Evaluation report to Warrington Teaching School Alliance, concerning the Strategic School Improvement Fund programme for Early Years Foundation Stage

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HASCE
Health And Social Care Evaluations

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Abbreviations

C&L	Communication and Language
EYFS	Early Years Foundation Stage
NLE	National Leaders of Education
S&L	Speech and Language
SALT	Speech and Language Therapy
SLE	Specialist Leader of Education
SSIF	Strategic School Improvement Fund
SST	Sustained Shared Thinking
SSTEW	Sustained Shared Thinking and Emotional Well-being
T4W	Talk 4 Writing

Executive Summary

This is an evaluation of the Strategic School Improvement Fund (SSIF) supported projects, Communication and Language (C&L) and Talk4Writing (T4W), which were rolled out by Warrington Teaching Schools Alliance from January 2018. This report is the output of one aspect of a whole programme evaluation being undertaken by the Alliance. This piece of work, delivered as a commission by HASCE, University of Cumbria, considers a range of data in order to map the effects of the interventions at a headline level, as well as identifying specific areas of significant variation.

The work considers each of the strands: C&L and T4W in turn, draws out the most pertinent findings and considers the effectiveness of the activities. At the outset it was clear to the HASCE team that a great deal of data has been collected by the Alliance team and the participating schools. While this is rich and informative, some of that data is beyond the remit of this work which is to focus on the most relevant and robust data to meet the question around high-level effectiveness.

Considering school level variables and their impact on project effectiveness

This area was analysed via the extraction of relevant data from the responses to the C&L and T4W surveys. The four variables evaluated were:

1. School attendance
2. School Project Leadership
3. School staff turnover
4. Size of school EYFS project delivery team

That analysis shows that there are few differences between these variables across the two strands of the project, C&L and T4W. Some key main findings related to these variables, in terms of overall project effectiveness, include:

- There was an average overall 78% attendance rate at all project launch and training sessions.

- Most Project Leads had appropriate school job roles to enable them to deliver the project in school and disseminate/cascade the training to staff in the wider EYFS team.

- Project Leads showed lower rates of staff turnover than staff in wider EYFS teams. Project Lead continuity was relatively high for both the C7L strand (84%) and the T4W strand (75%). Continuity of staff in the wider EYFS team was lower than for Project Leads but not markedly different between the two strands.

- Staff attrition was reported to have an impact on the effectiveness of the project by 38% of schools responding to the C&L survey and 44% of schools responding to the T4W survey. However, half of schools reported that this turnover had no impact on the effectiveness of the project, with only a small difference between the C&L (62%) and the T4W (56%) strands.

Evaluation of the effect of the Communication & Language and T4W strands

The effects of the C&L and T4W strands of the project were evaluated by extracting data from relevant questions in the C&L and T4S surveys to address selected aspects. These were:

1. Effect on teaching of C&L
2. Effect on teaching of Literacy
3. Effect on indoor learning environment

4. Effect on outdoor learning environment
5. Effect on parental engagement
6. Effect on children's learning (whole cohort; boys; girls; disadvantaged; EAL; SEND)
7. Most impactful learning from the C&L strand

Communication & Language

Overall, the results for this strand are very positive. Data analysis shows that the project had a positive impact across nearly all areas. The lowest levels of impact related to parental engagement; this finding is considered in more detail below.

The data also evidenced that one third of respondents reported no impact/change in three areas, these being: Changes to the outdoor environment, cluster meetings and children with EAL.

Talk4Writing

Overall, this strand of activity, based on the survey respondents' views, has had a higher level of impact than C&L; 66% of respondents recorded the highest level of impact (level 5) on their teaching of language and literacy (comparable figs for C&L were 48% for language and 35% for literacy). Based on the data analysed here it is not possible to draw a firm conclusion as to why this is, but it is something that WTSA may wish to consider further, with future programmes in mind.

Evaluation of the effect of in-school SLE support

A key area of success of this project can be demonstrated to be the SLE support. It is understood that this input was provided to participating schools, and staff, in their own settings and was designed to provide support, encouragement and ideas for successful implementation. It is worthy of note that 100% of respondents, in both strands, reported some level of impact, with almost half of the respondents in each strand reporting the highest level of value.

Evaluation of the effect of the Cluster meetings

Across the data, it is apparent that the project strands are considered impactful, with a range of high/positive findings. An area that is more nuanced in its results, concerns the Cluster Meetings. Overall, they are not negative findings, but the data suggests these are not as successful or effective as other programme activities. These are considered in more detail in the following report, however, one quarter of C&L survey respondents (26%) did not find cluster meetings at all useful and 16% of T4W survey respondents reported the same.

Evaluation of the effect of SSTEW audits

Many participants of this programme noted that these audits have the potential to be extremely useful and powerful. However, some participants reported that the audits exerted pressure upon them and that they felt judged by the process. What appears to be most useful about the audits is that they provide a structured approach to identify and capture what is happening and what could be improved, and they provide a measureable progression. The challenge here is that the data gathered, whilst covering a lot of ground, would benefit from a logic model or theory of change driving data collection, which would help position the SSTEW audit in relation to the other datasets (both primary and secondary). The benefit of this approach would allow the range of datasets to be 'read' as a whole and this would result in a more comprehensive and robust picture of what is working for whom and why. A further matter which the WTSA might consider would be how the audits can be managed or how staff might be supported in the process, to try to avoid feeling pressure.

Project background

Warrington Teaching Schools Alliance (WTSA) was awarded funding from the Strategic School Improvement Fund (SSIF)[1] in January 2018 to enable the Alliance to develop and roll out a project to improve the quality of teaching and raise pupil attainment in Literacy and Communication & Language within EYFS, across selected schools in the area.

In order to identify the target schools, Teaching Schools and local authorities came together and identified 56 schools across 7 local authority areas which would benefit from support to improve attainment in these Early Learning Goals. The focus being particularly on boys, children with Special Educational Needs and Disability (SEND) and those considered to be disadvantaged.

The project consisted of two strands, Communication and Language and Literacy with a tailored CPD offer around each strand:

1. Communication and Language (C&L) which included optional additional training sessions for specific interventions, for example, Talk Time and Talk; and
2. Talk4Writing (T4W) for Literacy.

Some elements of the project were common to both strands including:

3. In-school support delivered by Specialist Leaders of Education (SLEs)
4. SSTEW audits

As part of the project, the WTSA agreed to undertake some evaluation activities, including:

- Conduct informal interviews with teachers and observation visits to schools.
- Collect data on the number of training sessions, cluster meetings and SLE visits accessed by schools.
- Collect other relevant data on pupils' attainment broken into aspects of gender, free school meal eligibility, LAC classification and SEN status.
- Analyse data, feedback and any other measures used from the project in order to evaluate the impact of the project.
- Produce an end-of-project evaluation report and share this with Warrington Teaching School Alliance and the funder.

The WTSA also set out a range of good practice which would be followed during their evaluation, this included: research ethics, DBS clearance and data security.

As part of that wider evaluation, the WTSA commissioned the Health and Social Care Evaluations (HASCE) team, at University of Cumbria, to provide an analysis of data collected during the project (Figure 1) and to use selected data to map the effects of the interventions at a headline level, as well as identifying specific areas where significant variation is shown.
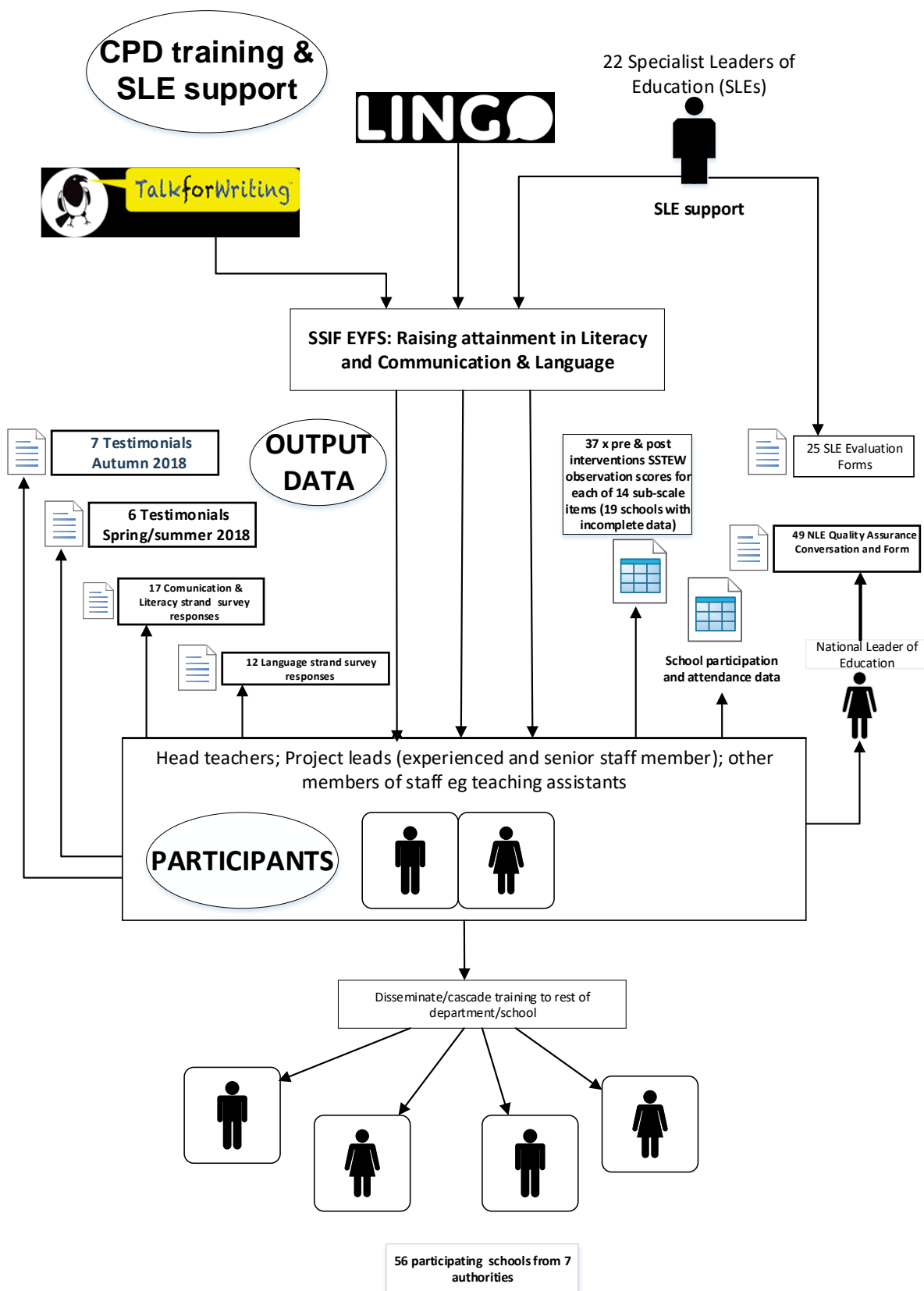
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[1] https://warringtontsa.co.uk/news/ssif-grant-support-early-years-awarded-wtsa

CPD training & SLE support

LINGO

22 Specialist Leaders of Education (SLEs)

SLE support

TalkforWriting

SSIF EYFS: Raising attainment in Literacy and Communication & Language

OUTPUT DATA

7 Testimonials Autumn 2018

6 Testimonials Spring/summer 2018

17 Comunication & Literacy strand survey responses

12 Language strand survey responses

37 x pre & post interventions SSTEW observation scores for each of 14 sub-scale items (19 schools with incomplete data)

25 SLE Evaluation Forms

49 NLE Quality Assurance Conversation and Form

School participation and attendance data

National Leader of Education

Head teachers; Project leads (experienced and senior staff member); other members of staff eg teaching assistants

PARTICIPANTS

Disseminate/cascade training to rest of department/school

56 participating schools from 7 authorities

Figure 1. Diagrammatic summary of SSIF EYFC project showing project inputs, participants and data outputs.

Methods and data

This project has resulted in a range of data, these are of different types and formats, use various data collection methods and have been collected by a range of individuals. Some of the complexities inherent to this are captured in Figure 1 above. Overall, there are seven sources of project data, and it is important to map and understand what these are; to help with this, elements of the project and data flows are summarised in (Table 1).

The principal sources of data used in this evaluation were C&L and T4W surveys, with summary data from the SSTEW audits. Participating schools[2] were invited to complete a survey relating to each strand(s). The surveys consisted of 51 questions in the T4W and 64 questions in the C&L survey; 32 survey responses were received relating to the T4W strand and 31 relating to the C&L strand. This represents a response rate of 64% for T4W survey and 62% for the C&L survey.

The aim of this evaluation report is to assess the available data and evaluate the effects of the interventions at a headline level, identifying specific areas where significant variation occurs. Therefore, survey data selected for this evaluation, relates to higher level effects of the project. However, there is additional specific data available to the WTSA which is able to provide the organisation with a range of further information, if required. This includes, for example, data on the impact of specific interventions, numbers of children in various categories predicted to achieve ELG, how schools plan to sustain learnings from the project, children's responses to the project.

It is useful to observe that whilst the project data collection up to this point provides a rich source of data on various aspects of the project, in the event of future projects or an extension of this project, there may be benefit in applying a systematic design process to the data collection, for example via logic modelling or similar, which could enhance the data uses and ability to report on the whole programme as well as specific aspects of it.

Strand(s)	Data output	Data type	Data produced by	No. of data items
Literacy (T4W)	Survey response	Quantitative and qualitative	Schools	32
Communication & Language	Survey response	Quantitative and qualitative	Schools	31
Whole project	SSTEW audit scores	Quantitative	SLEs	37 (plus 19 schools with incomplete data)
Whole project	NLE Quality Assurance conversation forms	Qualitative	NLEs	49
Whole project	Spring/summer 2018 testimonials	Qualitative	Schools	6
Whole project	Autumn 2018 testimonials	Qualitative	Schools	7
Whole project	SLE Evaluation forms	Qualitative	SLEs	25
Whole project	School attendance	Quantitative	WTSA	

Table 1. Types of project data collected

Not all forms of data are available for all schools -

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[2] Of the original 56 participating schools, three withdrew during the project, for reasons unknown to the HASCE team.

