The 'Write Across' Project

Evaluation Report

September 2019

1. Introduction

In 2018 The Aspire Educational Trust (AET) successfully secured support during Round 2 of the Strategic School Improvement Fund (SSIF) to adopt the 'Write Across' pedagogical approach. This end-of-project report provides an independent evaluation of the programme by researchers from Durham University, following its delivery and implementation in schools by AET during between 2018-2019.

The SSIF was a government fund introduced to support school improvement activities in schools across England. Teaching Schools, multi-academy trusts (MATs) and local authorities (LAs) were eligible to apply for the funding. The additional resources were aimed at raising school performance and improving pupil outcomes. SSIF was introduced in 2016 with the first round of funding opening in Spring 2017. Three rounds of funding awards were presented before the SSIF scheme ended in Summer 2018. A total of £56 million was awarded across 171 projects (DfE, 2019).

The AET were awarded £596,125 to introduce and implement Write Across in 29 primary and secondary schools across the Cheshire and South Manchester areas. The original title for the project was: *Reducing the attainment gap in writing across the KS2/KS3 transition by developing metacognitive skills in children and developing teacher subject and pedagogical knowledge.* This became known as 'Write Across' in order to convey a clearer, more succinct overview of the programme, which focused on improving writing at the primary-secondary transition. Further details of the programme and its elements are provided below.

The project ran from February 2018 to July 2019. The early months of the programme included a range of set-up and staff training activities, and the opportunity for teaching staff to practise or pilot using the approaches with their classes. The full Write Across programme were designed to be delivered to target year groups in participating schools between September 2018-July 2019.

A total of 29 schools were included within the original bid for Write Across. These included 24 primary schools and 5 secondary schools. During the course of the programme, four schools (three primaries and one secondary) withdrew from the project and a further six joined (five primaries and one secondary). By the end therefore, there were 31 schools (26 primary and 5 secondary). Schools were invited to participate based upon their location (within the Cheshire and South Manchester areas) and having an interest in improving writing outcomes for pupils. Writing attainment at Key Stage 2 level in Cheshire had been identified as below the national standards. There were also concerns that this underperformance would limit children's chances of success at secondary school. As such the Upper Key Stage 2 (Years 5 and 6 at primary) and Lower Key Stage 3 (Years 7 and 8) phases were targeted for involvement in Write Across.

The Write Across project aimed to provide high-quality and ongoing professional development opportunities to teaching staff, focusing on pedagogical approaches and subject knowledge relating to writing composition and grammar. The National Literacy Trust's (NLT) *IPEELL: Improving Writing Quality* programme and University College London's (UCL) *Englicious* training and resources formed central elements of Write Across. In addition, the programme sought to develop and strengthen learning networks for teaching staff from the participating schools.

This report presents a process evaluation of the Write Across programme. In line with the agreement with the AET regarding evaluation content, and with the DfE requirements for SSIF evaluation, the report focuses on the following key areas:

- Design and development of the project
- Implementation of Write Across in schools
- Experiences and perceptions of participating schools, staff and children
- The potential for continuation or expansion of the project

The evaluation does not, and was not intended to:

- Assess project impact in relation to pupil progression and attainment data
- Assess the financial/cost implications of developing or implementing the intervention

In Section 2 of the report, we provide an outline of the background to the Write Across programme. This includes a summary of the key elements of the intervention and a brief review of the research literature relating to each of these elements. Following this (Section 3), we provide an overview of the participating schools and their characteristics. We also detail the staffing arrangements for the development and implementation of Write Across. In Section 4, details are given of the approaches and methods used by the evaluation team to collect and examine relevant information and data. Section 5 presents the findings from the implementation and process evaluation. This is followed with a section on the challenges and barriers that emerged. Finally, the report ends with a discussion of the findings, recommendations for future implementation, and overall conclusions.

2. Background and the Write Across intervention

This section provides some context relating to the underpinning approaches of the Write Across intervention. Write Across encompasses a number of different aims and foci, including: improving writing outcomes; embedding metacognitive approaches; professional development relating to subject and pedagogical knowledge; and, creation of professional learning communities. Below, we describe each of these in relation to the Write Across project and briefly review the most recent, related research literature.

2.1 Improving writing outcomes using self-regulation strategy development (SRSD) approaches

A key element of the Write Across programme is the inclusion of the IPEELL (an acronym for *Introduction, Points, Examples/Elaboration, End, Links* and *Language*) strategy, an approach developed by the Calderdale Excellence Partnership and now owned by the National Literacy Trust. IPEELL is an example of an SRSD approach to writing. This approach was originally developed in North America during the 1990s and provides a clear process for pupils to plan, develop, evaluate and improve their writing. SRSD involves a six-step process, using explicit instruction to teach students' concrete strategies to improve their writing (WWC, 2017). The six steps include:

1. Develop background knowledge
2. Discuss current status and strategies for improvement
3. Model strategy
4. Memorise strategy
5. Support the strategy

6. Independent practice

A number of studies from the US have suggested that SRSD approaches hold promise for improving pupils' attainment in writing, and sometimes particularly for children with learning difficulties (De La Paz, 1999; Graham et al., 2005; Saddler, 2006; WWC, 2017). In light of this, the Education Endowment Foundation funded evaluations of two trials of SRSD strategies in 2012 and 2015. The first of these, a smaller trial involving 261 Year 6 and Year 7 pupils across 26 schools in West Yorkshire, used the IPEELL programme to enable to pupils to complete writing projects based on memorable experiences at the primary-secondary transition phase. The programme found a strong positive impact on lower-attainment pupils' writing, including for both those who were eligible for Free School Meals (FSM) and those were not (Torgerson et al., 2014). This led to the development of a larger, effectiveness trial involving more pupils (n = 5,444) and more schools (n = 84), and using a two-year SRSD/IPEELL intervention. This study showed less impact than the first (reported as +2 months progress by the EEF compared to +9 months on the earlier project). However, there were important differences noted between the two approaches; notably the teacher trainers in the second trial were inexperienced and had never seen IPEELL being effectively used in the classroom prior to the trial starting.

The IPEELL approach used in Write Across was selected following the first EEF evaluation and before the results of the second were known. All of the initial IPEELL training was delivered by Ken Inwood, one of the original leads from the Calderdale Excellence Partnership, and then cascaded to teachers in schools. The approach includes the six SRSD steps as well as the use of memorable experiences to stimulate and support writing (see NLT, 2019 for further details of the approaches).

