnaires. Mean scores were generated for each item on both the Baseline and Exit questionnaires by summing each individual response and dividing by the total. The self – assessment audit was supported by Exit interviews with 4 Reading champions: 3 from Cohort 1 and 1 from Cohort. The methodological limitations of these interviews are considered in Section 4.

The tables below labelled *Cohort 1: Development of subject knowledge* and *Cohort 2: Development of subject knowledge*, highlight the key items in the questionnaire which attempted to assess teachers’ subject knowledge. Teachers had become more familiar with the simple view of reading, which outlines the current conceptual framework for the teaching of reading (Cohort 1: Baseline – 4.25, Exit – 7.39; Cohort 2: Baseline – 4.19, Exit – 6.70). This suggests a better understanding of reading at a more holistic level. The teachers were also more aware of the component parts which are required for effective comprehension, such as the linguistic components, cognitive components and the crucial role of background knowledge (Cohort 1: Baseline – 5.01, Exit – 6.90; Cohort 2: Baseline – 5.01, Exit – 7.30). A crucial cognitive component of comprehension is inference making. Teachers in both

cohorts indicated that they were more able to differentiate between different types of inference which are required for effective comprehension (Cohort 1: Baseline – 3.06, Exit – 6.07; Cohort 2: Baseline – 3.54, Exit – 6.40).

Cohort 1: Development of subject knowledge

Questionnaire item	Baseline mean score (10=max)	Exit mean score (10=max)
How familiar are with the simple view of reading?	4.25	7.39
How familiar are you with the components of comprehension?	5.01	6.90
How confident do you feel differentiating between different inference types?	3.6	6.07

Cohort 2: Development of subject knowledge

Questionnaire item	Baseline mean score (10=max)	Exit mean score (10=max)
How familiar are with the simple view of reading?	4.19	6.70
How familiar are you with the components of comprehension?	5.01	7.30
How confident do you feel differentiating between different inference types?	3.54	6.40

The self-assessment questionnaire was created specifically for this project and as such it cannot be considered as a standardised test. However, it does provide some indication that teachers have become more secure in their subject knowledge in relation to comprehension as a result of the project.

Interviews with the reading Champions supported this. Teacher A in Cohort 1 stated the following:

“My subject knowledge vastly increased during the Reading Champion sessions. Initially my knowledge developed on the specific comprehension strategies and ways to teach a variety of them”.

Teacher went to on to focus on the specific component on inference making. Here she noted,

“My knowledge of the varying levels of inferential questions also increased as well as the theory behind Reciprocal Teaching”.

She also made the point that sharing this with colleagues was important, particularly the point that, “A child’s level of comprehension can be very different to their decoding level”.

Teacher N from Cohort 1 made similar comments but also stated the there is need to consider both “Theory and pedagogy together for it (Reciprocal Teaching practice) to be

effective.” Teacher B also commented on how understanding the cognitive and meta-cognitive processes involved in reading comprehension supported his practice.

In terms of understanding role of talk, for both Cohort 1 and 2 teachers, mean scores increased on all items from Baseline to Exit, and to a similar extent. Teachers were less secure, it appears, in terms of their knowledge of different types of teacher talk (Alexander, 2005). This had improved by the end of the project (Cohort 1: Baseline – 1.01, Exit – 3.70; Cohort 2: Baseline – 1.08, Exit – 3.20) but the mean score is still low in comparison to their understanding of comprehension generally.

However, interviews with the Reading Champions in both Cohort 1 and 2 schools would suggest that this knowledge is present. Teacher A in Cohort 1 stated the following:

“My knowledge of dialogic talk and the work of Robin Alexander enhanced my questioning”.

This is supported by Teacher N in Cohort 1 who referred to the need to be “encouraging dialogue between the children”. This awareness of the role of talk was also noted with the Cohort 2 Reading Champions. Teacher T discussed how this approach to guided reading provided “an opportunity to facilitate dialogic teaching”.

All this would suggest that amongst the Reading Champions there is an understanding of how teachers use talk in practice but that it may not have been a focus when rolling the project out. This would be an area to consider further in similar future projects.

Developing pedagogical knowledge

The self-assessment audit questionnaire and Reading Champions interviews were also used to assess the development of the teachers’ pedagogical knowledge in terms of how they were delivering the Reciprocal Teaching approach. Details regarding the number of questionnaire respondents and interviewees are outlined in the previous section. The tables below labelled *Cohort 1: Development of pedagogical knowledge* and *Cohort 2: Development of pedagogical knowledge* highlight the key items in the questionnaire which attempted to assess teachers’ pedagogical knowledge. Reciprocal Teaching was developed as way of explicitly teaching strategies that research has shown support comprehension. These are predicting, questioning, clarifying and summarising. It appears that both cohorts had become familiar with these strategies by the end of the project (Cohort 1: Baseline – 2.95, Exit – 6.50; Cohort 2: Baseline – 3.01, Exit – 6.60). The teachers had also become familiar with the key question types related to this version of reciprocal teaching which are designed to encourage deeper cognitive processing and the making of inferences (Cohort 1: Baseline – 5.57, Exit – 7.60; Cohort 2: Baseline – 5.69, Exit – 9.00).

Cohort 1: Development of pedagogical knowledge

Questionnaire item	Pre-project mean score (10=max)	Post-project mean score (10=max)
How familiar are you with the different types of Reciprocal Teaching strategies?	2.95	6.50
How familiar are you with the different question types?	5.57	7.6

Cohort 2: Development of pedagogical knowledge

Questionnaire item	Pre-project mean score (10=max)	Post-project mean score (10=max)
How familiar are you with the different types of Reciprocal Teaching strategies?	3.01	6.60
How familiar are you with the different question types?	5.69	9.00

For both Cohort 1 and 2 teachers, mean scores increased on these items from Baseline to Exit, and there is some indication that the Cohort 2 teachers appear to be particularly comfortable with using the different question types. These results suggest that both cohorts of teachers have become more secure in their pedagogical knowledge. This is further reflected in the fact that the teachers in both cohorts felt more able to plan their own sessions, rather than relying on planning being provided for them. (Cohort 1: Baseline – 3.20, Exit – 7.00; Cohort 2: Baseline – 3.29, Exit – 5.92).

Once again interview data with the reading Champions supports this development in pedagogical knowledge, although perhaps of some concern was the point raised that the project built on some very uncertain pedagogical foundations. Teacher A in Cohort 1 stated that the only training she had was on her Initial teacher Training (ITT) programme. Teacher N in Cohort 1 supported this comment but suggested that even this training was minimal. Teacher N entered the profession through the Graduate Teacher Programme (GTP) and stated that he had had “very little” training on guided reading. Much of what he picked up was from what he had heard from other teachers and a couple of demonstration lessons. Teacher B in Cohort 1 supported this also but went on to discuss the “focus on phonics” teaching but not comprehension. He stated that teachers he worked with “weren’t trained at all in guided reading’ and claimed that, “No one really knows what guided reading is, or should be”.