Local Authority	School reference no.	School SSTEW score increase	C&L survey*	T4W survey	SSTEW (1 and 2)	SLE form	NLE QA form	Testimonial Autumn 2018	Testimonial spring/ summer 2018	No of data items
Halton	1	1.6	1	1	1	0	1	0	0	4
Halton	2	1.7	1	1	1	0	1	0	0	4
Halton	3	1.9	0	0	1	1	1	0	0	3
Halton	4	1.6	1	1	1	0	1	0	0	4
Halton	5	1.1	1	0	1	0	1	0	0	3
Halton	6	2.3	1	1	1	0	1	0	0	4
Halton	7	4	1	0	1	1	1	0	0	4
Halton	8		0	0	0	0	0	0	1	1
Halton	9		1	1	0	0	1	0	0	3
Halton	10		0	0	0	0	1	0	0	1
Halton	11	1	1	0	1	0	1	1	1	5
Halton	12		1	0	0	1	1	1	0	4
Knowsley	13	2.2	0	1	1	0	1	1	1	5
Knowsley	14	0.8	1	1	1	1	1	0	0	5
Knowsley	15		1	1	0	0	1	0	0	3
Knowsley	16	1	1	0	1	1	0	0	0	3
Knowsley	17	0.6	0	0	1	0	1	0	0	2
Knowsley	18	1.4	0	1	1	0	1	0	0	3
Knowsley	19		1	1	0	0	1	0	0	3
Knowsley	20	1.2	0	1	1	0	1	0	0	3
Knowsley	21	1.1	0	1	1	0	1	0	0	3
Knowsley	22	0.6	0	0	1	0	0	0	0	1
Liverpool	23		0	0	0	0	1	0	0	1
Liverpool	24	1.1	1	0	1	0	1	0	0	3
Liverpool	25	1	0	0	1	0	1	0	0	2
Liverpool	26	1.8	0	0	1	1	1	0	0	3
Liverpool	27	0.3	1	1	1	1	1	0	0	5
Liverpool	28	0.2	1	0	1	1	1	1	1	6
Liverpool	29	2.1	1	1	1	1	1	0	0	5
Liverpool	30	2.1	1	1	1	0	1	0	0	4
Liverpool	31	3.4	1	0	1	1	1	0	0	4
Liverpool	32	0.9	0	1	1	0	1	0	0	3
Sefton	33	2.6	1	1	1	1	1	0	0	5
Sefton	34	1.9	1	1	1	1	1	0	0	5
Sefton	35	1.4	1	1	1	1	1	0	0	5
St Helens	36	1.6	0	0	1	1	1	0	0	3
St Helens	37	2.4	0	1	1	1	1	0	0	4
St Helens	38	0.8	1	1	1	1	1	0	0	5
St Helens	39	0.5	1	1	1	1	1	1	1	7
Warrington	40	3	1	1	1	1	0	1	1	6

Local Authority	School reference no.	School SSTEW score increase	C&L survey*	T4W survey	SSTEW (1 and 2)	SLE form	NLE QA form	Testimonial Autumn 2018	Testimonial spring/ summer 2018	No of data items
Warrington	41	1.8	1	1	1	0	1	0	0	4
Warrington	42	2	1	1	1	1	1	0	0	5
Warrington	43	2.5	0	1	1	1	1	0	0	4
Warrington	44	1.4	1	0	1	0	1	0	0	3
Warrington	45	0.4	0	1	1	1	1	0	0	4
Warrington	46	3.1	0	1	1	0	1	0	0	3
Warrington	47	1.1	0	1	1	0	1	0	0	3
Wirral	48	1.4	0	1	1	1	1	0	0	4
Wirral	49		0	0	0	0	0	0	0	0
Wirral	50	1.2	0	1	1	1	1	1	0	5
Wirral	51	0.9	0	0	1	0	1	0	0	2
Wirral	52	1.1	1	1	1	0	1	0	0	4
Wirral	53		0	0	0	0	1	0	0	1
Wirral	54	0.6	1	0	1	1	1	0	0	4
Total number of data items			**30**	**32**	**45**	**24**	**49**	**7**	**6**	**193**
Average school SSTEW score increase		**1.5**								

* NB: Duplicate C&L survey received from Thelwall

Table 2. Summary of data available by school.

summarises data available for each school.

Local Authority	School reference no.	School SSTEW score increase	C&L survey*	T4W survey	SSTEW (1 and 2)	SLE form	NLE QA form	Testimonial Autumn 2018	Testimonial spring/ summer 2018	No of data items
Halton	1	1.6	1	1	1	0	1	0	0	4
Halton	2	1.7	1	1	1	0	1	0	0	4
Halton	3	1.9	0	0	1	1	1	0	0	3
Halton	4	1.6	1	1	1	0	1	0	0	4
Halton	5	1.1	1	0	1	0	1	0	0	3
Halton	6	2.3	1	1	1	0	1	0	0	4
Halton	7	4	1	0	1	1	1	0	0	4
Halton	8		0	0	0	0	0	0	1	1
Halton	9		1	1	0	0	1	0	0	3
Halton	10		0	0	0	0	1	0	0	1
Halton	11	1	1	0	1	0	1	1	1	5
Halton	12		1	0	0	1	1	1	0	4
Knowsley	13	2.2	0	1	1	0	1	1	1	5
Knowsley	14	0.8	1	1	1	1	1	0	0	5
Knowsley	15		1	1	0	0	1	0	0	3
Knowsley	16	1	1	0	1	1	0	0	0	3
Knowsley	17	0.6	0	0	1	0	1	0	0	2
Knowsley	18	1.4	0	1	1	0	1	0	0	3
Knowsley	19		1	1	0	0	1	0	0	3
Knowsley	20	1.2	0	1	1	0	1	0	0	3
Knowsley	21	1.1	0	1	1	0	1	0	0	3
Knowsley	22	0.6	0	0	1	0	0	0	0	1
Liverpool	23		0	0	0	0	1	0	0	1
Liverpool	24	1.1	1	0	1	0	1	0	0	3
Liverpool	25	1	0	0	1	0	1	0	0	2
Liverpool	26	1.8	0	0	1	1	1	0	0	3
Liverpool	27	0.3	1	1	1	1	1	0	0	5
Liverpool	28	0.2	1	0	1	1	1	1	1	6
Liverpool	29	2.1	1	1	1	1	1	0	0	5
Liverpool	30	2.1	1	1	1	0	1	0	0	4
Liverpool	31	3.4	1	0	1	1	1	0	0	4
Liverpool	32	0.9	0	1	1	0	1	0	0	3
Sefton	33	2.6	1	1	1	1	1	0	0	5
Sefton	34	1.9	1	1	1	1	1	0	0	5
Sefton	35	1.4	1	1	1	1	1	0	0	5
St Helens	36	1.6	0	0	1	1	1	0	0	3
St Helens	37	2.4	0	1	1	1	1	0	0	4
St Helens	38	0.8	1	1	1	1	1	0	0	5
St Helens	39	0.5	1	1	1	1	1	1	1	7
Warrington	40	3	1	1	1	1	0	1	1	6

Local Authority	School reference no.	School SSTEW score increase	C&L survey*	T4W survey	SSTEW (1 and 2)	SLE form	NLE QA form	Testimonial Autumn 2018	Testimonial spring/ summer 2018	No of data items
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Warrington	42	2	1	1	1	1	1	0	0	5
Warrington	43	2.5	0	1	1	1	1	0	0	4
Warrington	44	1.4	1	0	1	0	1	0	0	3
Warrington	45	0.4	0	1	1	1	1	0	0	4
Warrington	46	3.1	0	1	1	0	1	0	0	3
Warrington	47	1.1	0	1	1	0	1	0	0	3
Wirral	48	1.4	0	1	1	1	1	0	0	4
Wirral	49		0	0	0	0	0	0	0	0
Wirral	50	1.2	0	1	1	1	1	1	0	5
Wirral	51	0.9	0	0	1	0	1	0	0	2
Wirral	52	1.1	1	1	1	0	1	0	0	4
Wirral	53		0	0	0	0	1	0	0	1
Wirral	54	0.6	1	0	1	1	1	0	0	4
Total number of data items			30	32	45	24	49	7	6	193
Average school SSTEW score increase		1.5								

* NB: Duplicate C&L survey received from Thelwall

Table 2. Summary of data available by school.

Results

This section considers the results emerging from the HASCE team analysis. To aid navigation, the section is divided into three parts:

- The impact of four school level variables on the effectiveness of the project
- Evaluation of the effect of the C&L strand
- Evaluation of the effect of the T4W strand

Impact of school level variables on the effectiveness of the project

The impact of four school level variables on the effectiveness of the project was evaluated by extracting relevant data from the survey responses to the C&L and T4W surveys. The four variables evaluated were:

1. School attendance
2. School Project Leadership
3. School staff turnover
4. Size of school EYFS project delivery team

School attendance

It is hypothesised here that the overall effectiveness of the SSIF EYFS project may be adversely affected if schools and participating staff did not fully participate in training sessions, Professional Learning Network meetings and in setting support sessions with SLEs. This hypothesis is further borne out, as it is apparent that as a condition of participation schools committed to ensuring that Project Leads and appropriate additional members of staff were released from school and given appropriate time to attend.[3]

For each of the training intervention strands, T4W and C&L, a launch event for each and a maximum of eight and seven core training sessions respectively, were available. However, some schools had already received and implemented T4W training and therefore six schools attended training and sessions for the C&L strand alone. Three schools participated only in T4W strand (for reasons unknown to the HASCE team). Forty-two schools participated in both the T4W and C&L strands and had an average overall attendance rate of 78% (
Table 3).

Session strand and date	Attendance rate
C&L Launch 1 March	68%
T4W Launch 7 March	55%
C&L training 15 March	82%
C&L training 26 April	98%
T4W training 2 May	93%
C&L training 14 June	73%
T4W training 2 July	89%

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[3] It should be noted that the HASCE team is not aware if a particular level of attendance was deemed to be necessary for project effectiveness. Therefore, it is not possible for the team to define either levels of participation which were effective or, indeed, without effect. Additionally, without that information, or a clear project design level hypotheses about effect, consideration of other data does not resolve the issue: for example, a significant increase in SSTEW scores may or may not be caused by participation rates.

T4W training 19 September	87%
C&L training 1 October	72%
T4W training 7 November	78%
C&L training 15 November	76%
T4W training 29 January	80%
T4W training 26 February	80%
T4W training 14 March	73%
C&L training 20 March	65%
Average attendance rate for all sessions	78%

Table 3. Average attendance rate by schools at C&L and T4W launch and training sessions.

After an initial dip in attendance at the launch events, average attendance remained steady at over 70% until the last C&L training sessions, when average attendance fell slightly to 65% (Figure 2).
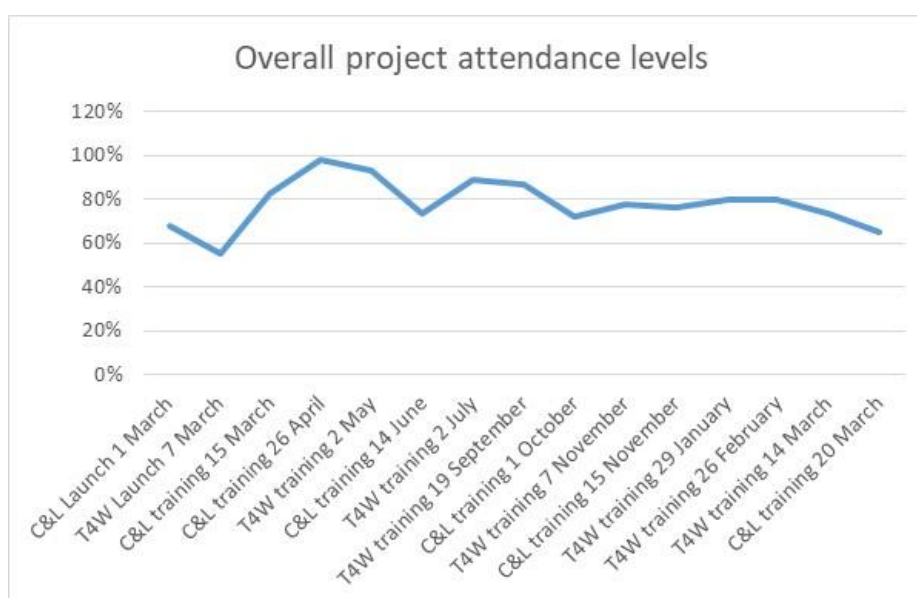
Figure 2. Overall project attendance level for C&L and T4W launch and training sessions.

Average attendance rate for C&L sessions was 76% (

Table 4) and for T4W sessions was 79% (

Table 5) (excluding the launch event these figures were 78% and 83% respectively). The six schools who participated only in the C&L strand had an average attendance rate of 69%.

Session strand and date	Attendance rate
C&L Launch 1 March	68%
C&L training 15 March	82%
C&L training 26 April	98%
C&L training 14 June	73%
C&L training 1 October	72%
C&L training 15 November	76%
C&L training 20 March	65%
Average attendance rate	76%

Session strand and date	Attendance rate
T4W Launch 7 March	55%
T4W training 2 May	93%
T4W training 2 July	89%
T4W training 19 September	87%
T4W training 7 November	78%
T4W training 29 January	80%
T4W training 26 February	80%
T4W training 14 March	73%
Average attendance rate	79%

Table 5. Attendance rate by schools at T4W strand launch and training sessions.

Interpretation

Sample comments from survey respondents relating to session dates or attendance and project timing are summarised below (Table 6). One comment suggests there may have been late changes to dates and/or issues for participants around not being aware of locations of sessions. This may have been an isolated incident/misunderstanding but if not, this feedback may be useful for future projects.

Source	Comment
T4W survey	The training sessions were well spaced out so the different aspects were over learned as we returned again and again to consolidate the strategies.
C&L survey	The timing was awkward and it would have been more beneficial if it had run from September through the full academic year as we had changes of staff part way through which was difficult as they had not done a lot of the training.
QA conversation between NLE and school	Q: "What would be the "even better ifs"? A: "Knew where the courses were taking place. Not changing at the last minute (day before)…"

Table 6. Comments from participants relating to timing or attendance at project sessions and events.

Project Leadership in schools

A condition of project participation for schools was to identify a suitably experienced and senior staff member as school project lead, on each strand of the project, for the life of the project. Based on this, the rationale would appear to be that there was an understanding that project effectiveness would be enhanced by designating appropriate staff in participating schools as Project Leads. The role of Project Leads was to deliver the programme in school and disseminate/cascade training to

the rest of their department/school. WTSA identified EYFS leads, SENDco's and Literacy Leads as appropriate roles for Project Lead.

Of those schools who responded to the C&L survey, the most frequent job role of Project Lead for the C&L project were EYFS leads (65%), followed by teachers (32%) with one EYFS and KS1 lead (3%) (Table 7).