As noted above, an important component of the IPEELL strategy is the development of pupils' self-regulation skills. The three essential elements of self-regulation – cognition, metacognition and motivation – feature significantly within the IPEELL approach. Strategies relating to self-regulation generally, and more specifically in relation to children's writing skills have been shown to have promise for improving academic outcomes (EEF, 2018).

2.2 Improving teachers' subject knowledge in grammar

For decades, academics and policymakers have debated the extent to which grammar should be taught explicitly in order to support young people's progress in writing (Wyse and Torgerson, 2017). Teachers' lack of subject knowledge in relation to grammar, however, has been highlighted as a barrier to high-quality teaching in this area (Myhill et al., 2013). With existing government policy foregrounding the importance of grammar within the primary curriculum, and it being explicitly tested in external Key Stage 2 tests (DfE, 2013), it is unsurprising that those focused on school improvement view this as a sensible area to focus on (Safford, 2016). As such, a range of organizations have established themselves offering training and resources to support schools with grammar teaching (Centre for Research in Writing, no date; Englicious, 2019; NLT, 2017).

Despite these developments, there is still very little robust evidence to suggest that explicit grammar teaching has an impact on pupils' attainment in writing (Wyse and Torgerson, 2017). Two recent EEF-funded trials of the *Grammar for Writing* programme indicate negligible benefits for the pupils involved (Torgerson et al., 2014; Tracey et al., 2019). While the studies suggest that teachers valued and enjoyed the training they received, there was no evidence to suggest that it had positively impacted on pupils' writing. Of course, there may still be a good rationale for improving

teachers' subject knowledge and children's awareness of grammar, but assuming a causal link between these aims and improving writing is problematic.

2.3 Professional learning communities

There has been considerable interest recently in the use of professional learning networks or communities to promote teacher development. There is some evidence that engagement in these networks can support school improvement and be an effective way of enabling collaboration and improvement in disadvantaged communities (Brown, 2019). Stoll and Seashore Louis (2007) synthesise earlier definitions to present professional learning communities as groups of teachers "sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way" (p.2). The authors also argue that such groups should be underpinned by a desire to improve student outcomes, rather than for example, teachers' motivation.

Some recent studies having indicated the promise that professional learning communities or networks may have on student achievement. Goddard et al. (2007) found that in schools characterized by higher levels of teacher collaboration, pupils achieved higher scores in mathematics. A study by Moolenaar et al. (2012) also showed a positive relationship between pupils' test results and having teachers involved in strong networks. Akiba and Liang (2016) examined different types of professional development and its impact on student outcomes, finding that teacher-centered collaborative activities such as associated with subject content and pedagogy were more likely to be associated with better outcomes in maths than opportunities which were less collaborative such as formal training programmes, university courses or individual learning activities. Taken together, these findings suggest that the use of networks to support teacher development may be beneficial to improving outcomes, but the overall evidence is weak. Interestingly, we could find very little work in this area which examined the impact on pupils' writing; this would be a useful topic for future research.

3. Participating Schools and Staffing

A total of 29 schools were included within the original bid for Write Across: 24 primary schools and 5 secondary schools. During the course of the programme, four schools (three primaries and one secondary) withdrew from the project and a further six joined (five primaries and one secondary). Schools received a financial incentive of £1,400 for participation. This was provided to cover the cost of staff time and teaching cover when they were required to attend training or hub meetings.

Of the original schools proposed in the Write Across bid, 25/29 are based in the Cheshire East Local Authority; 3/29 are in the Cheshire West LA, and one school was in Manchester LA. Across these LAs, Write Across schools were predominantly located in urban areas (cities and towns). These included: Crewe, Chester, Manchester, Bury, Macclesfield and Wilmslow. A small number (n=4 across the whole project) were located in rural settings.

Table 1 provides an overview of the characteristics of participating schools. They had slightly more disadvantaged intakes than nationally, but the schools were in areas with fewer ethnic minority pupils.

Table 1: Demographic make-up of Write Across participating schools.

	Write Across Schools *	National
FSM eligibility %	17.0% (16.6%)	15.4%
Pupil Premium %	27.0% (26.9%)	28.0%
White British %	81.5% (80.8%)	66.6%
English as first language %	88.0% (87.7%)	80.9%

Data retrieved from DfE Schools, Pupils and their Characteristics Dataset, 2019.

*The first set of figures refer to original set of schools in SSIF proposal (n = 29). Figures in brackets refer to the group of schools involved at the end of the project (n=31).

Schools involved in Write Across varied in size. The smallest primary school had 70 pupils on roll while the largest had 712 (mean = 326). The smallest secondary school involved in the project had 424 pupils on roll while the largest had 1,489 (mean = 807).

In terms of performance, three of the original schools have Outstanding grades from Ofsted; 18 have Good judgements; seven have Requires Improvement grades; and, one school has an Inadequate rating from Ofsted.

The Write Across project was designed to be implemented and sustained by a group of teachers with expertise in teaching literacy. In each participating school, a Lead Teacher would be trained (via the NLT and UCL programme and additional CPD opportunities) to improve their expertise in writing pedagogy and practice. A senior teacher in each school would be provided with training and resources to improve literacy provision more broadly across the schools, and Expert Teachers (those who had received training) would drive the implementation of the Write Across programme in schools, supported by the Lead and senior members of the team. Expert Teachers were responsible for maintaining regular communication with schools, visiting often and providing coaching and other support to teachers.

Write Across was delivered through a hub approach. There were two designated hubs with schools being allocated to one or the other, primarily based upon geography. For delivery of training and implementation of the programme, a cascading strategy was employed. Expert, Lead and senior teachers received training from the project leads and partners (e.g. NLT, Englicious). They were then required to return to their schools and share this information with classroom teachers. After the start of the programme, additional training opportunities relating to IPEELL and grammar training were also provided so that more classroom teachers (and support staff in some cases) were able to attend and engage with the training directly.

The Write Across project ran between February 2018 and July 2019. It was originally due to end in April 2019 (end of the Spring term). However, the delivery team secured an extension to the project, allowing it to run until the end of the academic year with no additional funding required. Additional details of timings are outlined below where we describe the evaluation methods that ran alongside the project implementation.

4. Evaluation approach and methods

The authors of this report were appointed to plan and carry out a process evaluation of the Write Across project. This was designed to focus on the implementation of the approach, the experiences and perspectives of those involved, and the potential for Write Across to continue or be extended after the end of the planned delivery period.