Following their work on the project teachers in both Cohorts appeared to feel their pedagogy had developed. Teacher A in Cohort 1 stated that her lessons are specifically “designed with a focus on comprehension and higher level thinking”. This statement suggests both that she knows what ‘comprehension and higher level thinking’ actually are, and also how to plan for them. Teacher T in Cohort 2 made a similar comment in that she felt the planning process had become simpler but more structured, and that the planning was shared with the children. Teacher T also stated that

“Follow-up activities have been more purposeful and more closely related to reading outcomes rather than writing outcomes”.

This suggests that it is not simply the teaching and learning interaction which has become more focused but also the focus of reading assessment.

Returning to the teaching and learning interaction, Teacher B in Cohort 1 had noticed that his questioning of children had improved and that he was more able to encourage group discussion. Of perhaps most interest is Teacher B’s observation that there had been a decrease in teacher talk, which in turn suggests that children are becoming more engaged in the sessions and more confident to talk.

Developing teacher confidence

The self-assessment audit questionnaire and teacher interviews once again provided evidence of teachers' confidence with both the theoretical and pedagogical aspects considered in the previous two findings. The tables below labelled *Cohort 1: Development of teacher confidence* and *Cohort 2: Development of teacher confidence* highlight the key items in the questionnaire which attempted to address this.

Cohort 1: Development of teacher confidence

Questionnaire item	Pre-project mean score (10=max)	Post-project mean score (10=max)
How confident are you in teaching all of the strategies?	4.24	6.30
How confident are you in organising the reading response activities (i.e. what are the rest of the class doing?!)?	5.50	7.05
How confident are you in understanding the purpose(s) of Guided Reading?	6.54	7.20
How confident do you feel teaching different inference types?	4.30	5.84

Cohort 2: Development of teacher confidence

Questionnaire item	Pre-project mean score (10=max)	Post-project mean score (10=max)
How confident are you in teaching all of the strategies?	4.29	6.90
How confident are you in organising the reading response activities (i.e. what are the rest of the class doing?!)?	5.56	7.02
How confident are you in understanding the purpose(s) of Guided Reading?	6.56	7.70
How confident do you feel teaching different inference types?	4.34	6.00

From a theoretical perspective, teachers felt more confident in their understanding of the aims and purposes of guided reading (Cohort 1: Baseline – 6.54, Exit – 7.20; Cohort 2: Baseline – 6.56, Exit – 7.70). By the end of the project teachers in both cohorts were more confident in explaining *why* they were teaching *what* they were teaching. As the project progressed it seems that teachers in both cohorts became more confident in using the Reciprocal Teaching strategies (Cohort 1: Baseline – 4.24, Exit – 6.30; Cohort 2: Baseline – 4.29, Exit – 6.90), and also in teaching the different types of inferences (Cohort 1: Baseline – 4.30, Exit – 5.84; Cohort 2: Baseline – 4.34, Exit – 6.00). Taken together the increased mean scores for these items from Baseline to Exit would suggest that the teachers in both cohorts are becoming more confident in applying theory to practice. Teachers in both cohorts were also becoming more confident in developing reading response activities related to the texts being used (Cohort 1: Baseline – 5.50, Exit – 7.05; Cohort 2: Baseline – 5.56, Exit – 7.02). This suggests that they are becoming more aware of possible assessment opportunities.

Teacher N in cohort 1 stated that he is now much more confident in his teaching of guided reading, and that he is “trying out things”, for example, pupil-led sessions and the use of film. Teacher B also stated that he felt much more confident, stating the following:

“Previously it (guided reading) was a nightmare. I wanted to go into teaching to read children good books but here was no one to give advice. Reciprocal Teaching helps this”.

These responses relate of course to the personal practice of these teachers, but there is some evidence to suggest that this increased confidence had an impact beyond the classrooms of the individual Reading Champions. One of the aims of the project was to improve and deepen practice within schools and to develop the practice in other schools, and the Reading Champions had a pivotal role in this. Teacher B noted that in his role as a Reading Champion, he had noticed an “increased enthusiasm for guided reading” amongst colleagues. Indeed Teacher A in Cohort 1 stated the following:

As a teacher I was always very passionate when teaching reading but after the Reading Champion sessions my confidence grew as I could measure and monitor the rapid impact that this training was having on my classroom practice. After my first year of training I was very confident in sharing practice with other teachers and often invited others to observe my lessons. This was always well received by others in my school and in other schools.

This statement gives some indication of how the Reading Champions have been able to develop their own practice but also to have the confidence to share it. These findings suggest that teachers have become more confident in their teaching.

8.2 Pupil Outcomes

Date pupil intervention started:

Table 11 – Pupil Outcomes for pupils benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

Measurement tools:

The following attainment data was collected by the teachers taking part in the research. These were either teacher assessment judgements, moderated with tools such as “APP” (Assessing Pupil Progress) or school-based resources, or for end of key stage classes, Standardised Assessment Test scores (SATs). Many of the schools were subject to local authority moderation visits to verify the accuracy of judgements and the reliability of data.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Improvement in reading attainment	Pupil assessment data	School progress data for children in both Cohort 1 and 2 schools	<u>Cohort 1:</u> Average Point Score (APS) data <u>Cohort 2:</u> Average Point Score (APS) data	February 2014 See tables in Section 8.2.1	July 2015 See tables in Section 8.2.1
Improvement in reading attainment	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.2.1
A better understanding of the skills required to understand text (Metacognition)	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.2.1
Greater enjoyment of reading	Teacher interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers and pupils	N/A	July 2015 Interview data presented in Section 8.2.1

Table 12 - Pupil Outcomes for pupil comparison groups [if available]

Target Outcome	Research method/ data collection	Sample characteristics	<i>Metric used</i>	1 st Return and date of collection	2 nd Return and date of collection
Improvement in reading attainment	Pupil assessment data	School progress data for Cohort 2 schools in the first 6 months of the project	Average Point Score (APS) data comparing Reading Champion classes (Study Group) against non-Reading Champion classes (Control group)	February 2014 See tables in Section 8.2.1	July 2014 See tables in Section 8.2.1

8.2.1 Please provide information (for both the intervention group and comparison group where you have one) on:

Improving reading attainment

To assess whether the project had an impact upon pupil attainment, Average Point Score (APS) data for reading was collected from schools at strategic points. APS is a generic school assessment which plots attainment for each individual pupil in a linear fashion across

Key Stages 1 and 2. There are 15 points across Key Stage 1 and 12 points across Key Stage 2. At Key Stage 2 therefore pupils are expected to progress at an average of 3 points per year (or 1 point per school term). APS was chosen as the measure of progress for this project because it is used and understood by all schools involved. Given the cohort sizes of benefitting pupils (Cohort 1 = 3306 pupils; Cohort 2 = 2430 pupils) it was felt that the both the financial and time costs of using standardised tests at strategic points would be prohibitive. Teacher interviews with Reading Champions were also conducted. As noted in Section 4.1 the methodological limitations of both these methods are noted.

The data were split into Cohort 1 and Cohort 2 groups. This was because the two cohorts had different starting points at the beginning for the programme; Cohort 1 were a year into using the process, and Cohort 2 were new to it.