PROJECT LEAD JOB ROLE	FREQUENCY	
	(n)	%
EYFS LEAD	21	68
TEACHER	10	32
TOTAL	31	100

Table 7. Job role of Project Leads from C&L survey.

Of those schools who responded to the T4W survey, the most frequent job role of Project Lead for the T4W project were EYFS leads (53%), followed by teachers (38%) with Head Teacher or Deputy Head (9%) (Table 8Table 7). Thus, a majority of Project Leads appear to have appropriate job roles within schools to deliver project objectives.

Overall, a greater majority of Project Leads for the C&L strand (65%) than those in the T4W strand (53%) had appropriate (as defined by the WTSA Memorandum of Understanding with Schools) job roles within schools to deliver project objectives.

PROJECT LEAD JOB ROLE	FREQUENCY	
	(n)	%
EYFS LEAD	17	53
TEACHER	12	38
OTHER (DEPUTY HEAD OR HEAD)	3	9
TOTAL	32	100

Table 8. Job role of Project Leads from T4W survey

School staff turnover

Whilst some staff turnover is unavoidable, it is likely that a significant level of school staff turnover may create risk to the effectiveness of the project. Thus, if a large number of Project Leads changed during the project, there is a risk that training and CPLD would be insufficient to both improve the teaching of participants and to cascade the training through the wider EYFS team.

Of those who responded to the C&L survey, most Project Leads (84%) led the project throughout the life of the project (Table 9). Of the five staff who took over as Project Lead during the life of the project, three took over in autumn 2018 (i.e. approximately half-way through the project) and three took over in spring 2019 (i.e. towards the end of the project). Thus, these results indicate that a substantial majority of Project Leads participated throughout the life of the C&L project, minimising the risk of disruption to project objectives.

PROJECT LEAD LED C&L STRAND THROUGHOUT	FREQUENCY	
	(n)	%
YES	26	84
NO	5	16
TOTAL	31	100

Of those who responded to the T4W survey, a smaller majority of Project Leads (75%) led the project throughout the life of the project (Table 10). Of the eight staff who took over as Project Lead during the life of the project, six took over in autumn 2018 (i.e. approximately half-way through the project), one in took over in spring 2019 and another in summer 2019 (i.e. towards the end of the project). Thus, these results indicate that a majority of Project Leads participated throughout the life of the project, minimising the risk of disruption to project objectives.

PROJECT LEAD LED T4W STRAND THROUGHOUT	FREQUENCY (n)	%
YES	24	75
NO	8	25
TOTAL	32	100

Table 10. Stability of Project Lead throughout the life of the T4W Project.

Thus, Project Lead stability was a somewhat greater for the C&L strand (84%) than for the T4W strand (75%) but there was not a major difference between the two and both showed relatively good continuity of Project Lead throughout the project.

Likewise, if there were high levels of staff turnover in the wider EYFS team during the life of the project, this could have impacted on project effectiveness if training and implementation in the wider team were disrupted or incomplete.

Over half of EYFS teams (55%) in participating schools that responded to the C&L survey had no staff changes during the course of the project (Table 11). However, a third (29%) of the EYFS teams experienced two staff changes and overall 42% of teams experienced one or more staff changes.

STAFF CHANGES IN EYFS TEAM	FREQUENCY (n)	%
NO STAFF CHANGES	17	55
1 STAFF CHANGE	2	6
2 STAFF CHANGES	9	29
3 OR MORE STAFF CHANGES	3	10
TOTAL	31	100

Table 11. Staff turnover in wider EYFS team supporting the implementation of the C&L strand.

Half of EYFS teams (50%) in participating schools that responded to the T4W survey had no staff changes during the course of the project (Table 12). However, a third (29%) of the EYFS teams experienced two staff changes and overall 42% of teams experienced one or more staff changes.

STAFF CHANGES IN EYFS TEAM	FREQUENCY (n)	%
NO STAFF CHANGES	16	50
1 STAFF CHANGE	6	18
2 STAFF CHANGES	5	16
3 OR MORE STAFF CHANGES	5	16
TOTAL	32	100

Table 12. Staff turnover in wider EYFS team supporting the implementation of the T4W strand.

C&L survey respondents were asked to describe the impact of staff leaving partway through the project on the effectiveness of the C&L project (Table 13). A majority (62%) of respondents reported

no impact (this includes blank, 0 and 1 answers), however, 38% of respondents reported that staff leaving partway through the project did have some level of impact on the effectiveness of the project.

IMPACT	FREQUENCY (n)	%
1 (NO IMPACT)	19*	62
2	4	13
3	6**	19
4	1	3
5 (SIGNIFICANT IMPACT)	1***	3
TOTAL	31	100

Table 13. Frequency of different impact levels on the effectiveness of the C&L strand caused by staff leaving part way through the project, as reported by C&L survey respondents.

*Includes blank and 0 answers
**One respondent responded that class teachers had changed (rather than left) in September 2018 and that this had impacted at level 3 on the effectiveness of the C&L project
***2TAs added to Year 1 and 1 TA added to Reception so significant impact reported could be positive

Likewise, T4W survey respondents were asked to describe the impact of staff leaving partway through the project on the effectiveness of the T4W project (Table 14). A smaller majority (56%) of T4W survey respondents reported no impact on the project as a result of staff leaving (this includes blank and 1 answers) and, 44%% of T4W respondents reported some level of impact. For both surveys, respondents reporting the highest level of impact (level 5) reported staff changes that could have had a positive or negative impact (additional TA; Project Lead taking over teaching).

IMPACT	FREQUENCY (n)	%
1 (NO IMPACT)	18*	56
2	1	3
3	8**	25
4	4	13
5 (SIGNIFICANT IMPACT)	1***	3
TOTAL	32	100

Table 14. Frequency of different impact levels on the effectiveness of the T4W strand caused by staff leaving part way through the project, as reported by T4W survey respondents

*Includes blank and 0 answers
**One respondent responded that class teachers had changed (rather than left) in September 2018 and that this had impacted at level 3 on the effectiveness of the C&L project
***1 member of staff left for maternity leave- project lead stepped into teaching role. (not stated whether impact significantly positive or negative)

Size of school EYFS project delivery team

It would appear that the premise of this programme, and others like it, is that the approach to improvements tends to be quite holistic, therefore, involving a range of people in the child's life, for example, all members of the EYFS, parents and carers, other staff within the school. Therefore, it is sensible to conclude that the ability of Project Leads to cascade training and improve the practice of

others is crucial to achieving project objectives. On this basis, it may also be that the size of EYFS teams in participating schools could affect project success, as well as the ability of the individuals within the team/s.

The programme emphasis on this requires a commitment from participating schools to enable Project Leads to disseminate/cascade training to the rest of their department/school and, in recognition of this requirement, part of the CPLD training was designed to support this.

Of those who responded to the C&L survey, most Project Leads (39%) were leading a team of 2-3 staff to deliver the project in the classroom, with a further 26% leading a team of 4-5 and 23% leading a team of 6-7 (Table 15). Thus, 94% of participating schools who responded to the survey depended on Project Leads to cascade training to the wider team to enable effective implementation of the project.

SIZE OF EYFS TEAM	FREQUENCY	
	(n)	%
1 (MYSELF)	2	6
2-3	12	39
4-5	8	26
6-7	7	23
8 OR MORE	2	6
TOTAL	31	100

Table 15. Size of EYFS team that Project Leads are leading to deliver the project, from the C&L survey.

Of those who responded to the T4W survey, most (68%) Project Leads were leading a team of 2-3 (34%) or 4-5 (34%) staff to deliver the project in the classroom, with a further 13% leading a team of either 6-7 or 8 or more (also 13%) (Table 15). Thus, 94% of participating schools who responded to the T4W survey appear to depend on the Project Lead postholders to cascade training to the wider team.

SIZE OF EYFS TEAM	FREQUENCY	
	(n)	%
1 (MYSELF)	2	6
2-3	11	34
4-5	11	34
6-7	4	13
8 OR MORE	4	13
TOTAL	32	100

Table 16. Size of EYFS team that Project Leads are leading to deliver the project, from the T4W survey.

In this context, it is worth noting that one T4W survey respondent commented:

> "I think the T4W approach would have a much greater impact if it was school wide. And this level of training is too skilled for the lead teachers to pass down fully & effectively. More training is needed for KS1 & KS2".

Likewise, another T4W respondent commented that the added value of SLE visits could be enhanced by training other staff members, suggesting that cascading the training is an issue for some schools and Project Leads:

> *"The visits may benefit by providing training with other staff members in schools as an additional support to the project lead".*

These comments suggest it may be worth considering how best to support Project Leads of large teams in future work.

Summary of findings related to school level variables

These results suggest that there are few differences between the two strands of the project (C&L and T4W) in terms of the following school level variables:

- School attendance
- Project Leaders job roles in schools
- Staff turnover rates in Project Leads and wider EYFS teams in participating schools
- Impact of staff leaving part-way through the project.

The key findings related to these variables can be summarised, thus:

- There was an average overall 78% attendance rate at all project launch and training session (this excludes optional or catch up sessions).

- Most Project Leads had appropriate school job roles to enable them to deliver the project in school and disseminate/cascade the training to staff in the wider EYFS team. There were slightly more EYFS leads taking a Project Lead role for the C&L strand than the T4W strand.

- Project Leads showed lower rates of staff turnover than staff in wider EYFS teams. Project Lead continuity was relatively high for both the C&L strand (84%) and the T4W strand (75%). Continuity of staff in the wider EYFS team was lower than for Project Leads but not markedly different between the C&L strand (55%) and the T4W strand (50%).

- There was clearly staff turnover, as anticipated, and 38% of schools responding to the C&L survey and 44% of schools responding to theT4W survey reported that staff attrition had an impact upon the effectiveness of the project.[4] However, over half of schools reported that staff turnover had no impact on the effectiveness of the project, with only a small difference between the C&L strand (62%) and the T4W strand (56%). However, WTSA may find it useful to consider how future work can address the impact of staff turnover on project delivery and effectiveness, this may include creating a contingency approach in the event of staff changes and new staff becoming involved.

Evaluation of the effect of the Communication & Language strand

The effect of the C&L strand of the project was evaluated by extracting data from relevant questions in the C&L survey to address selected aspects. These were:

1. Effect on teaching of C&L
2. Effect on teaching of Literacy
3. Effect on indoor learning environment

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[4] Due to the structure of the question posed, it is not always clear from the data provided if this was a positive or negative impact.

4. Effect on outdoor learning environment
5. Effect on parental engagement
6. Effect on children's learning (whole cohort; boys; girls; disadvantaged; EAL; SEND)
7. Most impactful learning from the C&L strand

Teaching of C&L

The project clearly had a significant impact on most participant's own teaching of C&L; a substantial majority of survey respondents, (77%) reported high levels of impact (impact level 4 or 5) (Figure 3). Furthermore, nearly half of all respondents (48%) reported that participation had the highest level of impact. It is also noteworthy that all respondents reported that the project had some degree of positive impact on their teaching (0% reported no impact).
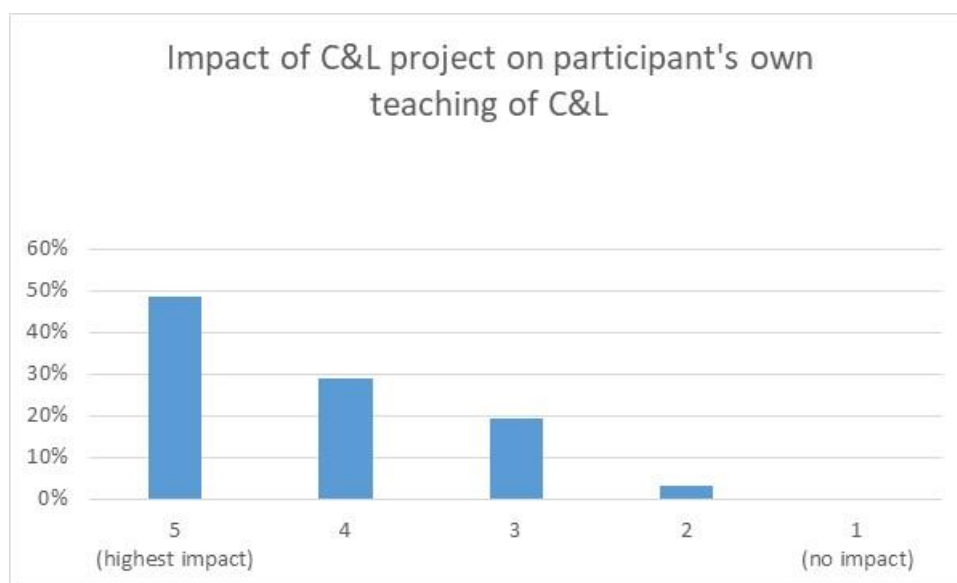
Figure 3. Frequency of impact ranking of C&L project on participant's own C&L teaching from C&L survey responses

Respondents also reported high levels of impact on the teaching of C&L by the wider EYFS team in their school, although levels were a little lower than the impact on their own teaching (Figure 4). Thus, 35% ranked the impact at level 5 (highest) and 48% ranked the impact at level 4, with a combined majority (84%) ranking impact levels at the two highest levels. Again, it is noteworthy that all respondents reported some level of positive impact on the wider EYFS team in their school. This indicates that the project both succeeded in improving teaching in C&L for those participating in the training directly and enabled them to successfully cascade the training to other members of the EYFS team.
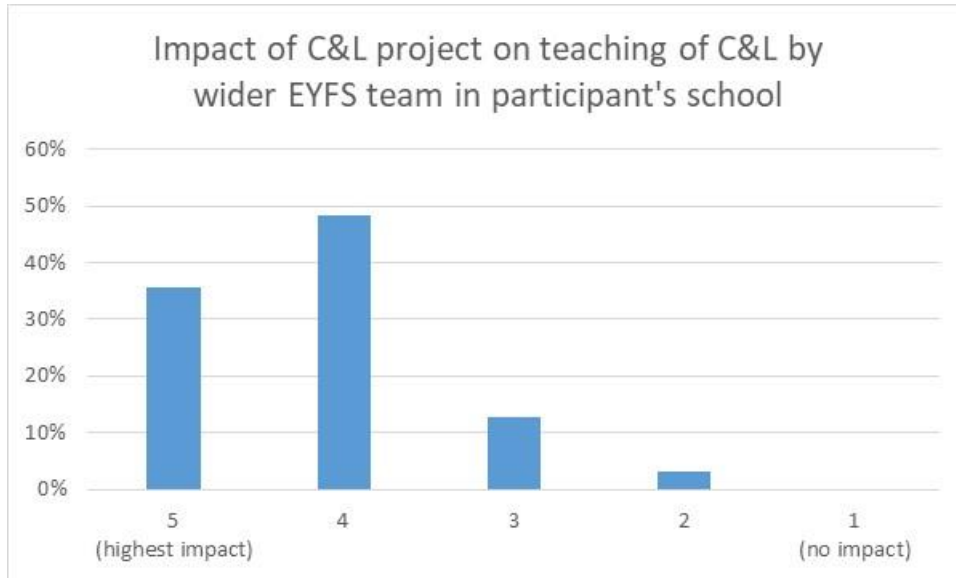
Figure 4. Frequency of impact ranking of C&L project on wider EYFS teaching of C&L in participant's school from C&L survey responses.