Data were collected from a range of sources at time points throughout the Write Across project. The opportunities included:

- Attendance at meetings and discussions with Write Across project team
- Attendance at NLT Training session with project lead and expert teachers
- Attendance at area hub meetings with Write Across teachers and project leads
- Visits to four case study schools (three primary and one secondary) at two points during the implementation period:
    - These visits included observations of Write Across teaching; examination of pupils' exercise books; informal interviews/discussions with teaching and support staff; discussions with pupils involved in the project.
- Pupil "voice" summaries shared from project team.
- Project summaries received from expert teachers

An overview of the evaluation and data collection activities and timings are provided in the table below:

Date	Data collection activity
February 2018	Initial project meetings with Write Across leads. Planning of evaluation approach.
March – July 2018	Attendance at NLT IPEELL training. Communication and planning relating to evaluation. Evaluation plan finalised July 2018.
September – December 2019	Visits to four case study schools carried out. Attendance at hub meetings and regular communication with project leads and Expert Teachers.
January 2019 – April 2019	Second visits to three case study schools. Attendance at hub meetings and steering committee meeting.
May – August 2019	Final case study school visit completed. Evaluation report planning and writing.
September 2019	Final evaluation report completed.

Following collection, all data were collated by the evaluation team and systematically analysed. Key areas and recurring themes from across the datasets are reported in the *Findings* section below.

Limitations

The evaluation approach outlined above is clearly very different to the 'matched-pair controlled trial' that was proposed in the original SSIF bid to the DfE. While the evaluators were willing to carry out a more robustly-designed evaluation in order to establish impact on writing outcomes, following the bid's success, this approach was deemed unfeasible by AET. This is understandable but, as noted above, does mean that there are considerable limitations in what can be concluded from the evaluation. We cannot, for example, comment upon whether Write Across has had any effect on pupils' writing attainment or outcomes.

The Write Across project team have been using pupils' attainment data to track outcomes and progress over the course of the programme. These may be useful indicators of pupils' writing achievements but any apparent improvements cannot be attributed to Write Across as we have no way of knowing whether they were due to the programme or not. No counterfactual was permitted.

5. Findings

5.1 Project planning and training

The timing for receiving notification of the successful SSIF bid ensured that there was substantial lead-in time prior to Write Across being fully rolled out in schools. Project leads used the time from February 2018 to July 2018 for planning implementation of the programme. This included: securing commitment from participating schools; selecting relevant staff to take on key roles; organising and delivering training; and, allowing teachers time to 'practise' using IPEELL in their lessons during the second half of the Summer term.

Information from project steering group meetings indicates a clear direction for the project's implementation from the outset. Recruitment of Expert Teachers took place early in the project (February – early March) to ensure that these roles were filled prior to the start of the training. The first training sessions with National Literacy Trust and the UCL Englicious team were set up for the Spring/Summer terms 2018, and it was noted that schools named on the proposal would be reminded of their commitment to participate, and the financial incentive that they would receive if they did so fully.

Recruitment of the Expert Teachers was deemed to be an important process. These staff would take a leading role across the whole project, supporting schools and coaching participating teachers for the duration of the project. The role was advertised across participating schools and shared in school briefings and at Write Across launch events. There was more interest in the role from primary teachers, with the role being re-advertised in order to try and attract more secondary applicants. It is difficult to know why the role was more attractive to primary teachers although it could be due to the higher number of primaries involved in the programme or a perception that Write Across was more suited to primary settings/colleagues. Following recruitment, two primary teachers (one deputy head and one assistant headteacher) were recruited as full-time, seconded Expert Teachers. A further primary colleague and a secondary English teacher were recruited with a set number of days to work (15 days each for the year) as Expert Teachers on the project.

The original proposal indicated that Write Across would be rolled out to one class per school at a time, in order that those classes not receiving the intervention would form a control group for the purposes of the evaluation. In May 2018, the DfE informed AET that Write Across needed to be implemented across all relevant classes in each of the participating schools. Discussions at the steering group meetings and with the evaluation team suggested a move to recruiting a further set of schools to act as a control group. However, in agreement with the DfE but against the advice of the evaluators, AET decided that this was not necessary for the purposes of the SSIF funding and that maximizing access to the Write Across intervention was a more pressing issue.

5.1.1 IPEELL and grammar training

In March 2018 the first IPEELL training session was delivered, led by Ken Inward from the NLT (previously of the Calderdale Excellence Partnership). This training was attended by the project lead, two of the four Expert Teachers (with a third attending for some of the day) and the lead

evaluator. The aim of the session was to introduce IPEELL to the Write Across Expert Teachers in order to build their knowledge of the programme prior to the training of Lead Teachers and others in participating schools. This initial training session was received very positively. Staff reported being impressed with the trainer's knowledge and enthusiastic delivery style as well as the systematic approach that he took to each of the IPEELL writing stages. Time was taken to examine and explore key issues relating to self-regulation and metacognition; research evidence from the EEF and academic sources were used to support the approach. In addition, training focused on areas such as using model texts, approaches to motivating pupils, and encouraging pupil independence. The project lead felt that this in-depth training session gave her an excellent starting point for providing briefings to head teachers and supporting teachers involved in the Write Across programme.

IPEELL training was cascaded to teachers in participating schools during the Spring-Summer terms, prior to full roll-out in the following academic year. A Lead Teacher and member of SLT delivered the training, using a PowerPoint which had been delivered by the project leads and Expert Teachers. This, it was hoped, would encourage consistency in the approach, and the involvement of a senior member of staff helped to ensure that the project was given priority and taken seriously. The project team were also mindful that staff turnover would mean that additional training may be needed in some schools at the start of the new term; this was planned for, and further sessions were delivered in conjunction with the Expert Teachers.

Later in the term (June-July), two days of grammar subject knowledge training were provided by the Englicious team from UCL. This was targeted at Lead Teachers but open to any staff who might benefit. The termly progress review report to the DfE noted that all participating schools signed up to the grammar training. One element of the training session included an English grammar test for teachers. Teachers completed the same 12 questions before the training and then again after. The evaluation team were sent a small sample of the tests. These indicate that teachers tended to get higher scores on the tests following completion of the grammar training sessions although it is difficult to know how reliable the test is in relation to the content of the training, and how well the test was administered in order to gain these results. There will also be practice effects, and that is a further reason why a counterfactual group is needed. Meeting minutes, evaluations of the training and conversations with staff in the case study schools suggest that the training was generally received positively. Visits to case study schools, however, indicated that this element of Write Across was perhaps less embedded than the IPEELL strategies. This is discussed further below.