1. Cohort 1 data: All pupils in Years 2 – 6

The LSEF project itself began in February 2014, but given that this mapped onto an already existing one, it was possible to provide baseline data from July 2013 for Cohort 1 schools. All pupils in Years 2 – 6 in the five Cohort 1 schools were tracked by their year group cohort. The data does not show the exact number of children this refers to once the children in Year 1 and below have been removed from the total. The table below labelled *Cohort 1: Progress in APS by year group cohort* shows this tracking. The column on the left shows the year groups each year group were part of during the course of the project, and it also states which year group they were part of in July 2013 – the baseline data collection point. So for example, the youngest year group cohort were in Year 1 in July 2103, and were part of the project in Year 2 and Year 3 (Y2/ Y3).

The columns labelled Feb-14, Jul-14, Feb -15, Jul-15, show the mean APS score for each year group cohort at these points, with the incremental gain in mean APS score from the previous assessment point shown in brackets. The final column shows the total progress made in mean APS across the two years for each year group cohort.

Cohort 1: Progress in APS by year group cohort

	Jul-13	Feb-14	Jul-14	Feb-15	Jul-15	Total progress in aps
Y2/ Y3 (Y1 – July 2013)	12.45	14.39 (+1.94 aps)	16.41 (+2.02 aps)	18.40 (+1.99 aps)	20.21 (+1.81 aps)	7.76
Y3/ Y4 (Y2 – July 2013)	17.71	18.79 (+1.08 aps)	20.55 (+1.76 aps)	22.31 (+1.76 aps)	24.22 (+1.91 aps)	6.51
Y4/ Y5 (Y3 – July 2013)	20.37	22.56 (+2.19 aps)	23.37 (+0.81 aps)	24.87 (+1.5 aps)	27.00 (+2.13 aps)	6.63
Y5/Y6 (Y4 – July 2013)	24.38	25.64 (+1.26 aps)	27.45 (+1.81 aps)	28.72 (+1.27 aps)	30.70 (+0.58 aps)	6.32
Y6/ Exit (Y5 – July 2013)	26.82	29.18 (+2.36 aps)	29.94 (+0.76 aps)	N/A	N/A	3.12

Given that pupils are expected to make 3 points progress in a school year at Key Stage 2, over the course of two years expected progress equates to 6 APS points. This is generally accepted as a bench mark when using APS data. Each of the year group cohorts who remained in the school for the duration of the project all made better than 6 APS points progress. Progress in reading attainment has been accelerated across the Cohort 1 schools. It can be suggested that the Reciprocal Teaching approach has contributed to the accelerated progress.

The greatest amount of progress was made by the Year 2/ Year 3 cohort who had a mean APS progress score of 7.76. This is interesting for two reasons. First, when these children were in Year 2 their mean APS score from July 2013 – July 2014 was + 3.96. This provides evidence to suggest that the explicit teaching of strategies which support comprehension can be beneficial for children in Year 2. Second, this progress was sustained in Year 3. Year 3 has been cited as a year group where progress in reading is likely to stall or dip (Woolley, 2007). For the young developing readers in the Cohort 1 schools this was not the case – indeed they made accelerated progress. Increase in attainment in Year 6 was sustained over the duration of the project, however greater progress was noted with the younger year groups. Although this was relatively disappointing, it still represents a successful improvement.

2. Cohort 1 data: Benefitting pupils with EAL in Years 2 – 6

The progress of children with English as an Additional Language (EAL) in Cohort 1 schools was also tracked by mean APS progression by year group cohort. Again, the data does not show the exact number of children this refers to once the children in Year 1 and below have been removed from the total. The table below labelled *Cohort 1: Progress in APS by year group cohort for EAL pupils* shows this tracking. The results were similar to the all pupil data. EAL pupils as a whole in all year group cohorts made better than expected progress in terms of APS mean scores. This was most notable in the Y2/Y3 cohort whose mean APS score improved by 7.90 points in two years. Cummins (1984) has long suggested that developing talk is centrally important to the development of EAL learners. Reciprocal Teaching has dialogue as one of its central pedagogical underpinnings. This might explain the accelerated progress for these younger EAL learners.

Cohort 1: Progress in APS by year group cohort for EAL pupils

	Jul-13	Feb-14	Jul-14	Feb-15	Jul-15	Total progress in aps
Y2/ Y3 (Y1 – July 2013)	12.34	14.02 (+1.68 aps)	16.07 (+2.05 aps)	18.15 (+2.08 aps)	20.24 (+2.09 aps)	7.90
Y3/ Y4 (Y2 – July 2013)	17.27	19.10 (+1.83 aps)	20.45 (+1.35 aps)	22.05 (+1.60 aps)	24.21 (+2.16 aps)	6.94
Y4/ Y5 (Y3 – July 2013)	20.75	22.44 (+1.69 aps)	23.61 (+1.17 aps)	24.98 (+1.37 aps)	27.11 (+2.13 aps)	6.36
Y5/Y6 (Y4 – July 2013)	23.80	25.45 (+1.26 aps)	27.33 (+1.81 aps)	28.44 (+1.27 aps)	29.02 (+0.58 aps)	5.22
Y6/ Exit (Y5 – July 2013)	26.86	28.95 (+2.36 aps)	30.05 (+0.76 aps)	N/A	N/A	3.19

3. Cohort 1 data: Benefitting pupils in Years 2 – 6 who receive Free School Meals (FSM)

As with EAL pupils, the progress of children receiving Free School Meals (FSM) in Cohort 1 schools was also tracked by mean APS progression by year group cohort. Once again, the data does not show the exact number of children this refers to once the children in Year 1 and below have been removed from the total. The table below labelled *Cohort 1: Progress in APS by year group cohort for FSM pupils in Years 2 – 6* shows this tracking.

Cohort 1: Progress in APS by year group cohort for FSM pupils in Years 2 – 6

	Jul-13	Feb-14	Jul-14	Feb-15	Jul-15	Total progress in aps
Y2/ Y3 (Y1 – July 2013)	12.26	13.19 (+0.93 aps)	14.70 (+1.51 aps)	17.31 (+2.61 aps)	19.25 (+1.94 aps)	6.99
Y3/ Y4 (Y2 – July 2013)	16.09	17.92 (+1.83 aps)	19.95 (+2.03 aps)	21.95 (+2.00 aps)	23.81 (+1.86 aps)	5.89
Y4/ Y5 (Y3 – July 2013)	18.74	20.68 (+1.94 aps)	22.04 (+1.36 aps)	23.88 (+1.84 aps)	26.03 (+2.15 aps)	7.29
Y5/Y6 (Y4 – July 2013)	22.36	23.14 (+0.78 aps)	25.34 (+2.20 aps)	26.15 (+0.81 aps)	29.41 (+3.26 aps)	7.05
Y6/ Exit (Y5 – July 2013)	25.86	24.69 (-1.17 aps)	28.44 (+2.58 aps)	N/A	N/A	2.58

While there was evidence of above expected progression in the Y2/Y3 (Total progress in mean APS = 6.99) and the Y4/Y5 (Total progress in mean APS = 7.29) cohorts, the Y3/Y4 cohort made slightly less than expected progress (Total progress in mean APS = 5.89), as did the Y6/Exit cohort (Total progress in mean APS = 2.58). The inconsistencies in these data are difficult to explain. The Year 6/ Exit mean APS score may be explained by possible differences in practices in Year 6. Evidence from the Reading Champions interviews suggests that embedding practice in Year 6 could be a challenge because of the focus on SATs preparation.