Teaching of Literacy

The project also had a significant impact on participant's own teaching of Literacy (Figure 5), with (68%) of respondents reporting very high or high levels of impact (impact level 4 or 5) and 35% indicating the impact to be at the highest level. All respondents reported the project had some level of impact on their own teaching of Literacy (0% reported no change).
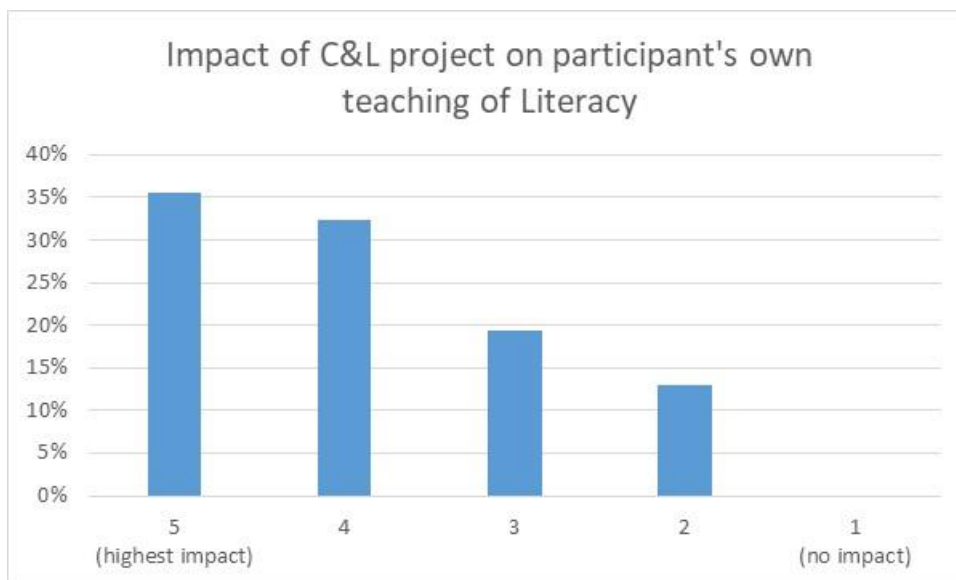
Figure 5. Frequency of impact ranking of C&L project on participant's own Literacy teaching from C&L survey responses

Again, most respondents reported high levels of impact on the teaching of Literacy by the wider EYFS team in their school, although levels were a little lower than the impact on their own teaching (Figure 6). Thus, 29% ranked the impact at level 5 (highest) and 35% ranked the impact at level 4, with a combined majority (65%) ranking impact levels at the two highest levels. All respondents reported some level of impact on the teaching of literacy by the wider EYFS in their school, indicating

the project succeeded in developing the leadership skills of project staff enabling them to improve the practice of others.
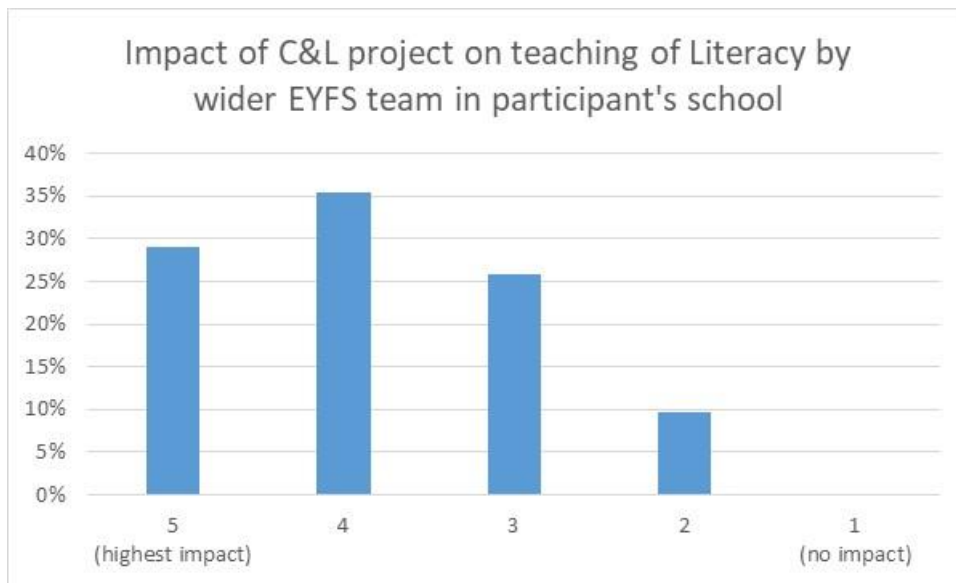
Figure 6. Frequency of impact ranking of C&L project on wider EYFS teaching of Literacy in participant's school from C&L survey responses

Effect on indoor learning environment

Survey responses indicate that the project was very successful in guiding participating staff to make changes to the indoor learning environment that support improvements in C&L teaching. (
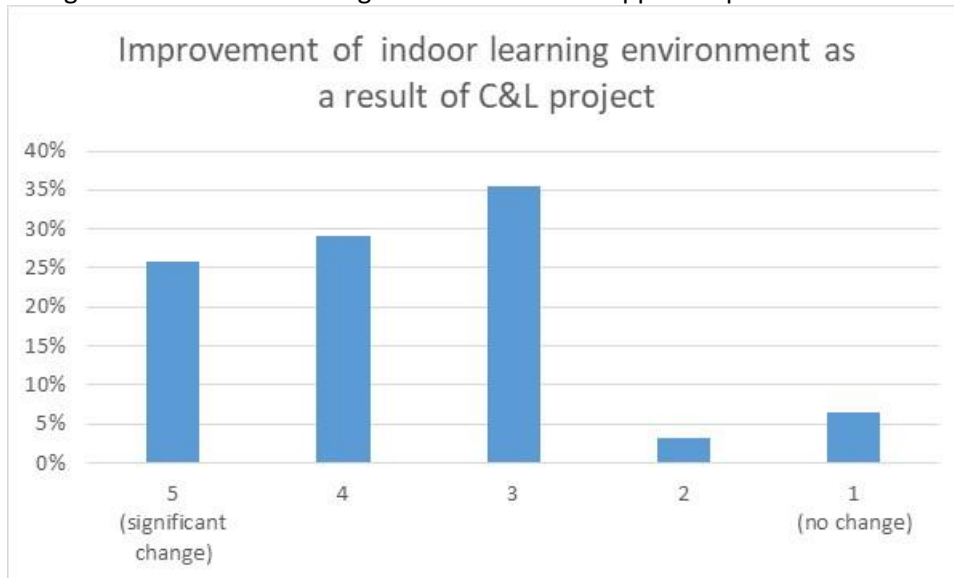
Figure 7). Over half of respondents (59%) reported that their indoor learning environment had improved at the two highest levels of change (4 and 5) and 35% of respondents reported a mid-level change (level 3) change. Overall, 94% of respondents reported changes to their indoor learning environment that support improvements to the teaching of C&L. Examples of how survey respondents developed their indoor environment in response to the C&L element of the project are provided in Appendix 1.
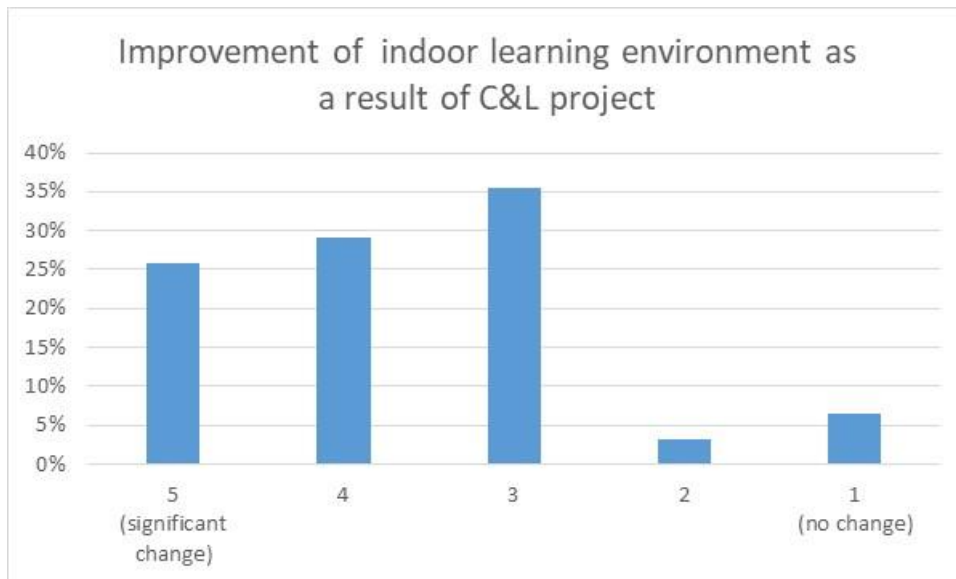
Figure 7. Frequency of responses reporting a change to the indoor learning environment as a result of the C&L project.

Effect on Outdoor Learning Environment

Survey responses suggest lower levels of impact in changing outdoor learning environments as a result of the C&L project (
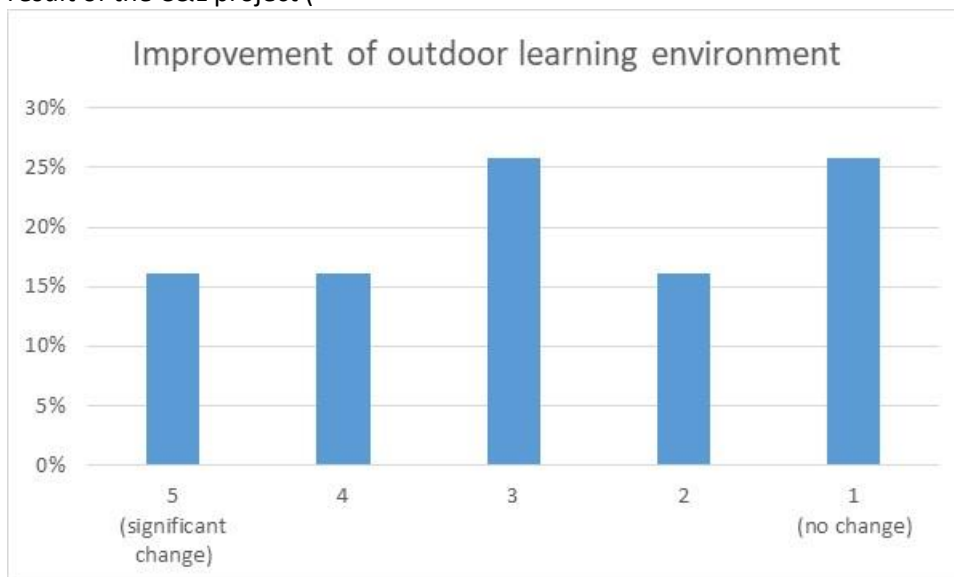
Figure 8). It is unclear from the data here why this might be the case but if it is an area of critical interest to the WTSA it may be that they could follow this up with schools. One third of respondents (32%) reported that their outdoor learning environment had changed at the two highest levels of change (4 and 5). However, the most frequent response was to report a mid-level change (26%) or no change (26%), with a further 16% of respondents reporting low levels of change (level 2). Examples of how survey respondents developed their outdoor environment in response to the C&L element of the project are provided in Appendix 2.

Improvement of outdoor learning environment
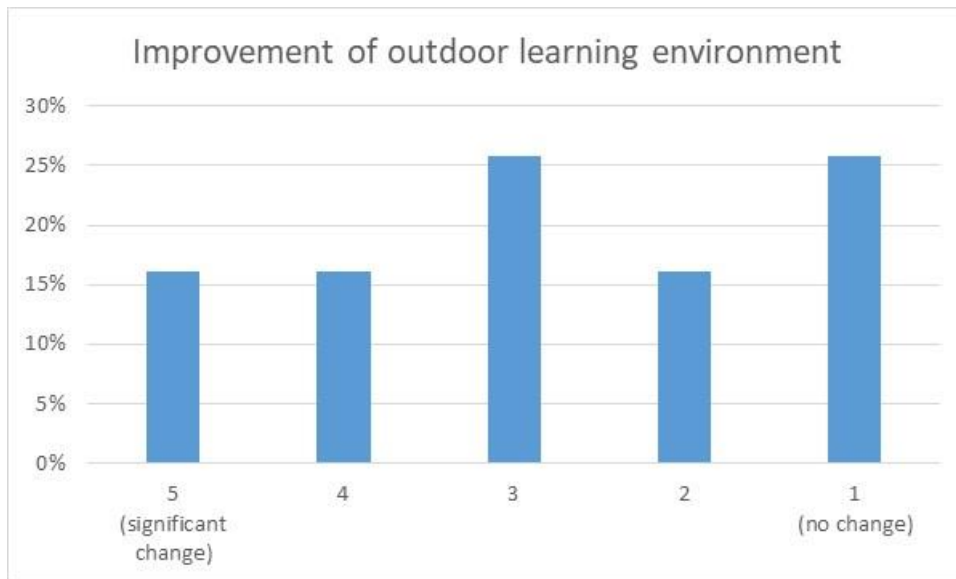
Figure 8. Frequency of responses reporting a change to the outdoor learning environment, as a result of the C&L project.

Effect on Parental[5] engagement

As noted earlier, it is likely that this programme took a holistic view of creating positive effects and that this would involve parents and/or carers of the children involved. It is interesting to note, therefore, that survey responses suggest that the impact of the project on parental engagement is lower than all other types of impact (Figure 9). Thus, 42% of respondents reported a mid-level impact, 23% reported low impact and 23% reported no impact. Examples of how schools sought to engage parents as a result of the C&L project and any impacts they observed are provided in Appendix 3. This area, if deemed to be critical to programme effectiveness, may be something which would warrant further research by the WTSA and the participating schools.