Following the initial training sessions, schools were encouraged to plan and practise using the new approaches with their classes until the end of the Summer term. This provided an opportunity for exploring the strategies and building confidence in using them with whole classes. Teachers were supported with selecting and planning writing activities for the following term. The project team and Expert Teachers also developed writing tasks that would be used as baseline measures for pupils across all of the schools in September. Schools were encouraged to share the successes that they had had with the IPEELL strategies early on. Each of the project team and hub meetings included 'Bring and Brag' sections which allowed staff to share examples of activities, writing stimuli and resources that had worked well.

Before the start of the new academic year, there was a change in project leadership due to the existing lead taking up a headship post (in one of the Write Across schools). Two new co-leads

were appointed, both head teachers in participating schools. Handover meetings were conducted to ensure the smooth ongoing roll-out of Write Across.

5.2 Implementation of Write Across in schools

5.2.1 Planning and implementation

In September 2018 all participating schools were expected to roll-out and implement Write Across with their target year groups. Hub meetings and visits to schools suggested that there was enthusiastic early engagement with Write Across. The majority of schools were beginning to implement the main elements of IPEELL (the planning sheets, use of the acronym, motivational messages) and conducted the initial baseline written task. At the first SLT Hub Meeting of the academic year, the two project leads said they (along with the two lead Expert Teachers) visited each school every two weeks since the start of term to support with planning and delivery of the programme, and to 'mop up' any training that had been missed by key members of staff. By mid-October, all staff in participating schools who needed IPEELL training had received it.

All schools were encouraged to begin the year focusing on persuasive writing, and using IPEELL to support with this. Teachers were asked to choose interesting stimuli for the writing. The project lead noted that where Write Across was working well in the first term, teachers had used and built on the original persuasive writing task (that had been used as the baseline test), developing further tasks that would be of interest to their cohorts. Examples of this approach were observed by the evaluators in some of the case study schools. A Year 5 teacher, for example, used the Iceland Christmas TV advert (featuring orangutans and highlighting environmental destruction) as a springboard for writing a persuasive letter to a supermarket, encouraging them to become more environmentally aware. Pupils appeared motivated by this choice of topic and, following structured use of the IPEELL planning sheet and support from the teacher, were able to write detailed and interesting letters. In other schools, pupils were asked to write a letter to their head teacher, persuading them not to extend the school day, and had created political parties and written persuasive speeches.

Schools took different approaches to planning for the use of IPEELL. At a senior leadership hub meeting, one of the project leads reported that where Write Across was working well, teachers had planned in advance and had collaborated on this. This approach helped to share the load of new planning and embedding of IPEELL, and developed a more consistent approach across the school. Having senior leadership support with the project was also deemed important here. In schools where senior leaders were able to provide time and space for planning prior to the full roll-out of Write Across, teachers were able to work with support staff on understanding IPEELL and could ensure that required resources and memorable experiences were organised.

Core elements of the IPEELL approach are the acronyms, PAT (Purpose, Audience, Text) and IPEELL, and the structured planning sheet. Following the training, schools and teachers appeared to be very familiar and confident with the acronyms. Displays in classrooms and reminder sheets in children's books were also used to support pupils' learning of these. In the case study schools, the lessons that we observed demonstrated that pupils, teachers (and other staff such as librarians or teaching assistants) were also familiar with these and with the elements of the planning sheet. Pupils and staff were generally very positive about the structure that these strategies brought to extended writing. Some referred to previous approaches to structuring writing (such as planning grids or story mountains), commenting that they found IPEELL more useful than these. One pupil

summed this up, suggesting that it is because IPEELL does not just tell you what each section is but also reminds you what should go in each section (referring here to the Links and Language elements).

5.2.2 Marking and assessment of writing

The teacher, peer and self-assessment elements of the IPEELL programme are important in developing pupils' metacognition and self-regulation skills, and also for ensuring that teachers were aware of the progress that pupils were making. In the original IPEELL training sessions, the NLT trainer shared example mark schemes and explained that these could be adapted so that they fitted with the writing tasks and with the skills/needs of pupils. During a senior leadership hub meeting, a number of teachers commented on how useful these mark schemes were as they provided a clear, concrete base on which pupils and their teachers could score each element of the writing. This was a view that we heard in a number of the case study schools too. A teacher at another meeting also felt that the mark schemes were very motivational for her pupils and encouraged them to take care with their writing. Some teachers did note, however, that considerable time was needed to 'train' the pupils in understanding and using the mark schemes, particularly where they were using self or peer assessment. Pupils were not always able to identify certain features or skills accurately, and there was sometimes a tendency to under or overmark quite substantially. With support and time, this issue did ease although a couple of teachers said that they had chosen not to persist with peer marking for this reason. The mark scheme element of IPEELL was one of the areas where there appeared to be most variation across schools. This variation related to the degree of teacher-pupil involvement in determining the content of the mark sheets, the extent to which the mark sheets were simplified/reduced, the use of colour-coding, and the extent to which pupils or teachers were engaging with the marking process.

The secondary schools involved in the project were also keen from the outset to try and align the mark schemes with the GCSE writing mark criteria, in order to ensure continuity from Key Stage 3 to Key Stage 4. This approach proved quite challenging as the IPEELL criteria did not neatly fit with those in the GCSE assessments. It is also not clear that trying to closely align the criteria in this way is a useful strategy either. The project focused on developing pupils' writing skills in a general sense. Trying to tie this progress tightly to a set of GCSE criteria which may or may not still be in place by the time these Year 7 or 8 pupils reach Year 11 is unlikely to be particularly beneficial.

5.2.3 Memorable experiences

Memorable experiences were a further 'non-negotiable' element of the Write Across programme. Schools were given freedom over what these might entail as long as they provided engaging stimuli for writing. Some schools used trips (e.g. to Eyam in the Peak District, residential/outdoor adventure trips, theatre visits) or special events at school (e.g. animals being brought in to school, outside speakers). Other memorable experiences included role play/drama tasks, creative writing workshops, and the use of fiction texts to inspire and develop writing. Staff that we spoke to were positive about the inclusion of these activities and were pleased to have the flexibility to determine what might work best for their children. A number of the memorable experiences involved a focus on political or societal issues (e.g. the environment, democracy, racism) and some schools invited in local councillors, organisations or charities to inspire writing. These experiences supported pupils' civic engagement as well as their awareness of local or national issues. Teachers were committed to providing a variety of new opportunities and experiences for pupils, and also

sometimes used these to develop cultural capital. They were, however, also realistic about what was feasible in terms of time, cost and other practicalities. A Lead Teacher in one of the case study schools felt that school-based activities could be just as memorable and helpful for supporting writing. In the secondary case study school, an English teacher explained it was difficult to take children out on too many trips and she felt that in order for them to be justified, they had to have a clear link to improving pupils' English skills. She preferred instead to organise activities in school (such as a role play session and a creative writing workshop) which were explicitly targeted at developing both written and oral communication.