4. Cohort 1 data: Ever 6 Free School Meals (FSM) benefitting pupils

To investigate this issue further mean APS progress data for the 'Ever 6' FSM pupils was also analysed. 'Ever 6' FSM pupils are those who have received free school meals throughout their schooling. Once again, the data does not show the exact number of children this refers to once the children in Year 1 and below have been removed from the total. The table below labelled *Cohort 1: Progress in APS by year group cohort for Ever 6 FSM pupils in Years 2 – 6* shows this tracking.

Cohort 1: Progress in APS by year group cohort for Ever 6 FSM pupils in Years 2 – 6

	Jul-13	Feb-14	Jul-14	Feb-15	Jul-15	Total progress in aps
Y2/ Y3 (Y1 – July 2013)	12.05	13.13 (+1.08 aps)	14.72 (+1.59 aps)	17.42 (+2.70 aps)	19.29 (+1.87aps)	7.24
Y3/ Y4 (Y2 – July 2013)	16.72	17.87 (+1.15 aps)	19.91 (+2.04 aps)	21.96 (+2.05 aps)	23.80 (+1.84 aps)	7.08
Y4/ Y5 (Y3 – July 2013)	19.03	21.09 (+2.06 aps)	22.36 (+1.27 aps)	24.07 (+1.71 aps)	26.29 (+2.22 aps)	7.26
Y5/Y6 (Y4 – July 2013)	23.24	23.67 (+0.43 aps)	27.83 (+4.16 aps)	27.08 (-0.75 aps)	29.17 (+2.09 aps)	5.93
Y6/ Exit (Y5 – July 2013)	25.66	25.30 (-0.36 aps)	29.02 (+3.72 aps)	N/A	N/A	3.36

This group of pupils presents a slightly different picture in that their mean APS progress in that their mean APS progress across the two years is consistently above 7 points (Y2/Y3 – Total progress in mean APS = 7.24; Y4/Y5 – Total progress in mean APS = 7.08; Y4/Y5 – Total progress in mean APS = 7.26). However, both year group cohorts who went through Year 6 both made less than expected progress in terms of mean APS scores (albeit very slight for the Y5/Y6 cohort group). This slight dip would be worthy of some investigation.

5. Cohort 2 data

Cohort 2 also used mean APS score to measure progress in reading attainment. The Cohort 2 schools started the project in February 2014. These schools were asked to collect data comparing two groups directly: those classes whose teachers were involved with the research (Study Group), and those classes whose teachers were not involved (Control Group). The table below labelled *Cohort 2: Comparative progress in APS by year group cohort between control and study groups in years 2 – 6* shows this tracking. This data was to be collected for the first two terms of the project (Spring Term and Summer Term 2014) prior to it being 'rolled out' at the beginning of the next academic year.

Cohort 2: Comparative progress in APS by year group cohort between control and study groups

	Feb-14 Control	Feb-14 Study	Jul-14 Control	Jul-14 Study
Y2/ Y3	14.7	15.85	16.7	16.85
Y3/ Y4	18.87	19.36	20.37	20.3
Y4/ Y5	21.7	22.1	23.1	23.5
Y5/Y6	25.75	26.43	26.7	27.43
Y6/ Exit	29.35	29	29.525	29.47

The data shows that there was no obvious difference between the control groups and the study groups in any year group, which would suggest that the project had no impact in the Cohort 2 schools. However, this is misleading because it was discovered that all the Cohort 2 schools shared the pedagogy with colleagues very early on in the project. In effect, there

were no control groups. One year three teacher in C Primary School did manage to collect some comparative data over the first six month period of the project. *Cohort 2 Year 3 at C Primary School: Comparative progress in APS between control and study groups* shows this tracking. This shows a comparison between the children in the reading champion in Year 3's class in relation to the rest of the year group after 6 months (July 2014).

Cohort 2 Year 3 at C Primary School: Comparative progress in APS between control and study groups

	Whole year group	Reading champion's class	Difference in aps progression
All pupils	19.0	20.1	1.1
FSM	19.2	20.5	1.3
EAL	18.9	19.9	1.0
Boys	18.9	19.4	0.5
Girls	19.1	20.6	1.5
SEN and SA+	16.3	20.0	3.7
Ethnic group: Asian – Pakistani	19.9	20.8	0.9
Ethnic group: Asian – Bangladeshi	18.0	19.5	1.5

As can be seen in the table above the children in the reading champion's class appeared to be making greater progress than those children in the rest of the year group. Of particular interest is the progress made by the SEN/ SA+ group who were performing at a mean 3.7 aps better than their peers in other classes in the year group. This equates to over a year's difference in progress. Of course these data need to be treated with some caution as no baseline data was provided and there is no indication of the numbers of children involved in each of these categories.

However, this finding does map onto some of the interview data. Teacher A in Cohort 1 for example, noted the,

“Huge progress for all children especially those that are below target because the focus is on comprehension as opposed to decoding”.

Improving pupils' metacognition of the reading comprehension process

One of the pupil aims was to discover whether pupils had a better understanding of the skills required to understand text. This relates to the pupils' metacognition – the ability to think about their thinking in relation to text comprehension. This evidence was gathered from the interviews with the Cohort 1 and 2 Reading Champions.

Teacher B in Cohort 1 stated that pupils were developing a good understanding of strategies and were able to use them to good effect. Teacher A in Cohort 1 confirmed this but made a particular comment on how the questioning strategies allowed the children to access the texts at deeper layers through the process of inference making. Teacher A suggested that this resulted in, “Higher quality listening and discussion”, and that children were “more

engaged in the guided reading text”. Teacher T in Cohort 2 collected evidence from the children themselves and found this to be directly linked to the questioning strategy which involved developing three types of questions to uncover different layers of meaning. One of the children in her class stated,

“I think the 3 questions keep my mind thinking a lot about the book”.

Teacher N in Cohort 1 also felt this was to be the case and pointed to evidence from a Reading Champions meeting where pupils in his class demonstrated a pupil-led session for the Cohort 1 and 2 Reading Champion teachers. This session last 30 minutes without any intervention and was based on the ability of the children to generate questions at different layers of meaning.

Teacher T in Cohort 2 also felt that the pupils in her school were making progress in developing their metacognitive awareness. She pointed to the improvement in the quality of discussion and in their reading response follow up tasks. Teacher T stated the following:

“Discussions provide a platform for children to share their thoughts and relate issues in the texts to their own experiences and the wider world. Children are becoming more vocal during these discussions and are showing increased independence during follow-up tasks. Their responses to texts are becoming more personal; pupils are taking ownership of their reading response journals”.

The fact that children are becoming more independent in their follow up work and are actively engaging in the discussions suggests they understand the strategies and becoming increasingly aware of how to apply them. Teacher T went on to make the point that the children were “developing a greater maturity in their attitudes to the texts; they are embracing the freedom to respond to texts in their own unique ways”.