Parental engagement

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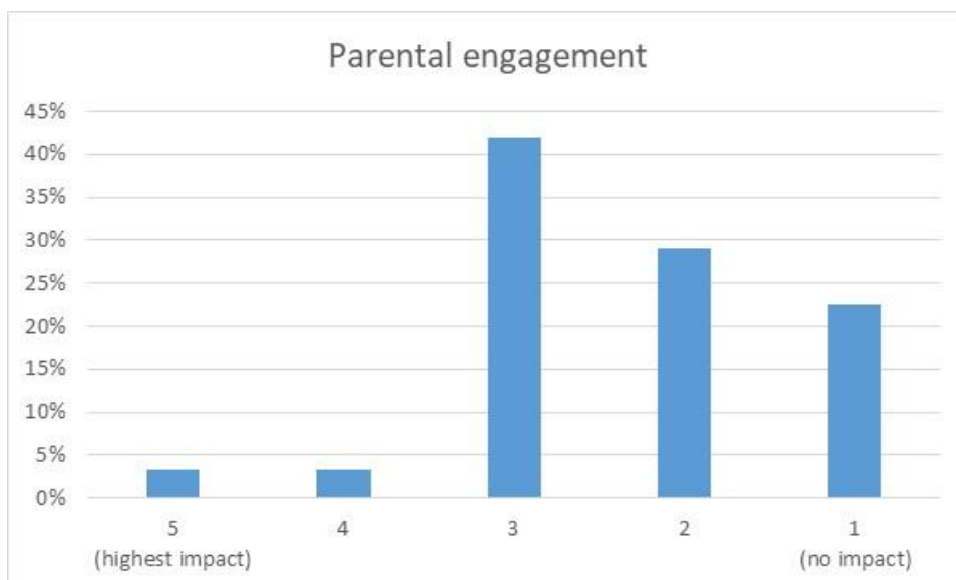
[5] The HASCE team assumes here that the description of parent used in the data collection would also include any other family members in the parent role and carers fulfilling the same.

Effect on children's learning

A substantial majority of respondents reported mid-to-highest levels of impact on all children's learning in the target cohort in their school (Figure 10. Frequency of C&L survey responses reporting different impact levels on children's learning in target cohort as a whole. Thus, overall 96% of respondents reported some level of impact with over half (51%) reporting either high or highest levels of impact.
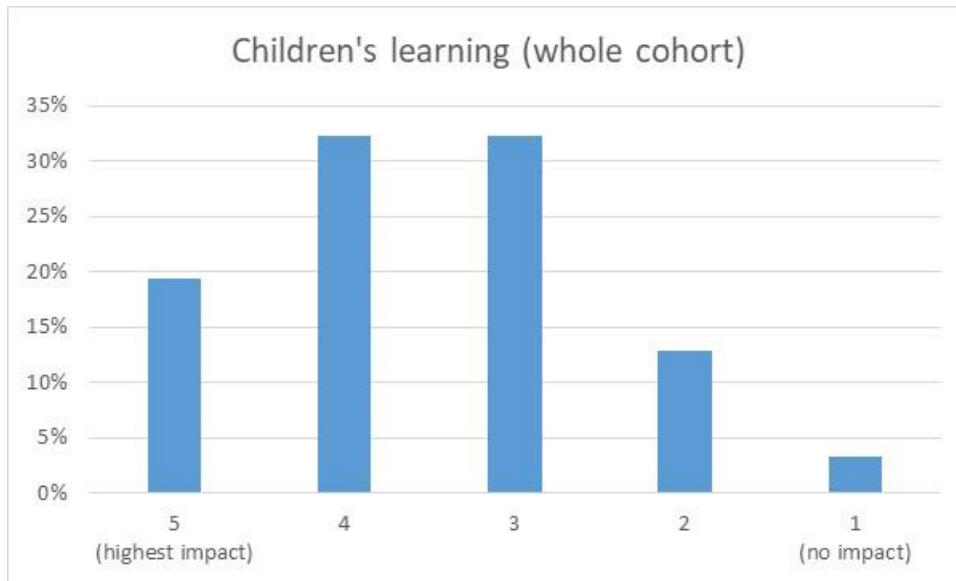
Figure 10. Frequency of C&L survey responses reporting different impact levels on children's learning in target cohort as a whole.

Survey responses demonstrate the impact of the project on different groups of children. Thus, 90% of respondents reported mid-to-highest levels of impact on boys' learning and 97% of respondents reported some level of impact (Figure 11). Within this overall result, the most frequently reported impact level for boys was a mid-level impact (level 3) at 35%.

The same overall impact was reported for girls with 97%% of survey respondents reporting some level of impact on girls' learning (Figure 12). However, the most frequent (35%) level of impact on girls learning was reported at a higher impact (level 4) than for boys.

This data shows that while the impact overall, for both genders, was the same, there are differences in the specifics of the impact level; boys were more likely to be reported as having a mid-level impact (3) and girls the slightly higher-level impact (4). Without further data, it is not possible for the HASCE team to draw conclusions as to why this would be the case. However, it may be a finding the WTSA would like to take back to schools to give them the opportunity to reflect on and respond to those differences.
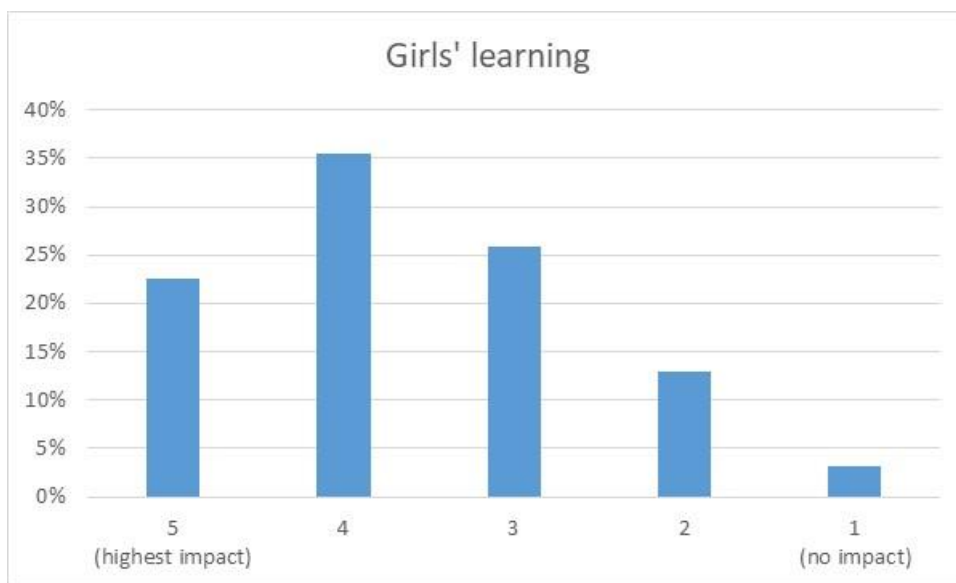
Figure 12. Frequency of C&L survey responses reporting different levels of impact on girls learning.

It is important to note, that along with the results of overall impact for the boys and girls, the data captures that the project had an impact on the learning of almost all (97%) children deemed to be 'disadvantaged' with 58% being at a high or highest level of impact (
Figure 13).
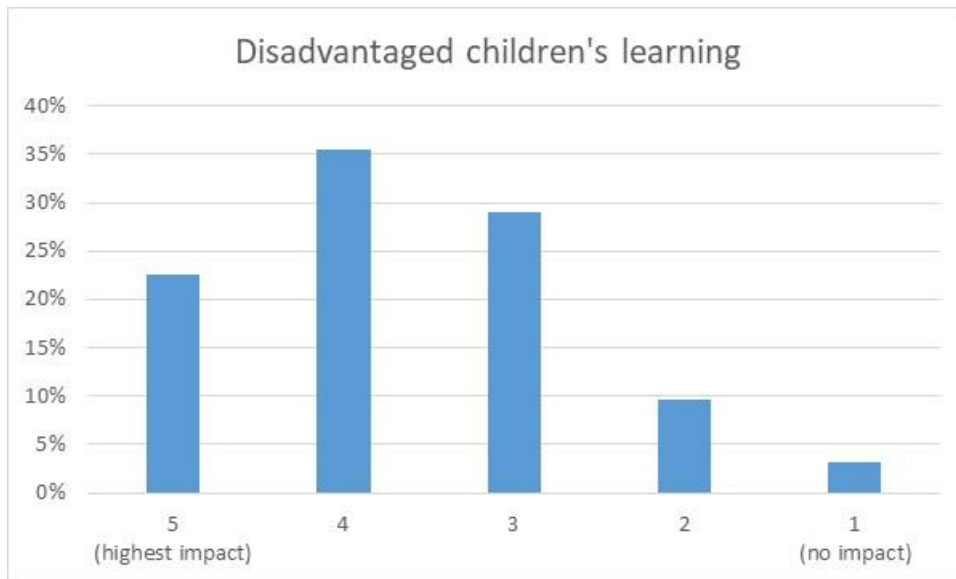
Figure 13. Frequency of C&L survey responses reporting different levels of impact on disadvantaged children's learning.

The significant difference across these datasets can be viewed when the findings for the children with English as an Additional Language (EAL) are considered. The impact of the project on the learning of this group of children is somewhat lower than any other groups of children; although respondents still reported a positive impact on 68% of this group (Figure 14), a third of respondents reported no impact on children with EAL.
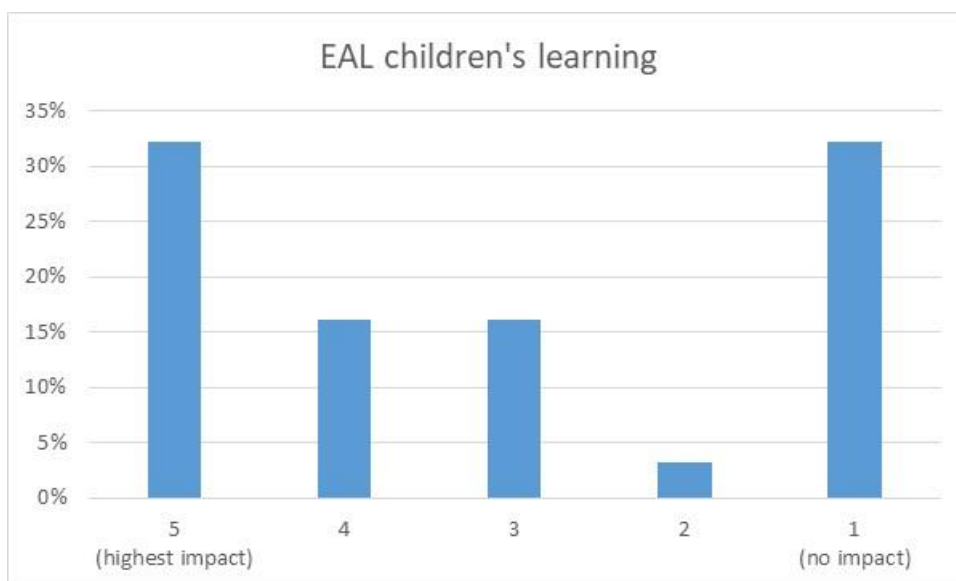
Figure 14.Frequency of C&L survey responses reporting different levels of impact on the learning of children with English as an Additional Language.

The project was reported to have had an impact on 90% of children with Special Educational Needs or Disabilities (SEND) with the majority of respondents reporting mid-to-high impact (Figure 15).
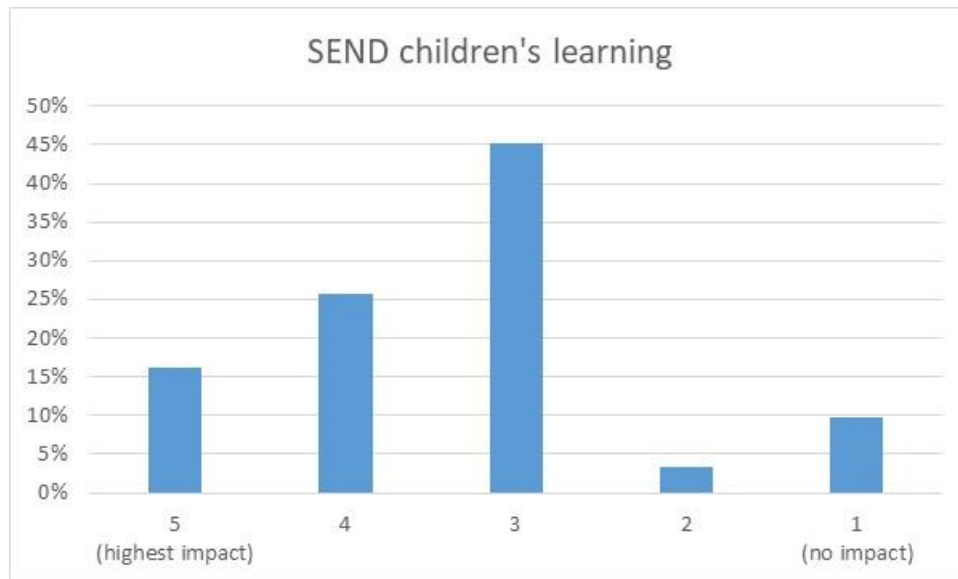
Figure 15. Frequency of C&L survey responses reporting the impact of the C&L project on children with SEND

Examples of which elements of the training/support/C&L approaches schools believe made significant impact(s) on specific groups of children are provided in Appendix 4.

Most impactful learning from the C&L strand

Details of what constitutes the most impactful learning from the C&L project were provided by survey respondents in a free text question in the survey (responses have been analysed and positioned in broad themes) (Table 17). The work undertaken on this data suggests that among the most useful aspects of the C&L project were:

- Understanding the importance of talking, and
- Planning and learning specific techniques to support talking.