5.2.4 Teacher and pupil views on implementing IPEELL

Lead Teachers and senior leaders that we spoke to at hub meetings were generally very positive about the IPEELL elements of Write Across. They also reported that other teachers that they worked with had engaged well with the programme. There had been some initial concerns from some that IPEELL might alter or restrict their usual way of teaching writing. One Head Teacher, for example, said that one of his Year 5 teachers was pleased that IPEELL did not prevent him from continuing to be creative in his methods. In another school, a Year 6 teacher had initially expressed concern that IPEELL may slow down the writing process and reduce the number of pieces of work that would be available for KS2 SATs moderation. However, he later felt that the quality of the pieces produced using IPEELL meant that the process was worthwhile and that the school would still have enough good quality work for SATs assessments. A head teacher at another school said that his Year 6 staff had echoed these concerns but that he and his Lead Teacher encouraged them to focus on steadily embedding IPEELL in the first term so that high-quality pieces could be produced subsequently.

IPEELL is designed to be used to support pupils' writing across a range of genres and purposes (e.g. persuasive, narrative, non-chronological reports, instructions, descriptive). For narrative pieces (i.e. stories), a separate planning sheet is provided, acknowledging that pupils may not be writing a linear piece and will not necessarily need to be providing Evidence/Examples. Instead, the narrative planning approach focuses on pupils considering their characters, setting, plot etc. Teachers reported that teaching narrative using IPEELL was more challenging than teaching other types of writing. One Lead Teacher felt that the scaffolded approach with IPEELL can make it more difficult for children's narrative writing to be cohesive and clear. She said that it is also sometimes challenging to ensure pupils are including enough 'elaboration' in their narrative writing in order to develop detailed and interesting stories. Some teachers talked about what they had done to support with the challenges presented by narrative pieces. Using model texts was an important element here. One teacher talked enthusiastically about modelling each stage of the narrative. She was also writing a story herself alongside the children so that they could comment on her writing and see how each of the IPEELL elements were being used.

Pupils that we spoke to about IPEELL were very positive about the approach. In each of the case study schools, pupils were familiar with the IPEELL acronyms, the planning sheets and the marking. Most of them reported enjoying IPEELL very much. They particularly liked the engaging activities or the real-life audiences that they were being asked to write for. The structured approach was viewed as very helpful and in one school, a boy talked very enthusiastically about using IPEELL to help with his writing in other subjects (History, and Religious Education).

5.2.5 Grammar in the Write Across project

The grammar elements of Write Across were discussed much less in hub meetings and during our visits to schools. There was a sense that following the initial training, teachers would embed new knowledge in to their teaching if they felt it was relevant, but that this was not a core focus for the project as a whole. One of the four Expert Teachers commented that she had found the grammar training to be 'OK' but that the majority of activities presented were strategies that were already in place within her school. She reported that teachers she has worked with in other schools felt similarly. She also suggested that because SPAG (Spelling, Punctuation and Grammar) is embedded within wider English teaching, there was a less explicit focus on this as being part of Write Across.

5.3 Resource provision and use

In addition to the training session with Ken Inward, the NLT IPEELL programme also provided each Expert and Lead Teacher with an IPEELL folder. This reinforced the content of the training and outlined key elements of the approach and included copies of resources such as the planning sheets, the mark schemes, model texts, and ideas for the motivational message and memorable experiences elements. Resources from the folder were also available to Expert Teachers via the NLT website. During the first term, however, there were some challenges with gaining access to these resources and the NLT wanted to charge £40 for additional IPEELL folders.

Deconstructing existing texts and using model responses were both key elements of the SRSD/IPEELL process. As such, teachers were keen to have access to high quality texts. Those provided by the NLT were generally viewed as satisfactory to begin with. However, a number of teachers commented that following the initial stages of the programme, they wanted to develop more complex, detailed or imaginative models to share and use with pupils. Three of the Lead Teachers in our primary case study schools spoke about researching and writing their own model texts. While often time consuming, they felt that preparing these resources allowed the children to gain a better grasp of the kind of writing that they were being asked to produce. Sometimes these teachers would produce less-effective models so that the pupils could improve and develop them; this, one of the teachers felt, supported the evaluative elements of the self-regulative approach. In one case study school, the Lead Teacher reported that her and another KS2 teacher had informal competitions to see who could produce the 'best' model texts for their pupils. They enjoyed this element of programme and were keen to share these resources with other teachers involved.

For deconstructing, examining and sharing model texts a number of teachers commented on the value of visualisers. These simple pieces of equipment allow teachers to quickly project a text up on to a wall/whiteboard. Pupils can then see the text as the teacher reads, annotates or highlights on it. For a process-driven approach such as IPEELL, encouraging teacher-pupil dialogue via the visualiser in the understanding and development of written texts appeared to be an effective method.

As noted above, display boards in schools were used a tool of reinforcement for pupils in relation to the IPEELL acronyms and writing stages. In some of our observations, the boards were also used to support independence. Teachers might, for example, refer to the IPEELL display if the pupil asked what they should include next in their writing. The image below shows an example of a 'flexible' IPEELL display. The acronyms, the focus of the writing, notes from the examination of the model text and the key sections for the pupils' writing are all included. Pupils were encouraged

to refer to this while completing their planning sheets and writing. The display could then be easily changed for the next piece of work. Further examples of IPEELL displays were shared via the project's Twitter account so that others could adopt similar ideas if they wished.

Picture 1: Display board at case study school

The IPEELL programme also includes a focus on motivating pupils to *want* to write, and to want to write well. To promote this, pupils are asked to engage with 'motivational messages'. These can be short phrases/sayings which the teacher shares with them or ones that they have created for themselves. The aim of these messages was to give pupils something they could refer to if they were finding writing challenging or wanted to give up. Schools engaged with this in different ways. Some created display boards of pupils' favourite messages; others made bookmarks with messages on or added them as reminders to classroom writing equipment.