This would suggest that the pupils are ceasing to try and work out the answer, which is “in the teacher’s head” (Teacher B) and apply the strategies to come to their own conclusions. It might be argued that they are thinking more critically.

Encouraging the enjoyment of reading

Interviews with the Reading Champions were also used to see whether the project had an impact on children’s enjoyment of reading. Teacher T in Cohort 2 stated that children were engaging in texts with interest and were becoming more highly motivated. Teacher T asked the children their thoughts on reading and collected these together. Children in her class stated the following:

“I really enjoy talking about the questions and listening to people’s ideas.”

“Guided Reading is perfect. We can learn about new stories and it is fun. I didn’t like reading when I came to this school but now I love it.”

In the first quote the role of dialogue is linked explicitly to the questioning strategy which appears to facilitate enjoyable discussion for this child. The second quote provides evidence a significant shift in one child’s engagement with reading – from apathy to enjoyment.

Teacher A in Cohort 1 noted that increasingly children were asking to plan their own reading response activities to show their understanding. She explained their enthusiasm to do this showed that the children were “very proud of their work and the quality of work produced is extremely high”. She related this explicitly to “their love of the books they are reading”.

Teacher A also collected evidence from the pupils themselves and these were some of their responses:

“I love Guided Reading because I get to find out new information in books.”

“I enjoy creating books about the books that we are reading.”

“My favourite part of reading is when I can sit in the Reading Corner and choose a book and read it in a relaxing area.”

The first two of these quotes relate to the actual teaching and learning interaction in the guided reading session. What is interesting about the third quote is that we see how the practices developed in guided reading have impacted upon one child’s independent reading. Given that Cohort 1 have been developing their practice for longer this might suggest that in the longer term the reciprocal teaching approach has the potential to support independent enjoyment of reading.

This may be a result of what teacher N in Cohort 1 describes as the “raised self-esteem as readers” which he has noted over time.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	<i>Metric</i>	1 st Return and date of collection	2 nd Return and date of collection
A pool of ‘expert’ teachers in Guided Reading (‘Reading Champions’)	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section 8.3.1
A pool of ‘expert’ teachers in Guided Reading (‘Reading Champions’)	Evaluation feedback from reading Champions	Cohort 1 and 2 Reading Champions	Four-scale evaluation. Strongly Disagree to Strongly Agree	N/A	July 2015 See analysis in Section 8.3.1
A pool of ‘expert’ teachers in Guided Reading (‘Reading Champions’)	Evaluation Feedback from conference attendees	Teachers/ SLT from Cohort 1 and 2 schools and beyond	Four-scale evaluation. Strongly Disagree to Strongly Agree	N/A	July 2015 See analysis in Section 8.3.1
Replicable good practice from which to induct new teachers from other schools	Teachers interviews	Cohort 1 and 2 Reading Champions	Statements made by teachers	N/A	July 2015 Interview data presented in Section

					8.3.1
Replicable good practice from which to induct new teachers from other schools	Evaluation feedback from reading Champions	Cohort 1 and 2 Reading Champions	Four-scale evaluation. Strongly Disagree to Strongly Agree	N/A	July 2015 See analysis in Section 8.3.1
Replicable good practice from which to induct new teachers from other schools	Evaluation Feedback from conference attendees	Teachers/ SLT from Cohort 1 and 2 schools and beyond	Four-scale evaluation. Strongly Disagree to Strongly Agree	N/A	July 2015 See analysis in Section 8.3.1

8.3.1 Please provide information on (*minimum 500 words*):

Developing an expert pool teachers

The extent to which an expert pool of guided reading teachers had been developed was assessed through the Reading Champions course evaluation July 2015. The Reading Champions evaluation was completed by 12 teachers. It is worth noting that these were not all the same teachers who started the programme. Cohort 2 particularly had a large turnover of Reading Champions from Year 1 – year 2, and attendance at the Reading Champions' meetings similarly dipped in this cohort. The table below labelled *Reading Champions Exit evaluation* shows the results of this survey. This survey was supplemented with feedback from the GHPTA Reading Conference June 2015. This event took place at the end of the project and 'showcased' the learning of both teachers and pupils involved the project. Over 80 delegates attended this conference. The delegates were from Cohort 1 and 2 schools but were mostly from other schools – both primary and secondary. The conference featured keynote presentations from colleagues at the United Kingdom Literacy Association (UKLA) and 6 workshops presented by teachers in the Cohort 1 schools.

Reading Champions Exit evaluation

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	The skills were presented in a helpful sequence	0	0	6	6
2	The programme was appropriate for the stated level of the class	0	0	5	7
3	The programme was organised in a way that that helped me learn	0	0	5	7
4	The sessions usefully complemented each other	0	0	4	8
5	The programme provided guidance on how to become a competent professional	0	0	3	9
6	The programme developed my ability to read and think critically	0	0	3	9
7	The programme developed my abilities and skills for the next step in my career	0	0	5	7

8	The programme developed my ability to apply theory and practice	0	0	3	9
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As can be seen, no responses were given in the negative categories of *Strongly Disagree* or *Disagree*. The most pertinent statements to consider whether an expert pool of teachers had been (or was in the process of being) developed are statements 5 – 8. Here it can be seen that 9/12 teachers strongly agreed that they were – or at least on the way to being – ‘competent professionals’. The same number strongly agreed that they were able to apply theory and practice. This would suggest that the teachers have sense of themselves developing expertise in the Reciprocal teaching approach and their understanding of the comprehension process.

Strengths commented upon made as part of the conference feedback included the following about the workshop presentations:

“Covered an array of ideas that had not been seen before”

“Excellent presentations”

“The talent”

“It suited the needs of both experienced delegates and newcomers”

Taken together these statements suggest that the workshop presenters have the knowledge and understanding of the process to communicate their work to an unknown audience and that they are teaching in innovative ways.

Developing Replicable good practice from which to induct new teachers

To assess whether replicable practice had been developed to induct new teachers, interviews were conducted with 4 Reading Champions as noted above. These were supplemented with evidence from the Reading Champions Exit evaluation outlined above. It is apparent that replicable practice has developed but that this is tied into aspects of leadership. As stated above the project has expanded since the completion of the project. It is coordinated by three Cohort 1 teachers who are applying for SLE status. One of these is Teacher B who stated,

“I feel that I do know about something that I can share. I’ve been introducing it to colleagues. I had no idea that it would lead onto something like this though”.

Teacher B is willing, and has the confidence to, share practice. Interestingly he is beginning to see the potential for specialist career development. This maps onto a quote from one of the Reading Champions made in the Exit evaluation where the described the programme in the following terms:

“It is great for CPD and anyone looking at moving into an English coordinator role”

It was noted above that Teacher A was sharing practice in both her school and other schools. Once again this shows that replicable practice is being developed but this was once again linked to Teacher A perceiving herself as a leader. Teacher A stated the following:

“My confidence as a leader also grew during this period as I felt I had a network to share any concerns or worries that I had with my fellow Reading Champions. The group always provided sound advice and due to the initial increased confidence in my teaching of reading, this also had an

impact on my confidence as a leader. The impact that Reciprocal Reading had in the classroom provided a sound basis to increase my confidence as a leader”.