C&L element	Survey responses about the most impactful learning from the C&L Project
'Talk' planning, techniques and activities	I have found lots of extremely beneficial tasks and resources from the course. Particularly the CROWD reading groups, Talk Boost and talking tables. I feel that I am now always on my soap box talking about 'talk' and how communication and language needs to be at the forefront of everything.
	Dialogic reading x2
	Strategies to develop children's communication skills and to extend their vocabulary
	Planning for Talk is as important as incidental talk. Children need to be given lots of opportunities to talk throughout the school day.
	The importance of talk (which I knew anyway) but the demands of trying to boost the class in reading and writing in order to achieve a decent GLD, hampers.
	How to further support children with language delay and how to encourage children to use a wider range of vocab
	'Teaching' new vocabulary to help children understand stories and information texts
	Planning for developing communication rather than just expecting it to just happen through talk
	Improvements in speech and vocab
	Understanding the crucial importance of vocabulary development
	The importance of everyday talk, if they cannot verbalise something children cannot be expected to write it.
	Chatter Box x2; Talking tables x2; Chatty bats x2; Talk Boost x2
	The practical activities than can be used everyday to support language enrichment.
	Using colourful semantics to support and formalise the teaching of vocabulary.
	Planning talking activities each week. Talk 4 Writing Giving children time to talk about their own interests and news and really listening/ responding to individuals. Making time to talk. Talk has to be planned for, it doesn't just happen!
Questioning techniques	Differentiation of questioning and how to get TAs to do this when playing with children.
	The use of sustained shared thinking questioning consistently across the team.
	Thinking about my questioning more
	The way in which adults question children, giving the children time to answer
	5 ways to questions to encourage communication
	Adult questions
Learning environment	To develop the classroom environment, working with parents, developing language interventions.

C&L element	Survey responses about the most impactful learning from the C&L Project
	The importance of the environment
	Practical ideas for class teaching: talking tables, chatterbox etc.; Also some tracking and traffic lighting ideas.
SSTEW audits	Auditing environment - motivating staff and parents to refocus on language development
	The interventions with their pre/post assessments are really useful
Project resources	Resources provided
Staff development	The interventions and the development of staff
Other	Children's understanding of language has developed well and most children are much more confident.
	Training on Speech and Language difficulties
	Pupil/ practitioner interaction and extending language aspect.
	Ideas for promoting more quality speech and language in continuous provision. Interventions

Table 17. Most impactful learning from the C&L project

Schools were asked to identify which of the different strategies to support language development they had embedded and continued to use consistently since participating in the project (Table 18**Error! Reference source not found.**). Vocabulary Teaching was the most frequently embedded and used strategy (77%), followed by Talking Tables (65%), dialogic reading (52%) and Chatter Boxes/Story Boxes (48%).

STRATEGIES	FREQUENCY (N= NUMBER OF SCHOOLS)	%*
VOCABULARY TEACHING	24	77
TALKING TABLES	20	65
DIALOGIC READING	16	52
CHATTER BOXES/ STORY BOXES	15	48

*% of schools responding to the survey

Table 18. Frequency with which different strategies to support language development were embedded by school survey respondents following participation in the C&L project.

Evaluation of the effect of the Literacy (Talk4Writing -T4W) strand

The effect of the T4W strand of the project was evaluated by extracting data from relevant questions in the T4W survey to address selected aspects. These were:

1. Effect on teaching of Language
2. Effect on teaching of Literacy
3. Effect on indoor learning environment
4. Effect on outdoor learning environment
5. Effect on parental engagement
6. Effect on children's learning (whole cohort; boys; girls; disadvantaged; EAL; SEND)
7. Most impactful learning from the T4W strand

Teaching of Language

A key area of success for the project is in the teaching of language. The data demonstrates that most participants felt that the project had a significant impact on their own teaching of Language and a substantial majority of survey respondents, (66%) reported the highest level of impact (5) (Figure 16). Furthermore, 100% of respondents reported that participation had mid-to-highest levels of impact. It is noteworthy that all respondents reported that the project had some degree of positive impact on their teaching of language (0% reported no or low impact). From this it is evidenced that all the participants in the programme felt some positive impact.
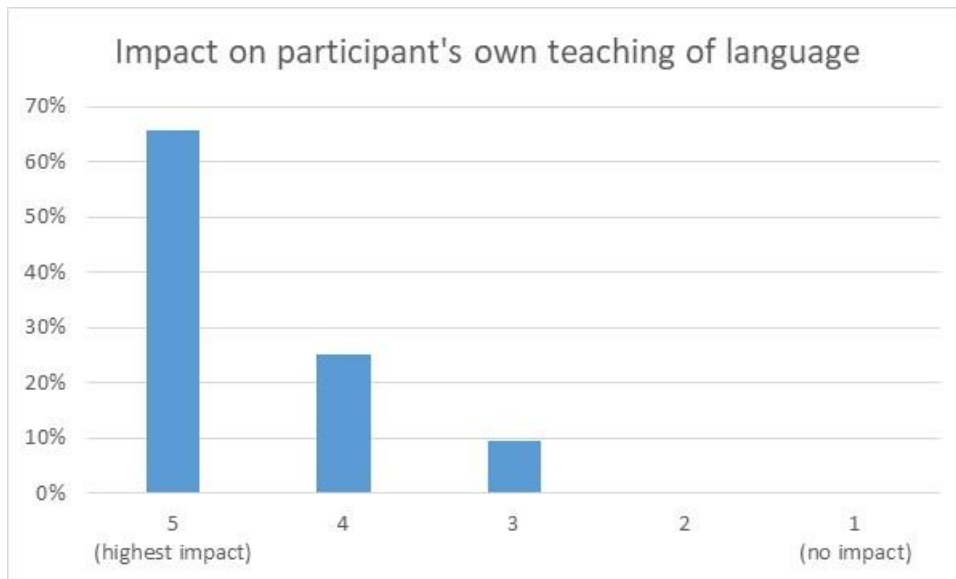
Figure 16. Frequency of impact ranking of T4W project on participant's own Language teaching, from T4WL survey responses.

The project also had a significant impact on the teaching of the wider EYFS team's teaching of language with 100% of survey respondents reported some level of impact, over half of whom (53%) reported the highest level of impact (level 5) (
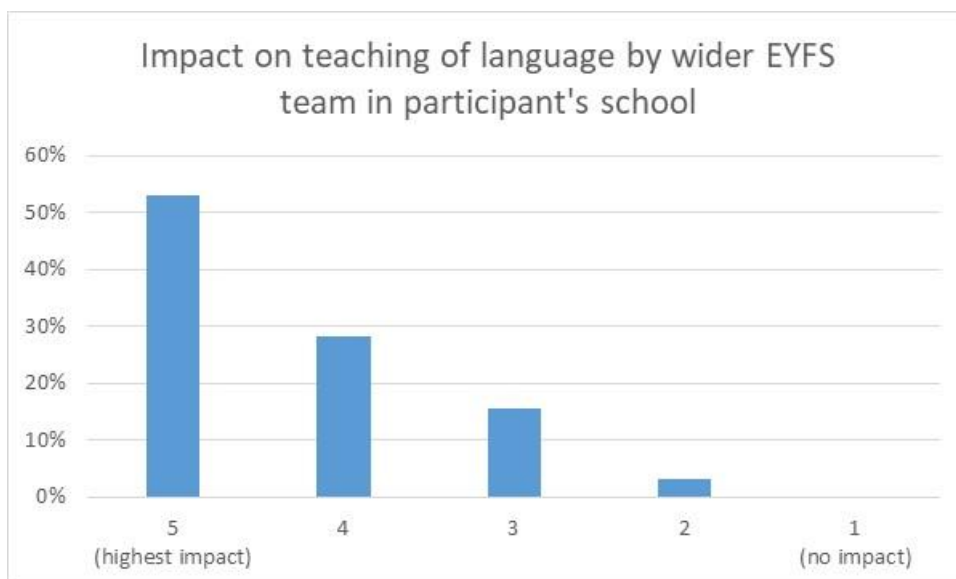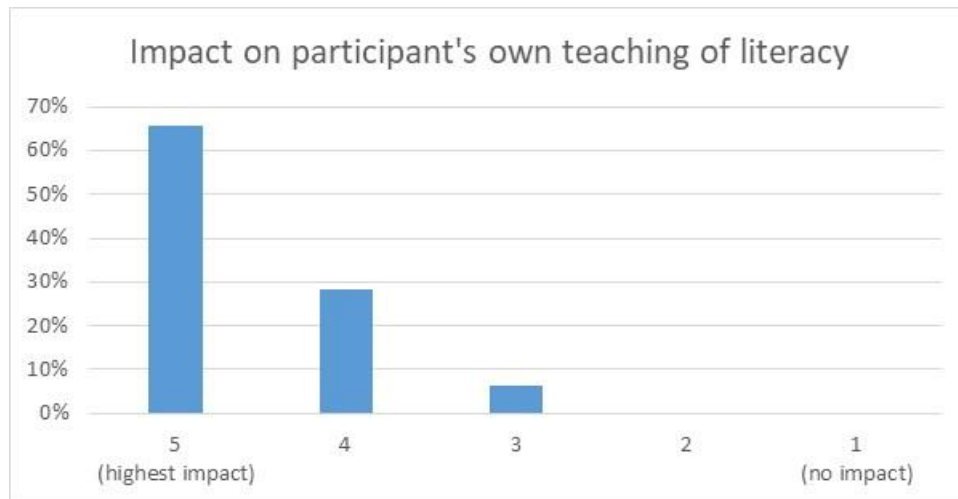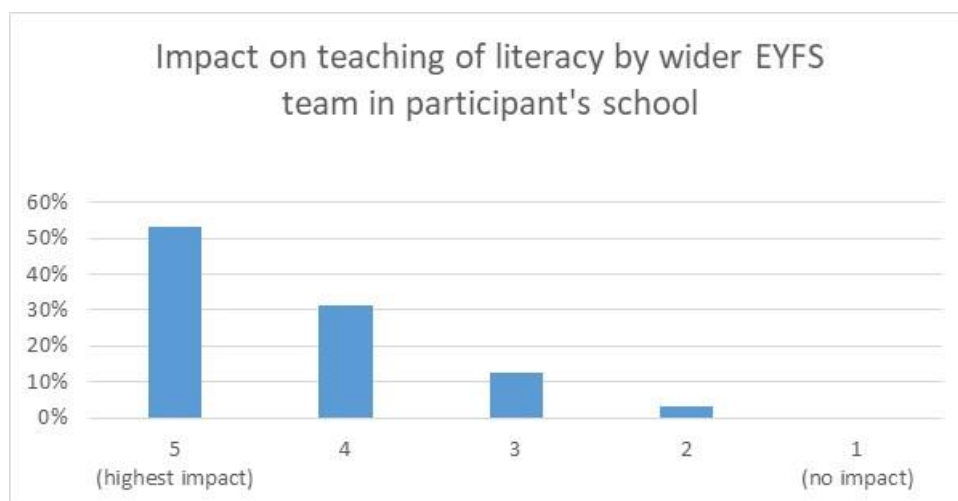Figure 17).

Figure 17. Frequency of impact ranking of T4W project on wider EYFS team's Language teaching, from T4WL survey responses.

These results indicate that the project both succeeded in improving teaching in Language for those participating in the training directly and enabled them to successfully cascade the training, and good practice, to other members of the EYFS team.

Teaching of Literacy

A further key area of success can be found in the teaching of Literacy. The data evidences that the project had a significant impact on participant's own teaching of literacy, with 100% of survey respondents reporting mid-high level impact (levels 3-5) (
Figure 18). 66% of respondents reported that the impact was at the highest level (level 5). It is notable that, again, a positive impact was felt across all participants.

Figure 18. Frequency of impact ranking of T4W project on participant's own literacy teaching from T4W survey responses

The project also had a slightly lower but still significant impact on the teaching of Literacy by the wider EYFS team with wider EYFS team with 100% of T4W respondents reporting some level of positive impact (levels 2-5) and 53% reporting the and 53% reporting the highest level of impact (

Figure 19).

Figure 19. Frequency of impact ranking of T4W project on wider EYFS literacy teaching from T4W survey responses

These results indicate that the project both succeeded in improving teaching in Literacy for those participating in the training directly and enabled them to successfully cascade the training and good practice to other members of the EYFS team.

The T4W project resulted in a significant improvement to the indoor learning environment with 100% of T4W survey
100% of T4W survey respondents reporting some level of impact (level 2-5) (

Figure 20). Nearly half (44%) of all respondents reported the highest level of change (level 5).
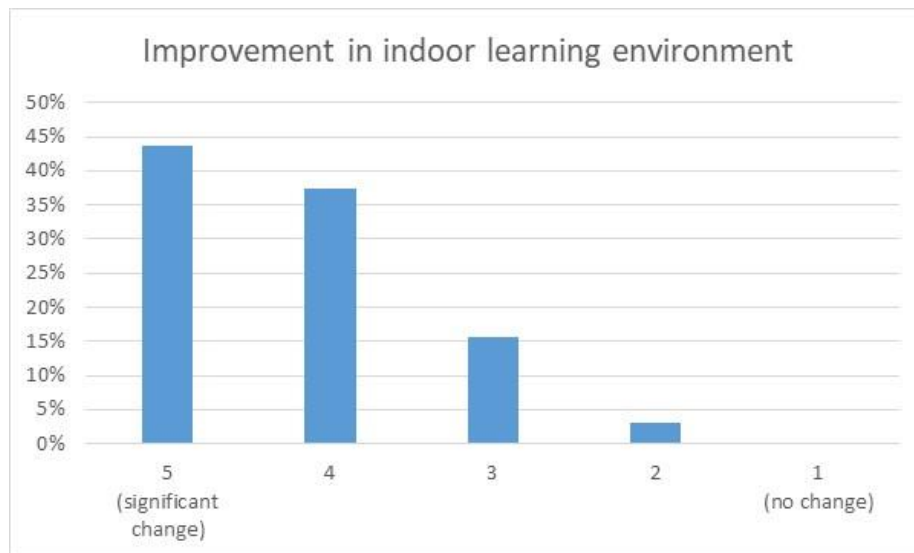

Figure 20. Frequency of responses reporting a change to the indoor learning environment as a result of the T4W project.

Examples of how survey respondents developed their indoor environment in response to the T4W element of the project are provided in Appendix 5.