Picture 2: Examples of motivational messages in classrooms

Teachers in primary schools were very positive about the use of motivational messages. In secondary schools, there were more mixed views: some of the younger pupils really enjoyed the messages whereas others did not see the value in them. This was reinforced by pupils who participated in student voice activities with one of the Expert Teachers. Primary students were more familiar with the idea of motivational messages and were positive about using them. The comments below are typical of the views expressed by Key Stage 2 children:

When we first started in year 6 and we did our cold write I was really nervous. I kept thinking about my message.

I look at my message before we start. There's something in my brain that tells me I can do it.

5.4 Leadership and support

5.4.1 Senior Leadership

In proposing the Write Across project for SSIF funding, the AET team were clear that it would require strong leadership at different levels (executive, senior, middle and teacher) for effective implementation. Leadership roles were clearly outlined from the outset. Commitment and support from the CEO of AET and the CEO of a partner MAT, Fallibroome Trust, was secured, with both sitting on the steering committee for the project. In signing-up to participate in Write Across, schools were asked to nominate a member of senior leadership. The expectation was that these leaders would develop their own research-informed literacy expertise through the programme and that they would support facilitation of the Write Across intervention in their schools.

Attendance from senior leaders at the designated hub meetings was good, and teachers in case study schools reported that senior leaders were interested in the Write Across project and its impact. Discussions at meetings and in school visits suggested that senior team members may have had better insights in to Write Across in primary environments due to the smaller size of the schools. In secondary schools, however, Lead Teachers reported good support from their English Department colleagues.

A team of senior leaders played key roles in leading and managing the Write Across project. The steering committee included project leads, CEOs of AET and Fallibroome, senior leaders from these two trusts, a headteacher from one of the participating secondary schools, and two representatives from Cheshire East Council. The group met regularly to oversee and manage the direction of the project. Project leadership across the 18 months of the project also appeared to be strong. Project leads chaired SLT and teacher hub meetings, and offered support for schools who needed it. They visited participating schools and communicated with them frequently in order to understand the extent to which Write Across was being implemented and whether there were any challenges that they could support with.

5.4.2 Expert Teachers

The Expert Teachers provided an additional important layer of leadership. The two seconded Expert Teachers were particularly instrumental in the delivery of training to Lead Teachers and in the provision of coaching and support throughout the duration of the project. Staff in case study schools were overwhelmingly positive about engaging with the Expert Teachers. Their visits to schools were viewed as excellent development opportunities. One teacher talked about the broad knowledge that the Expert Teacher shared and their commitment to supporting whole school improvement. The Expert Teachers were familiar with the contexts of Write Across schools and the challenges that some faced during the course of the project. Where they were aware of staff absence or teachers struggling with implementation, they were quick to communicate with Lead Teachers and offer support through visits, meetings, observations of lessons and book scrutiny. As well as offering tailored support on a school-by-school basis, the two seconded Expert Teachers contributed to oversight of Write Across implementation across all of the participating schools.

5.4.3 Hub meetings

The hub model provided further opportunities for the development of supportive networks and high-quality professional learning. The two hubs (each including approximately half of the participating schools) were intended to become professional learning communities where teachers could develop their knowledge of research-informed pedagogy; learn from each other; and, share successes, challenges, ideas and resources. Hub meetings were held every half term (six throughout the year) for senior leaders from each school and for Lead Teachers. They provided an opportunity for discussions and updates on different elements of the Write Across programme and a forum for teachers to comment on their experiences of being involved in the project. Each meeting included a 'bring and brag' section where staff were asked to bring examples of Write Across work that had been going on in their schools. Significant time was dedicated to this sharing and discussion of different practices. Teachers at the meetings we attended reported finding this process really valuable. A number of them commented that they would return to their own school ready to try new activities or teaching approaches based upon what they had learned from these sessions.

5.5. Perceptions of impact

The original proposal document outlines a number of intended outcomes from the Write Across project. These focus primarily on raising pupils' attainment in writing; closing the attainment 'gap' between disadvantaged pupils and their more advantaged peers; developing pupils' metacognition and self-regulation; improving teachers' subject and pedagogical knowledge; increasing engagement with evidence-informed practice; and, developing professional learning communities. The subsections below summarise perceptions of impact that were shared with the evaluation team throughout the course of the Write Across project.

5.5.1 For pupils

Evidence provided by school leaders, teachers and children, and from visits to case study schools indicates perceptions of positive outcomes for young people engaged with the Write Across programme. Leaders and teachers felt that the IPEELL approach particularly had led to improvements in pupils' writing abilities and outcomes. At one of the senior leader hub meetings in the Autumn term, the group looked at pupils' writing across the three persuasive writing tasks. The children's teacher talked through the progress that was evident in relation to depth and detail, structure and vocabulary. Other teachers felt that once IPEELL had been embedded and the children were familiar with the process, most pupils were able to make quite rapid progress. In our school visits, we spoke to many teachers who highlighted the improvements that they felt children were making. They often shared exercise books showing pupils' work and its development over the course of the project. A number of them confirmed that their attainment data for the cohorts also supported this perspective. Some teachers were also keen to share their experiences of using IPEELL on the project's Twitter account. The teacher, in the Picture 3 example, provided early examples of the same child's work, showing the progress made in 10 days of using IPEELL.

Picture 3: Example of IPEELL work showing progress (from Twitter)

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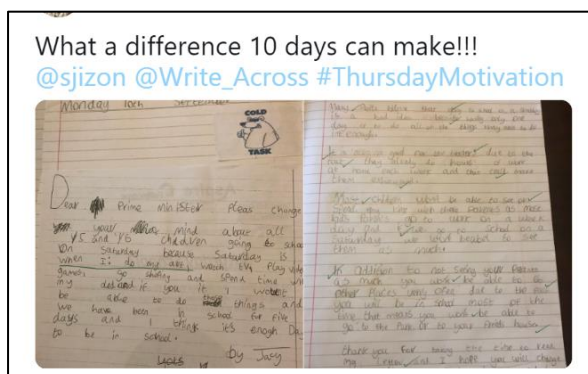
Pupils were also positive about the impact that they felt IPEELL was having on their writing. During our visits to schools, children told us that IPEELL had helped with the following areas: planning, using paragraphs, overall structure, writing in more detail, using a wider vocabulary, and, thinking about the audience and purpose. In one of the case study schools a group of Year 5 children talked about the previous approaches they had used to support with their writing (e.g. story maps). They said that they preferred IPEELL though and hoped that they could continue using it when they transferred to Year 6. These views were echoed in student voice activities with primary children. Some indicative comments are below:

> *It's helped me put things in my writing that I didn't use like subordinating conjunctions.*

> *It's structured a lot. It's easy to see. The plan is easy to follow.*

> *It helps me because you can look back at it and you can see what you need to add.*

> *Helps me take it step by step.*

Closely tied to perceived improvements in writing ability, were views that IPEELL had also contributed to building pupils' resilience, confidence and motivation to write. These qualities are associated with the self-regulation and metacognition elements of the programme and emerged strongly as positive outcomes. These comments from a student voice activity with an Expert Teacher highlight the value that the pupils placed on the IPEELL process and how this influenced their thinking and their writing:

> *When I get through my writing, I go back and check I've got everything in the mark scheme.*

> *It helps me because before we start writing we look at it to see what we need to include. After we finish we mark it, our peers mark it and the teacher marks. You take that information and work on that next time.*

> *We mark each section bit by bit. I would normally move onto marking the next section but I'm now going to work on that paragraph a bit more before I move on.*

> *I don't know how IPEELL does it but it helps me take my mind of everything around me and focus on what I need.*

Some pupils also reported how IPEELL had contributed to their enjoyment and confidence with writing. They enjoyed having 'real' audiences to write for and some commented on how they liked seeing if they had improved their marks each time. This pupil also explained how improvements at school had led her to write 'for fun' at home:

> *A few years ago we didn't use IPEELL and I wasn't very confident. I know what to write now. I now write stories at home.*

The information that we have on pupil impact does focus more on the primary participants of IPEELL. Visits to the secondary case study school and conversations with secondary teachers indicated generally positive views but less certainty about the benefits of IPEELL for improving pupils' writing. Some of the Year 7 pupils that we spoke to liked using the approach although they commented that they did not use it consistently throughout the year and one boy said that he found the planning grid and the mark criteria 'confusing'. In another secondary school, however, reports were shared of the English and Humanities departments fully embracing IPEELL and rolling it out widely due to the support that it provided for pupils' writing.

5.5.2 For teachers and schools

Teachers involved in the Write Across project were enthusiastic about their participation and the positive impact they felt that it had had on their teaching. Many commented to us that the training that they had received and the support from Expert Teachers had led to important developments in their subject and pedagogical knowledge. The introduction of the IPEELL approach had provided teachers with clear strategies for teaching and supporting pupils with their writing. As well as giving structure to the children, some teachers suggested that it also provided a helpful structure for them, allowing them to introduce writing tasks to pupils in a logical, clear way.

The IPEELL training sessions with the NLT gave Lead Teachers new ideas and methods for using model texts. Some reported finding the strategies for text deconstruction and identification of key features particularly helpful. The use of the IPEELL mark scheme also had important outcomes for teachers. In one school a Year 6 teacher reported that the mark scheme had allowed pupils to become familiar and confident with self and peer assessing their own work. This, in turn, had led to a shift in how the teacher would assess the work. Rather than needing to closely mark every piece of writing, they were able to trust that the pupils had identified criteria and worked to improve or correct their work. This meant that he could focus on having a more general overview of pupils' writing, allowing them to collate recurring issues across the class and providing more 'whole class' feedback. They found this beneficial both in terms of reducing their workload and being able to identify misconceptions or challenges that children presented. This view was echoed in another case study primary school where a teacher and teaching assistant explained that marking had become a quicker, more straightforward and more focused process due to the children's initial engagement with the mark schemes.

Evaluations of the grammar training suggested that teachers particularly benefited from the integrated approach to teaching grammar within English. Many teachers commented that the sessions had given them new strategies and texts to effectively embed grammar teaching within their existing schemes of work. This initial enthusiasm did not appear to be quite so well reflected in later visits to schools and conversations with teachers in both primary and secondary settings. While perhaps providing teachers with improved subject/pedagogical knowledge and confidence, it is not clear that this was transferred in to day-to-day teaching and learning activities.

Engagement with the hub networks presented a number of positive outcomes according to teachers in Write Across schools. Most that we spoke to had not participated in any similar support communities before but found the hub meetings and the frequent visits from Expert Teachers valuable. One Y5 teacher commented that the coaching from the Expert Teacher had really helped to develop her skills and her confidence, and had been 'inspirational'. There was also evidence of a culture of support within schools too. Some Lead Teachers told us about additional sessions that they were running to share planning and resources with other classroom teachers in their school. In one case study school, a senior teacher was setting-up a 'planning clinic' so that teachers could collaborate on planning IPEELL-focused units of work. In another case study school, a trainee teacher told her how she had been encouraged to attend the Write Across training sessions and was given opportunities to use IPEELL in her teaching practice. She had found this a really helpful approach to teaching writing for the first time and reported that other trainees in non-Write Across schools were keen to learn more about how the process worked.

In some schools, enthusiasm for Write Across meant that elements of it were being implemented across cohorts of pupils beyond those involved in the project. In two case study schools, the simple acronym of PAT (purpose, audience, text) was being introduced to Key Stage 1. In these and the third primary case study school, adapted versions of the IPEELL strategies and the planning sheet

were being used with lower Key Stage 2 pupils (Years 3 and 4). Teachers in these schools felt that it would be beneficial to introduce the approach to staff and pupils lower down the school in order to develop a strong 'pipeline' for effective teaching of writing. It was hoped that by the time the children reached Years 5 and 6 they would have a firm grasp of the aims and methods of IPEELL, and that this would support their progress in writing, both in English and in other subjects.

A final benefit that teachers noted was the opportunity to engage with research and to learn about sources of evidence which may inform and improve their teaching. While this appeared to be a less explicit intention of Write Across, there were a small number of teachers who indicated to us that the project had broadened their horizons regarding evidence and practice, and made them question the pedagogical approaches that they had employed in the past. Working closely with a designated Research School meant that they were made aware of new relevant publications (e.g. the EEF report guidance reports on metacognition and teaching literacy) and were invited to additional professional development sessions beyond those provided as part of Write Across. This, they felt, was a positive outcome and would allow them to continue developing their practice and engaging with other schools and teachers after the end of the project.

6. Challenges and barriers to implementation and outcomes

Below we summarise the challenges and barriers that emerged during the Write Across project. These reflect issues that were described at programme meetings, during visits to case study schools or that were noted in evaluation or student voice activities:

1. **Staff turnover or absence** presented challenges in terms of embedding and consistently implementing Write Across. This is often the case when introducing new interventions or strategies, particularly within a relatively short period of time. The project team and Expert Teachers worked hard to ensure that new teachers in schools received training. However, where there was long term absence of class teachers (and where cover/supply was frequently used), this did affect the extent to which Write Across was engaged with, and in some cases led to schools dropping out of the project.