What is interesting here is that the Reading Champions’ network is seen providing a supportive environment which facilitates the development of leadership. Teacher N made a similar comment:

“The (Reading Champions) network bonds people together. I’m more confident in my practice so it is easier to talk to people about their experience. You can understand peoples’ journey”.

Again, there is evidence of replicable practice taking place. This seems to have been facilitated by the supportive environment of the network which encourages leadership – but clearly not of a ‘top-down’ nature. As an interesting aside to this 33% of the Reading Champions’ network members were successfully promoted at the end of the programme.

8.4 Impact Timelines

Teacher outcomes

Cohort 2 Reading champions to develop subject knowledge (July 2015)
Questionnaire and interview data suggests that this was met.

Cohort 2 Reading champions to develop pedagogical knowledge (July 2015)
Questionnaire and interview data suggests that this was met.

Cohort 2 Reading champions to ‘Roll out’ project in schools (September 2014)
This varied between schools. Most started early.

Pupil outcomes

Improved reading progress for Cohort 1 pupils (July 2014, February, 2015, July 2015)
Progress data suggests accelerated progress across year groups.

Improved reading progress for Cohort 2 pupils (July 2014)
Difficult to state from data provided. Cohort 2 did not maintain their control groups. However, data provided suggests accelerated progress.

Improved reading progress for Cohort 2 pupils (February, 2015, July 2015)
Progress data suggests accelerated progress across year groups.

Wider system outcomes

Cohort 1 Reading Champions to become ‘expert practitioners’ (July 2015)
Questionnaire and interview data suggests that this was met.

Cohort 1 Reading Champions to develop replicable practice for new teachers (September 2015)
Outcome met (A new cohort of schools started). It is hoped to develop this further and bring other schools into the Reading Champions’ network.

9. Reflection on overall project impact (maximum 1,500 words)

In this section we would like you to reflect on:

- The overall impact of your project

The project has had a positive impact on the whole. Teachers have improved their subject knowledge in relation to understanding the reading comprehension process, and they have developed an understanding of the pedagogy associated with Reciprocal Teaching. Teachers are more confident in their teaching of guided reading. In relation to the pupils, the project has had a positive impact on attainment. Children made above expected progress on average across the two cohorts of schools. It is suggested that this positive impact can be maintained across years, and that Reciprocal Teaching does not simply provide a short-term 'fix'. Children also appear to have a greater enjoyment of reading according to their teachers. The data provided by the schools did not allow a closer analysis of how the project impacted upon specific groups and this would be worthy of further investigation. However, it must be remembered that the project aimed to improve attainment for all pupil groups. At a systems level the designated Reading Champions have developed an expertise in the teaching of reading and are able to replicate this practice for colleagues in their own and other schools.

On the whole the theory of change proved accurate. The focus on continuous CPD supported the teachers' acquisition of subject and pedagogical knowledge. This in turn is likely to have impacted upon the children's improved progress. The theory of change also emphasised the need for children to engage with quality texts. A substantial part of the funding was given to purchasing books. This is also likely to have helped facilitate the improvement in pupil attainment, and also children's enjoyment of reading. To ensure consistency of practice, lessons were modelled by Reading Champions to colleagues in their schools, peer observation was encouraged, and monitoring of guided reading lessons took place. These system-level practices are also likely to have facilitated the improved teaching and learning. Thus, the theory of change was effective in ensuring the three separable strands of teacher, pupil and system aims worked interactively.

Where the theory of change was less accurate related to the second year of the project with the Cohort 2 group of schools. In Year 1 of the project attendance at the Reading Champions' Network meetings was excellent across both Cohorts. In Year 2 attendance at the meetings tailed off with some of the Cohort 2 schools. This would suggest that while gains in subject and pedagogical knowledge had been made, an opportunity to enhance these further has been lost. For those schools that continued to attend there was a substantial turnover in Reading Champions. This was outlined as a possible threat to the project prior to its commencement. This created a difficult scenario as many of the new Reading Champions had gaps in subject and pedagogical knowledge. As a consequence 'roll out' in some of the schools was more problematic than others - inevitably. As such it is difficult to know what practice was being shared in some of the schools and how it was being developed and monitored.

Despite this, there is evidence to suggest that the project supports the hypothesis, and has contributed to, the overall aims of LSEF. Teaching excellence has been cultivated as evidenced by the fact that by three of the Cohort 1 teachers are all applying for Specialist Leader in Education (SLE) status. More widely this group of teachers – particularly those in Cohort 1 - have exceptional subject knowledge. This has been supported further by study at MA level on reading comprehension. LSEF also aims to 'refocus' attention on knowledge-led teaching. Certainly these teachers are capable of sharing with children the knowledge of how to comprehend text. For the teaching of reading this is crucial. However, there is evidence to suggest that in this case 'refocus' is not an appropriate word; judging by the lack of training – as expressed by the teachers in the project themselves – on the teaching of comprehension, it has never been a focus in the first place.

Another LSEF aim is to 'support self-sustaining school-to-school and peer-led activity'. There is evidence now that the project is indeed becoming self-sustaining. The Reading

Champions' Network is continuing despite the project finishing. It has also recruited a third cohort of schools thus providing school-to-school support. The Reading Champions' Network as stated earlier is now coordinated by three teachers in Cohort 1. One of the key benefits of the project for the teachers, highlighted in the evidence, was the opportunity to work with peers – including the opportunity to observe practice. With teachers now fully coordinating the network peer-led activity is now embedded. The creation of resources is also a part of this LSEF aim. Resource creation was an initial intended outcome for the Reading Champions and was to take the form of exemplar 'off-the-shelf' planning. On reflection the Reading Champions decided against this. Their fear was that teaching comprehension would be treated like a scheme. This might work for the decoding aspect of reading but not for comprehension. The componential nature of comprehension does not lend itself to it. As a compromise the Reading Champions have decided to develop case studies using video evidence.

Another stated aim is to 'create cultural change and raise expectations' in London schools. This is most definitely possible in relation the teaching of reading. There are sister projects developing in three other London Boroughs, and the GHPTA has already made contact with one of these.

The project addressed a number of the LSEF meta-evaluation themes. One of these themes is to 'focus on stretch in primary schools'. There is evidence of accelerated pupil progress generally which suggests that this being addressed. Further data would be needed to assess the extent to which the project impacted upon specific groups, such as 'lower' attainers and 'higher' attainers.

Another theme that was addressed was in 'developing hub models of delivery'. What was interesting in this project is the way in which the idea of a 'hub' was conceptualised at different times in the project. In the first year of the project for Cohort 2 schools (all new to the process of Reciprocal Teaching) all network meetings were held at one school. This was a Cohort 2 school which had the capacity to host.

In contrast the Cohort 1 schools (all with experience of Reciprocal Teaching) held their Reading Champions' Network meetings at four different schools. This allowed the Cohort 1 schools to see how practice was developing in each other's schools. When the two cohorts joined together in Year 2 of the project this practice continued, with network meetings taking place at five different schools. This contributed to the sharing of knowledge and practice between the cohorts. In this instance then, it can be said that the 'hub' does not necessarily need to be located in one physical place when expertise is being developed across schools; rather it is a geographically localised 'hub' of teacher experts working between schools.