Effect on outdoor learning environment

The T4W project had a less significant impact in terms of improving to the outdoor learning environment compared to the
environment compared to the indoor environment, although 100% of T4W survey respondents still reported some level of
reported some level of impact (level 2-5) (

Figure 21). The most frequent response (38%) was a high impact level (level 4), with only 6% of respondents reporting the highest level of impact (level 5). This is a somewhat higher level of impact than in response to the C&L strand of the project.
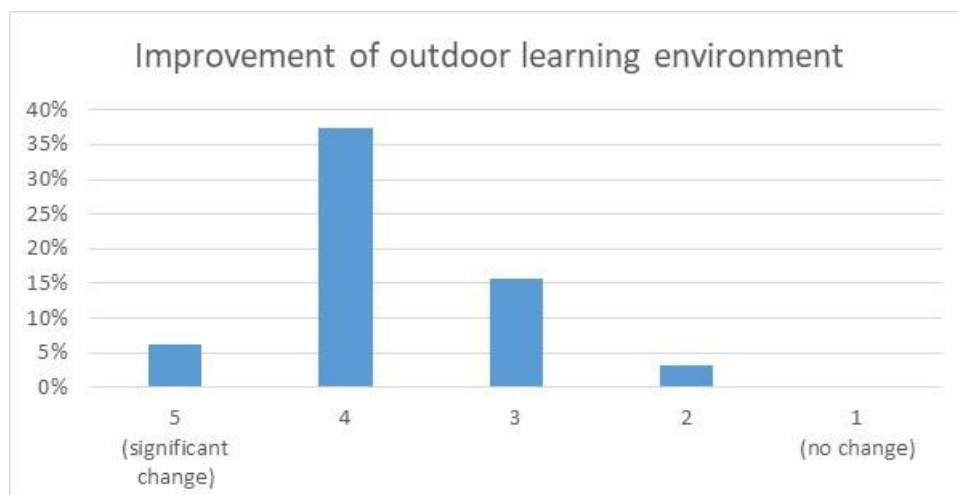
It is not known to the HASCE team what requirements, if any, were made of the schools with regard to the outdoor learning environment, however, some illustrative examples of how survey respondents developed their outdoor environment in response to the T4W element of the project are provided in Appendix 6.

Effect on Parental engagement

Survey responses suggest that the impact of the T4W project on parental engagement is lower than other types of impact (
Figure 22) but it is noteworthy that this is higher than the impact on parental engagement of the C&L strand of the project (Figure 9). Thus, 94% of respondents indicated some level of impact (levels 2-5), with the most frequent (38%) impact level being reported as mid-level impact, and only 6% reported no impact. Examples of how schools sought to engage parents as a result of the T4W project, and any impacts they observed, are provided in Appendix 7.
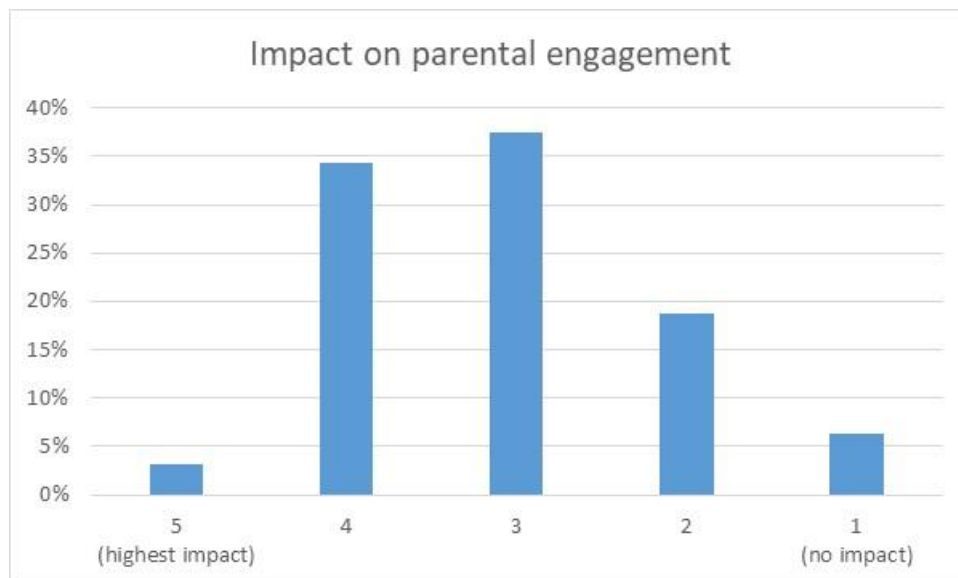

Figure 22. Frequency of T4W survey responses reporting different impact levels on parental engagement.

Effect on children's learning

The impact of the T4W strand of the project on all children's learning in the target cohort was highly significant, with 100% of survey respondents reporting mid-to-highest level impact (Figure 23). The level of impact was somewhat higher than that of the C&L strand of the project (Figure 10. Frequency of C&L survey responses reporting different impact levels on children's learning in target cohort as a whole. Half (50%) of survey respondents reported the level of impact at level 4.
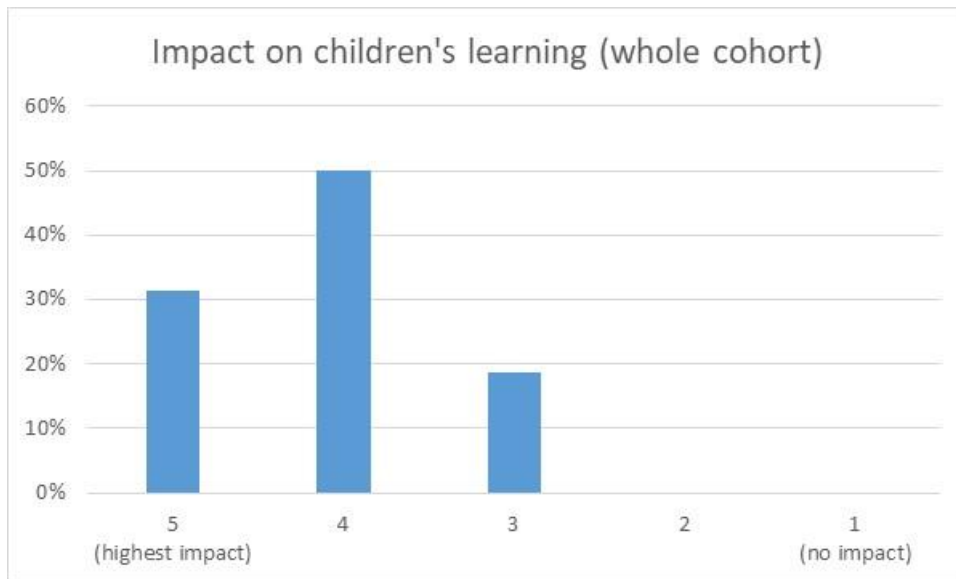
Figure 23. Frequency of T4W survey responses reporting different impact levels on children's learning in target cohort as a whole.

Survey responses demonstrate the impact of the project on different groups of children. The T4W strand of the project was strand of the project was reported by 100% of survey respondents to have had an impact on boys' learning, with the most learning, with the most frequent impact at level 4 (41%), but also with 31% at the highest level of impact (

impact (

Figure 24). This is somewhat higher than the overall impact of the C&L strand on boys' learning (Figure 11).
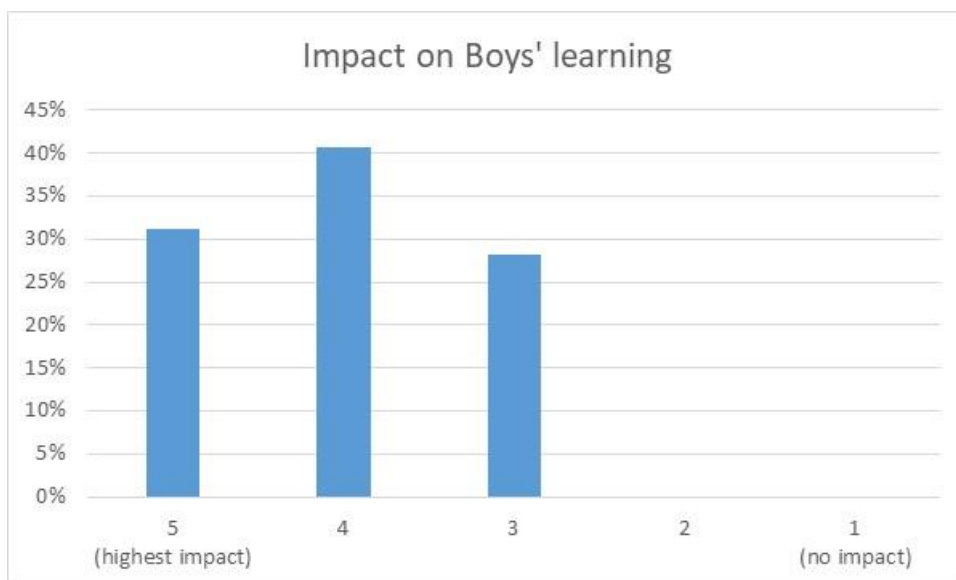

Figure 24. Frequency of T4W survey responses reporting different impact levels on boys' learning.

The same high level of overall impact was reported for girls with 100% of survey respondents reporting mid-to-highest levels of impact (levels 3-5) on girls' learning (Figure 25). There was less difference between the impact of the T4W strand on boys and girls than the difference in impact on boys and girls of the C&L strand (Figure 12).
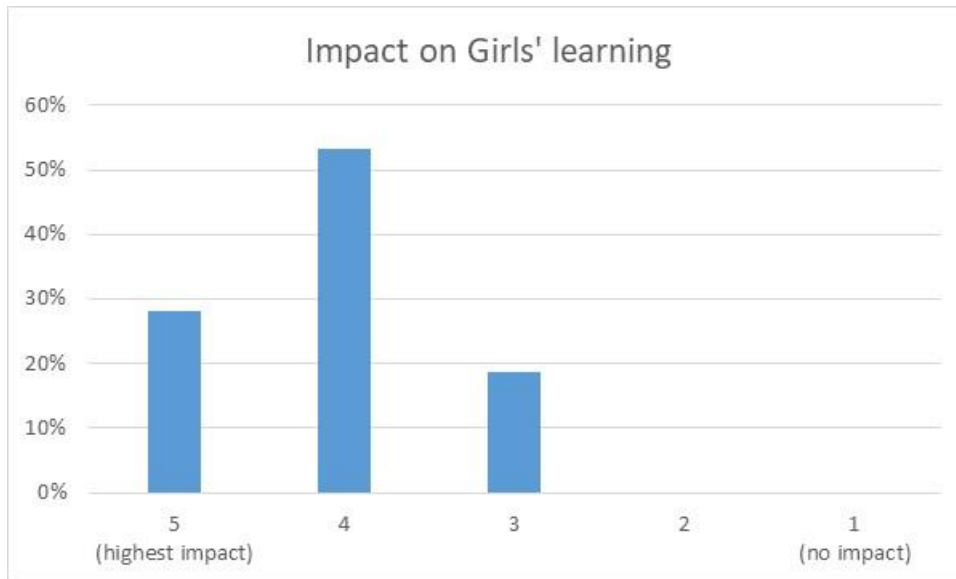
Figure 25. Frequency of T4W survey responses reporting different impact levels on girls' learning.

The impact of the T4W strand of the project on the learning of disadvantaged children was significant with 97% of survey respondents reporting mid-to-highest levels of impact (levels 3-5) (Figure 26). This was consistent with the effects of the C&L strand of the project (Figure 13).
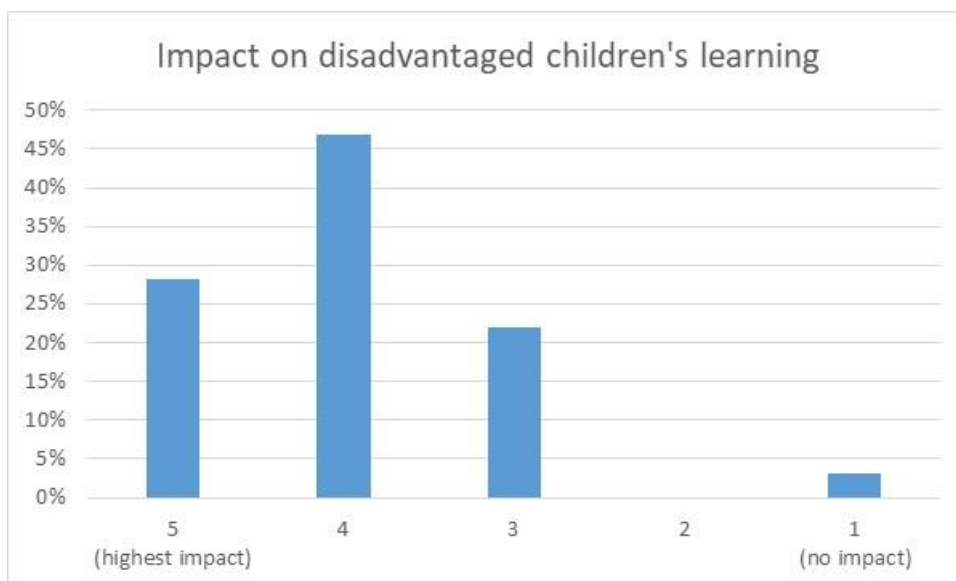

Figure 26. Frequency of T4W survey responses reporting different impact levels on disadvantaged children's learning.

The impact of the T4W strand of the project on the learning of children with English as an Additional Language (EAL) was significantly high both in comparison to other groups of children within the T4W strand but also compared to the C&L strand. Thus, more respondents reported the highest level of impact (50%) for EAL children than any other category of children in the T4W strand (Figure 27). In comparison with the C&L strand, 32% of respondents reported the highest level of impact for EAL children but 32% of respondents also reported no impact at all (Figure 14). This suggests that T4W is particularly effective for children with EAL.
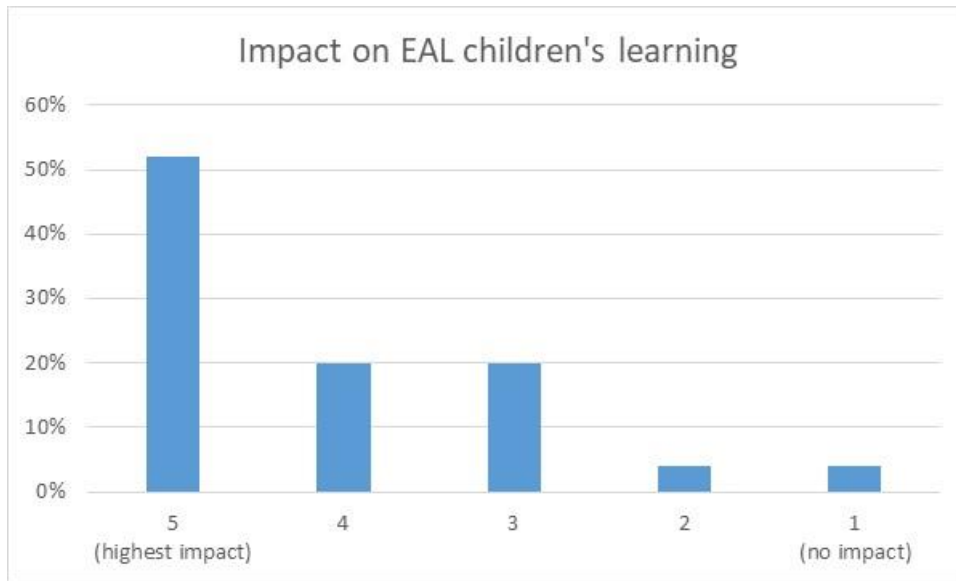
Figure 27. Frequency of T4W survey responses reporting different impact levels on EAL children's learning.