2. **Timetabling in secondary schools** means that pupils tend to have three or four English lessons per week and sometimes have different English teachers too. Secondary colleagues felt that this made embedding Write Across more difficult because they were not necessarily seeing their pupils as regularly as their primary counterparts. They also felt that following the IPEELL approach required a lot of time. Finding this time and building this in to schemes of work when they also had to cover high levels of curriculum content in reading and oracy was a particular challenge.

3. **Time** was also a barrier highlighted by some primary colleagues too. Some felt that fitting in the required amount of writing in order to produce the three pieces per unit was challenging. For Year 6 teachers, this appeared to be a particular issue as they were aware that they had to produce a number of good quality writing pieces as well as covering other curriculum areas (especially those tested by the end of year SATs exams). Most teachers acknowledged that embedding IPEELL took time at the outset of the project but that this investment was worthwhile in terms of the improvement in quality and the progress pupils made.

4. The **grammar training** received mixed reports. Evaluations immediately following the sessions suggest a generally positive view. However, visits to schools and discussions with teachers indicated that while interesting and informative, some did not see the value in implementing the strategies alongside the IPEELL work that they were doing. A strategy

for considering how the grammar training could continue to be revisited and embedded following the initial sessions may have been useful.

5. In two case study schools, teachers commented that IPEELL was more challenging to use with some **lower prior attaining or SEN pupils**. For some small groups of pupils the original planning sheet required too much input or detail. Teachers in these schools had adapted the approach where they could, simplifying each section or using support from a teaching assistant. Some teachers in other schools also commented that the self/peer marking could be a challenge for lower prior attaining pupils. It was sometimes difficult to ensure that pupils were clear about the features/skills that they should be identifying in their work or that of others. Again, these teachers worked to try and support these pupils by either adapting the mark criteria or using teacher assessment rather than relying on the students to review their work.

6. In one case study school there were questions about whether IPEELL was **restrictive for higher prior attaining pupils**. A teacher showed me a book where a pupil was repeatedly receiving full marks against the criteria and thus seemingly not making any progress. She was concerned that IPEELL prevented the student from being more creative structurally or reduced the amount of detail that she included. In other schools, however, we saw examples of teachers adapting tasks and mark criteria for higher prior attaining pupils. And in one school, a special intervention group was run for the Year 6 'working beyond' children where they encouraged to develop independent and creative writing skills, moving beyond the structure provided by IPEELL.

7. Where schools were participating in Write Across while also engaging in **other writing strategies** (e.g. Talk for Writing), there were some challenges with embedding the IPEELL approach in the initial stages. Teachers perhaps understandably felt that simultaneously working across two different schemes was confusing (both for them and the children) and that there was limited time to effectively implement both.

7. Conclusions

The Write Across project was a well-designed and well-managed programme, reaching over 30 schools across the Cheshire and South Manchester areas. The evaluation team saw and heard evidence of strong commitment and enthusiasm from project leaders, Expert and Lead teachers and classroom teachers. Those with oversight of the project and the work going on across the schools perceived that the introduction of Write Across led to improvements in pupils' attainment and progress in writing.

Write Across is an intervention made-up of a number of different yet complementary components. These include the IPEELL approach; the grammar training; the use of the hub model and development of professional learning networks; and, consistent support from project leads and Expert Teachers. The evidence that we have indicates that these were, on the whole, delivered as planned and were received positively by those involved. The IPEELL strategy emerged as the heart of the Write Across project. The high-quality training, delivered by someone with expertise and experience in this approach enthused teachers and provided a clear, accessible structure within which they could develop and adapt their teaching. The IPEELL component was also the one where pupils were most involved. Learning the acronyms, using the planning grid and spending time systematically marking and reflecting upon their writing using the SRSD approach were new activities for the majority of pupils participating in this project. However, many were very happy about this method for tackling writing and felt that it had helped them to make good progress. The

explicit structure that IPEELL provides was most commonly commented on by pupils. They felt that this gave them a sense of security in relation to their writing: they knew the elements that they were meant to include and the planning sheet helped to organize their ideas and ensure that content for each section was strong. Perhaps unsurprisingly, pupils also saw value in the memorable experiences that schools organized to inspire writing and the emphasis on motivation and enjoyment of writing. As a result of these positive experiences, many of the primary schools that were engaged with this project plan to continue using IPEELL in to the next academic year.

Another positive outcome from Write Across has been the development of two strong 'hubs' or professional learning communities. Teachers involved in these were very positive about the opportunities these provided. They were able to engage with teachers outside of their own school, receive high-quality training, share ideas and experiences, plan and develop activities and resources, and use these experiences to influence practice in their schools. Leadership and guidance within the hubs also appeared to be strong, and the coaching and support provided by the Expert Teachers was particularly valued. A number of the schools involved in Write Across are not part of multi-academy trusts and some are quite geographically isolated. The development of the hubs, therefore, has allowed teachers who otherwise would not have been able to collaborate, to network and cooperate with a shared aim of improving young people's writing abilities and outcomes.

As noted at the outset, this evaluation only provides insight into the *process* of implementing the Write Across project in schools. It does not seek to establish whether Write Across did or did not have an impact on pupils' attainment in writing over the course of the year. Our findings, however, do suggest that there is much about the Write Across programme which can be well-implemented in schools (particularly primary schools) and this points towards the potential for running a more robust impact evaluation. It would be valuable, for instance, to examine the effect of Write Across after one year of use but it would also be interesting to assess whether there was any longer-term benefit too. The transition element which this project originally set out to explore is also of interest. Does Write Across help pupils moving from Year 6 in to Year 7 with their writing attainment, or does it work particularly well to support disadvantaged pupils? The original EEF study by Torgerson et al. (2014) suggested that there may be real promise in this approach but the current evaluation has not been designed to answer these questions.

Write Across was one of 171 SSIF projects funded by the DfE in 2017-2018. The evaluation team are aware of others which included components like those in Write Across (e.g. IPEELL, promotion of self-regulation/metacognition and teacher professional development) in the hope of driving school improvement. If interested in continuing to develop and run Write Across across the existing partnership schools, it may be useful for the project team to work with those who have implemented similar programmes. This would allow groups to share and learn from challenges and successes, and may provide a broader base of schools for participation in a larger scale evaluation.

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