Another LSEF theme was for schools to work closely with outside bodies, such as Higher Education institutions and professional organisations. This was something that was developed successfully in this project. The Reading Champions' Network meetings were led across the two years by a specialist in reading from the University of East London. This continuous and long-term support appears to have been effective. As noted teachers felt that both their subject and pedagogical knowledge had improved during the course of the project. To emphasise this, the Reading Champions' network has, as previously stated, continued since the project finished with a number of new schools involved. As also previously stated, the network is now being led by three of the Cohort 1 teachers who are all applying for Specialist Leader in Education (SLE) status. The knowledge transfer from academics to teachers seems to have been successful.

In addition to this, strong links have been developed with the United Kingdom Literacy Association (UKLA). The President of UKLA and some Regional Representatives have given

keynote talks at the end of year conferences. As evidenced by the conference feedback, these have further developed subject knowledge particularly in relation to the role of dialogue and the use of picture books. The relationship has been reciprocal in that 6 of the Reading Champions have led workshops outlining their work at UKLA conferences and meetings. This has been beneficial for the Reading Champions' professional development

10. Value for Money

A value for money assessment considers whether the project has brought about benefits at a reasonable cost. Section 5 brings together the information on cost of delivery which will be used in this section.

10.1 Apportionment of the costs across the activity

Please provide an estimate of the percentage of project activity and budget that was allocated to each of the broad activity areas below. Please include the time and costs associated with planning and evaluating those activity areas in your estimates.

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	22.24%	£24,797
Teacher CPD (face to face/online etc)	27.80%	£31,000
Events/Networks for Teachers	33.87%	£37,768
Teacher 1:1 support		
Events/Networks for Pupils		
Recruitment to project and new network formation at end of research	5.40%	£6,026
Project evaluation	6.20%	£6,909
Administration of project and networks	4.48%	£5,000
TOTAL	100%	£111,500

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

The budget was well balanced at the beginning. Some minor adjustments were needed in order to encourage a greater participation from schools. More was needed for resources; this expenditure was initially underestimated, including storage solutions. Our original estimate of the costs of evaluation were too high; those funds were diverted to activity associated with recruiting the new network and ensuring the legacy for the research.

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.

The project offered very good value for money. All of the objectives were met and it has been possible to build on prior learning and create new. The team have successfully followed up the research with the creation of new financially independent model, that has recruited even more new schools.

10.3 Value for money calculations

Note: This section is only required for projects with control or comparison groups

In order to demonstrate the cost effectiveness of the project we would like those projects who had control or comparison groups to provide some value for money calculations. Further guidance will be issued to support projects with this.

11. Reflection on project delivery

This section is designed to allow for a discussion of wider issues relating to the project. (maximum 1,500 words)

Please include reflection on the following:

11.1 Key Enablers and Barriers to Achievement

The main factor which supported the success of the project is the support of the Senior Leadership Teams. In the Cohort one schools the culture of the Reading Champions has been developed and nurtured during the course of the last three years. Reading champions have been released once per half term to attend meetings and further support has been given in allowing teachers to observe each other's practice. One of the Cohort 2 schools had a member of their leadership team as a reading champion. The impact of this was that roll-out took place quickly and effectively and there was clearly visible on the attainment of the children. This is shown in Section 8.2.1., where the data for one Year 3 class in a Cohort 2 school is presented. Conversely, it might be argued that a lack of engagement at a Senior Leadership level was prevalent at the points of the project where the impact was less consistent. For example, it was noted earlier that in the second year of the project, attendance at the Reading Champions' Network session was variable.

Another issue was teacher churn. The composition of the reading champions group changed from Year 1 to Year 2. This occurred in both cohorts 1 and 2. However, because practices were more embedded in Cohort 1 (at the beginning of the second year of the project Cohort 1 schools were embarking on their third year using the process) the change of Reading Champion personnel had minimal impact. This was not the case for Cohort 2 schools. In this cohort some schools sent teachers in the very early stages of their careers as replacements, who would not necessarily have the confidence to 'roll out' the process with more experienced colleagues. Also, some teachers were sent who had no experience of the project in Year 1. This led to a 'two-speed' cohort 2 group. The continuity in the cohort 1 group mitigated the effects of this to some extent. Cohort 1 Reading Champions actively shared practice with colleagues in Cohort 2 and were willing to offer guidance. However, the churn noted in Cohort 2 is likely to have impacted upon the development of the project in these schools to some extent.

Teacher subject knowledge in terms of comprehension needs to be considered on two levels: theoretical and pedagogical. The two are not mutually exclusive either. The training provided by the University of East London appears to have supported the Reading Champions in understanding what they are doing when they teach comprehension. Indeed, they are conscious of the making the distinction between teaching comprehension and teaching *for* comprehension. They are aware that comprehension in itself is an outcome and that it is the strategies outlined in the Reciprocal Teaching approach which provides the teaching opportunities. Many of the teachers in the Cohort 1 schools also completed important MA modules which have supported their teaching – most notable the ‘Understanding Reading Comprehension’ module and the ‘Pedagogy’ module.

As many of the reading champions have pointed out they had very little input on reading comprehension during teacher training or while they have been in post. The focus is has very much been on phonics. This Reading Champions also stated that the training on developing subject was crucial in helping to develop their pedagogy and to share it others.

11.2 Management and Delivery Processes

- *How effective were the management and delivery processes used?*
- *Were there any innovative delivery mechanisms and what was the effect of those?*
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*

Feedback on the training covered in the Reading Champions was very positive. Teachers commented that the sessions really supported their subject knowledge and the demonstration lesson framed this theory into practice. The half termly meeting ensured that this pedagogical and theoretical knowledge could be deepened. Peer observation became an important focus in the second year of the project, and there was a close focus on how texts of different types could be used.

The churn in teachers from Year 1 to Year 2 did cause some difficulty as noted above, and did lead to a change in how the project was delivered and managed. As a response to this change in membership, the two cohorts of Reading champions were brought together into one group. To some extent the ground covered in year 1 was recovered in year 2 with the support of Cohort 1. This meant that the Cohort 1 group did not receive the programme that had been planned but rather spent a significant amount of time supporting colleagues in cohort 2. This limited the professional development opportunities for the Cohort 1 group to some extent.

However, during year 2 of the project, key Reading Champions were located who had the potential to take a leadership role. Thorough discussion with Senior Leaders in the GHPTA and reading specialist colleagues from UEL these Reading Champions planned and implemented the last two Reading Champions sessions. This is innovative as it shows the network reaching a point where it was beginning to run by teachers, for teachers.

11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*
- *What factors or elements are essential for the sustainability of your project?*
- *How have you/will you share your project knowledge and resources?*

As stated previously, a third cohort of schools has joined the Reading Champions’ Network. These schools are in a different position both theoretically and pedagogically to the Cohort 1 schools. In response to this three distinct subgroups of Reading Champions have been organised so as to cater for their specific and shared needs. The fact that a third cohort has joined the network suggests that there is the interest in schools to develop the project

further, and the tailoring of the network to meet the needs of individual schools suggests that it is sustainable going forward.

Developing this third cohort of reading champions highlights the need for the support of Senior Leadership Teams in schools. The third cohort comes at a cost to the schools, this is not exorbitant but obviously schools will not be willing to invest in this unless they see the value of it. It is disappointing that a couple of the cohort 2 schools have not joined the reading champions for the next year. On one level this might be viewed positively – clearly colleagues in these schools feel confident to, and competent at, inducting new staff into the process. However, as cohort 1 teachers have stated, it takes a couple of years for practice to become embedded. They now feel that they are at the point to move practice on again. They are intending to focus on a number of areas such as developing practice in Key Stage 1; developing specific Peer Assisted Learning programmes based on Reciprocal Teaching; and using a wider range of texts. It is surprising that some schools are not taking a similar long term view of this.

Subject knowledge and resources will initially be shared through the reading champions so this should sustain, embed and develop the project in the 1 -3 Cohort schools. As noted earlier, similar projects are also running in three other London boroughs and the aim is to connect teachers together to develop and share practice further. There is the opportunity to develop a highly skilled, and highly knowledgeable core of professionals able to support teachers, (hopefully) throughout London.

Finally, as previously stated, a number of the reading champions are applying for the role of Specialist Leader of Education (*SLE*) on the basis of the work they have completed on developing reading. It is hoped and expected that this will further help to disseminate the process to other schools.

12. Final Report Conclusion

A number of key findings emerged from this project. There is strong evidence to suggest that it had a significant impact on the teachers involved, in both Cohorts 1 and 2. Subject knowledge had improved and this developed in relation to a clear pedagogical understanding of the Reciprocal Teaching process. Teachers were more confident about what to teach, and how to teach it.

This took place in the context of a Reading Champions' Network. This network involved two teachers in each of the participating schools attending a network meeting once every half term. Another key finding from this project is that this network was effective in providing opportunities for direct school-to-school support and for peer-led activity. Evidence from the project suggests that this was important in ensuring that practice became embedded, and that school 'roll out' was likely to be more effective.

The Reading Champions' Network has also proven to be sustainable. The network continues to run following the project with a third cohort of schools now involved. These schools have chosen to opt in, and clearly see the value of the (reasonable) expense involved. The possibility of it being sustained further is enhanced by the fact that the project is now being coordinated by teachers from the more experienced Cohort 1 schools, whose aim is to tailor the network to the needs of individual schools.

A further finding related to the network is the opportunities it has provided for career progression. All three of the network coordinators are applying for Specialist Leader in Education (*SLE*) status. Alongside this 33% of all the Reading Champions involved in the project have been promoted to more senior roles in their schools. The Reading Champions'

Network has provided an opportunity for teachers to coordinate and deliver a curriculum development at a whole school level.

This links to a further finding which noted the role of Senior Leader in the development and delivery of the project. Schools where Senior Leadership Teams supported the introduction of the practice, were able to facilitate a more effective 'roll out' across their schools.

The project has also had an impact on the pupils. There is evidence to suggest that pupils across the project have made better than expected progress over the two years of the project. Pertinently, this progress was maintained over the two years of the project. This suggests that the Reciprocal Teaching process, as developed and delivered in this project, does not simply provide a short-term 'fix'; rather it facilitates sustained progress.

Progress was measured using Average Point Score (APS). This was commonly used system in schools at the time of the project however it is non-standardised. Teachers felt very strongly that the project impacted upon pupil attainment however further evidence would be useful to support this. It would also be useful to have further evidence to see if any particular groups benefited from the project.

Key lessons learnt for assessment of project delivery

The regular meetings of the Reading Champions' Network allowed for a range of activities to be undertaken. Time was spent amongst other things, developing subject knowledge, observing practice, analysing dialogic interactions, investigating texts, discussing effective approaches to whole school 'roll out', and exploring assessment approaches. The network facilitated dialogue between teachers and opportunities for reflection.

The support of the reading specialist from the higher education institution was viewed positively. It allowed the link between theory and practice to be maintained over the course of the project. It also supported key teachers to feel confident in leading the project going into the future.

The end of year conferences provided valuable in allowing teachers to demonstrate the learning that had taken place of the course of the school year. It also provided a celebration of both teachers' and children's work. Having keynote speakers from UKLA created a further professional link beyond the Cohort schools and allowed the opportunity to reflect upon further aspects of the reading comprehension process.

Aspects of the project which proved more problematic were really located in the second year. These related largely to the whole school 'roll out' of the pedagogical process. This 'roll out' took place at different rates and with different results in the Cohort 2 schools. Some began the 'roll out' which in turn appeared to have a minor effect on attendance at Reading Champion network meetings in year 2. One might regard this drop in attendance as a missed opportunity to further embed practice – rather than assuming that it is embedded. As such it is important that Senior Leaders ensure that their school is committed for the length of the project.

Other schools found it difficult to 'roll out' the project because of the churn in teachers. Some replacement Reading Champions did not feel confident leading on this largely because the pedagogical process was not embedded in their own practice. It was hoped that by each school assigning two designated Reading Champions it would mitigate against this possible churn. While this did to an extent, it is important for Senior Leaders to ensure that experienced teachers are asked to step in if this situation does occur.

At a planning level, one further consideration would have been to ensure monitoring of the project during course of the 'roll out'. This was not considered a threat to the project delivery when it was being designed as it was assumed that Reading Champions would be doing this monitoring. However, it became apparent that some external peer support would have been beneficial. This would have ensured that schools were on track with project; and where this was not the case extra support could have been provided. Budgeting for this would have supported the 'roll out' in schools generally.

Informing future delivery

Although the Reading Champions' Network has continued beyond the project, and indeed, grown, it is a debatable as to how many more schools could join and maintain the integrity of the group. The dialogue between reading champions is important and if the network were to become too large this would be difficult. It would also place quite a burden on the teachers coordinating the network. Therefore this is a project for that requires replication rather than major scaling up. The way forward would be to create a number of localised networks. This would require current Reading Champions aiming to up-skill future Reading Champions. Any future delivery should have this as an aim.

Monitoring the progress of individual schools would support this.

There is also a need to ensure that the Senior Leadership of all schools involved are supportive of the project. To ensure this in any future delivery of the project it might be useful to ensure presentations of progress at strategic points by the Reading Champions.

Summation

There is an extensive research literature which testifies to the efficacy of the Reciprocal Teaching approach and it has been used successfully in a variety of contexts. Despite this, it has never been the preferred pedagogical approach for the teaching of reading comprehension in a guided group context. One possible reason for this is that it has not been introduced in a systematic manner and from an informed position. In previous instances it has been introduced as a pedagogical process but without the theoretical underpinning, and without a consideration of how a caucus of expert practitioners might support its wider implementation.

This LSEF project provides some evidence to suggest that when these aspects are taken into account effective guided reading practices can become embedded. By linking the teacher, pupil and system outcomes in a joined up programme it is possible to see the positive impact upon the teaching and learning of reading comprehension.

Appendix 1

Theory of Change

[..\Theory of change\Theory of Change \(Nov 14\).pdf](#)

Evaluation framework

[..\Evaluation framework 2013 \(update Oct 14\).docx](#)