T4W was reported to have some level of impact (level 2-5) for children identified as having SEND by 100% of T4W survey respondents (
Figure 28). This was a little higher than the C&L strand which was reported by C&L survey respondents to have had an impact on 90% of children (Figure 15). Nearly half (44%) of T4W respondents reported a high (level 4) impact level, whereas 45% of respondents reported a mid (level 3) impact level in the C&L survey.
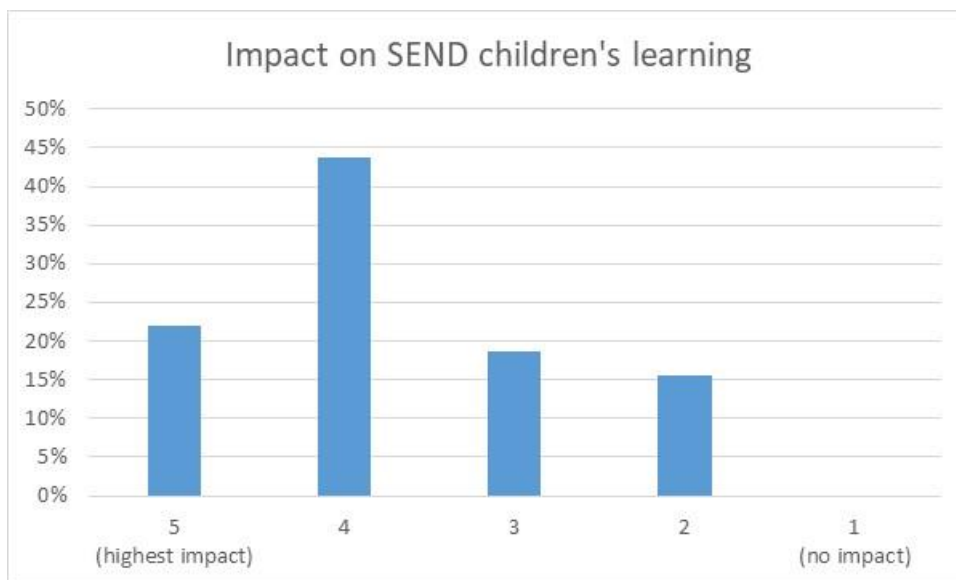

Figure 28. Frequency of T4W survey responses reporting different impact levels on SEND children's learning.

Examples of which elements of the training/support/T4W approaches schools believe made significant impact(s) on specific groups of children are provided in Appendix 8.

Most impactful learning from the T4W strand

Details of what constitutes the most impactful learning from the T4W project were provided by survey respondents in a free text question in the survey (responses have been extracted and grouped into broad categories) (Table 19).

T4W element	Survey responses about the most impactful learning from the T4W Project
Scaffolded approach	Talk for writing methodology - stages of talk for writing - imitation and innovation - teaching of vocabulary 7 steps to teaching tier two - three different stories
	Our communication and language scores across the cohort have improved significantly giving the children the confidence to talk and therefore tell and finally write a story. The scaffolded approach to talking and teaching a story has impacted on the quality of vocab that is used orally and now in writing.
	The importance of scaffolding children's communication and language before encouraging children to record writing.
	How to equip children with a bank of story language/phrases which will support them when putting pen to paper through using the 3 stages of tfw - imitation, innovation and invention. Planning with the information gained from cold and hot tasks to develop and extend children's learning further.
	The structure of imitate, innovate and invent, how to get the children confident with changing and coming up with their own stories.
Story maps	Storymaps for everything
	Learning the stories- story mapping
	Story map writing and its effectiveness
	The story mapping and teaching children to use new vocabulary through short burst writing.
	Rhyme of the week, story maps and the washing line.
	The story maps, oral rehearsing, vocab sheets, story language.
Vocabulary	Value of vocabulary and high quality, stimulating reading areas.
	Vocabulary teaching
	Teaching vocabulary to eal learners and encouraging children to create their own stories
	Better understanding of teaching vocab and writing through a t4w approach
Story spine	Use of story spine to ensure consistent use of quality texts and increased frequency of reading aloud to children.
	The reading spines have ensured a consistent approach across eyfs & ks1.
Story language	Lots more use of good story language. Using story language in other areas and situations
	That the children can retell the story using lots of story language, using pictures as a prompt.
Other	The t4w daily programme has changed the structure of our literacy teaching.
	More children telling stories and attempting to map them out. The project gives more opportunities for all children to join in and feel like they are 'writing real stories'.

T4W element	*Survey responses about the most impactful learning from the T4W Project*
	The ability to learn stories orally and its subsequent impact on the writing
	The lesson sequence, repetitiveness and structure.
	Developing the children's story telling skills and love of reading and rhyme. It has focused my teaching of literary with just small adaptions
	The use of rhyme of the week and stories to promote learning,
	Consistent approach; structure re-assuring for children - all children know story starters, key features, connective language etc. ; language development and ability to create own stories
	It has allowed us to delve further into each story - spend more time on each story.
	We now use the t4w process as a way to support children with their writing. This also supports the staff with their teaching of writing.
	How such a few tweaks to your teaching and to your classroom can make such a massive difference to the children's attitudes to learning. The children have been so immersed in their learning this year and if all staff are on board it makes a huge difference. Resources that can be used and ideas from other settings that can be adapted to own setting.
	Retelling the story as a class including the tier 2 vocab
	The need to vocalise before writing.
	Improvement in the structure for storytelling and the delivery of spoken stories
	Slow everything down
	Using talk 4 writing to teach nonfiction
	Writing improvements and children's language.

Table 19. Most impactful learning from the T4W project.

Evaluation of the effect of in-school SLE support

As part of this programme, SLE support was provided to participating staff (Project Teams) in the setting of their own school and classrooms. It is understood that a series of visits were made and that initial SSTEW audits were conducted on the first visit. Subsequent visits appear to have provided opportunities for SLEs to spend time with staff implementing SSTEW findings and providing support for implementing the training and interventions covered in Communication and Language and/or Talk for Writing sessions.

It is apparent that the in-school SLE support had a powerful impact on schools with 100% of respondents in both the C&L (
Figure 29) and T4W (Figure 30) survey reporting some level of impact. This is finding is further strengthened as 0% of schools reported that SLE in-school support had no additional value over attending training days alone. Half (50% T4W) and (48% C&L) of all respondents in both surveys reported that in-school SLE support added the highest level of significant value.
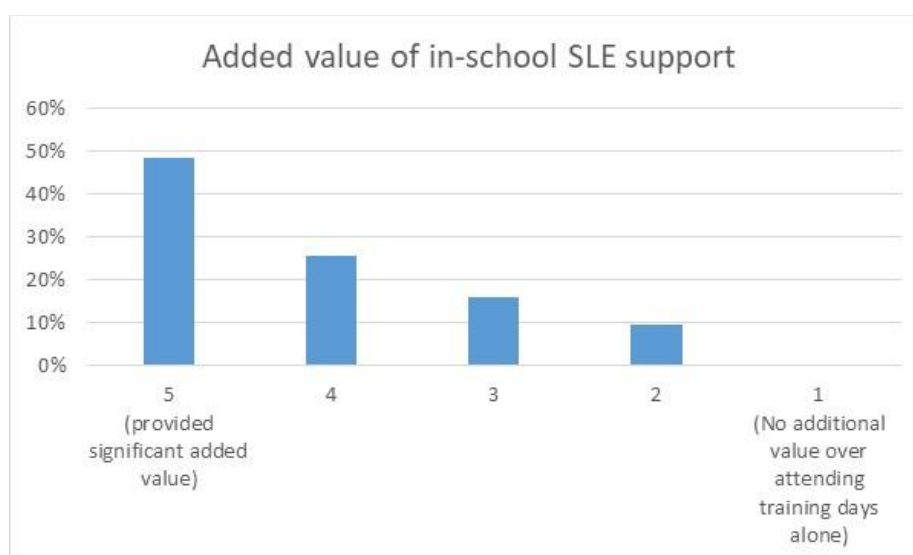

Figure 29. Frequency of C&L survey responses for each level of impact for in-school SLE support.
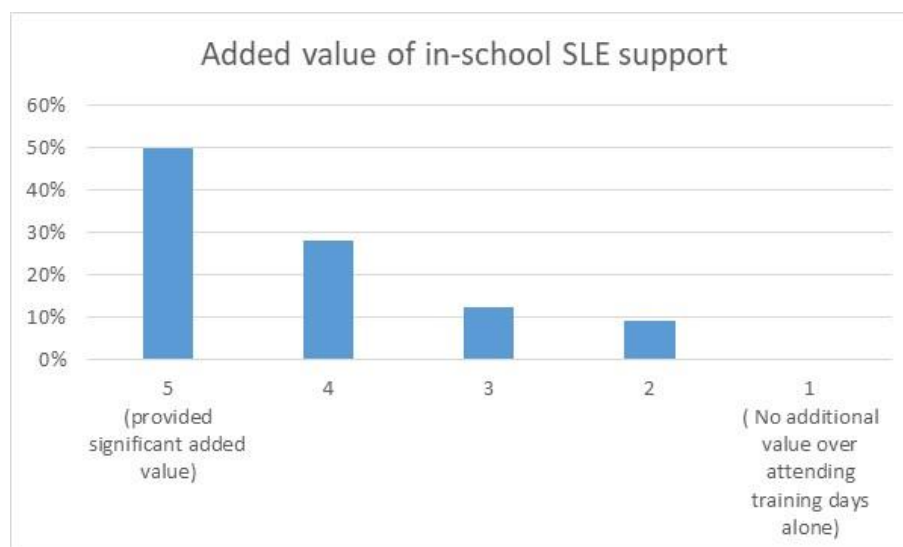

Figure 30. Frequency of T4W survey responses for each level of impact for in-school SLE support.

Survey respondents were asked to expand their responses about the level of added value in a free text answer and these statements are broadly categorised into six themes, presented in frequency order (most frequent to least frequent for both C&L (Table 20) and T4W (Table 21. T4W survey responses about why SLE in-school support added value over attending training days alone.These themes were:

- Positive support, advice and encouragement
- Practical suggestions and tips
- Help with implementing training in the classroom setting
- Help with adapting and applying the training in schools with specific needs/characteristics or for children with specific needs
- Building confidence of school staff to implement the training
- Training other staff members
- Catch up training
- Negative aspects – such as timing, co-ordination with programme, SLE not having specific knowledge of training, finding visits stressful and long, finding observation stressful

Theme	C&L survey responses about the additional value of in-school SLE support over attending training days alone
Positive support, advice and encouragement	[SLE name] was a brilliant SLE. She gave us so much support and advice throughout. A lot of the changes we made within the setting came from [SLE name]. Nothing was too much trouble.
	Very approachable and supportive
	Although [SLE name] came in regularly, we knew what we were doing because of the clarity of the course. She just gave us a lot of praise and encouragement.
	SLE was in the school next door, always available to meet with and discuss issues or questions. Very supportive.
	[SLE name] was really supportive and offered excellent help, she was very approachable and allowed us to run confidently with the project.
	Our SLEs [names] were wonderful! They helped us in lots of areas and offered lots of advice and provided us with support, resources and a wealth of experience. I could contact them at any time for advice and they replied quickly
	We were able to complete gap tasks without support and made a good level of progress fairly independently. The SLE was supportive and re-assuring and I believe would've provided more support should it have been required.
	I found the days that we were offered to be helpful and informative. [SLE name] helped guide staff as part of the project.
Practical suggestions	Constructive professional dialogue and practical advice given on how best to develop elements of our EYFS practice
	Lots of practical ideas given by [SLE name] who is very experienced in EYFS and we have implemented lots of these in the classroom.
	Loads of brilliant, practical ideas that we could implement straight away!
	SLE support was excellent - completion of SSTEW valuable. SLE had lots of ideas and provided clear guidance on next steps
	[SLE name] was excellent, she gave us lots of practical ideas, especially for developing TA interactions.
Implementation of training	SLE was very supportive. It was useful to be able to take time out to discuss next steps, changes made and to have an assessment of our environment and teaching to support our development. It was also a useful way of embedding our learning from this course.
	SLE support in school was extremely valuable to support ideas from training and help implement them.
Experience of adapting training to specific school	Due to the large number of EAL children and children with very little language, we adapted and placed stronger emphasis on different parts of the training. It was extremely useful to have our SLE visit our school and appreciate the needs of our children. She gave us confidence in our decisions and was able to respond to questions specific to our school.

Theme	C&L survey responses about the additional value of in-school SLE support over attending training days alone
setting and needs	
	Our SLE was invaluable in promoting the aspects of the course that were most relevant to our setting. Through her knowledge of our cohort and area she recognised how our setting had improved the children and how it could improve them further.
	As with T4W project, the SLE was particularly supportive with implementing the program with children with SEN.
Confidence building	SLE was amazing! She built up confidence, developed ideas, helped us to assess and evaluate as well as sharing good practice.
Negative aspects	The days didn't always happen at the right time in the programme and the SLE weren't getting the same training we were
	I found the visits extremely stressful and very long.
	With regards to the SLE support, I felt that we were being monitored and not supported.

Table 20. C&L survey responses about why SLE in-school support added value over attending training days alone.

Theme	T4W survey responses about the additional value of in-school SLE support over attending training days alone
Positive support, advice and encouragement	Professional dialogue - supportive - good advice - which we acted on
	SLE was amazing, supportive and insightful and had concrete experience in class so could talk with authority and give us the benefit of her wide experience and strategies.
	Our SLE was especially encouraging and helpful when needed. She shared lots of knowledge of things which worked in her own practice.
	I found SLE support very valuable. The experience was very supportive and [name] went above and beyond to offer me a range of advice and realistic goals in a given time frame. She was able to arrange a visit to an outstanding Nursery setting which was inspirational.
	My SLE was brilliant and supported me through the project, especially as I had joined the project after it had started. I could email her any time with questions and the school visits were always very positive.
	A lot of verbal support and encouragement. The SLE was very impressed with the effort and the changes to the learning environment

Theme	T4W survey responses about the additional value of in-school SLE support over attending training days alone
	We found that the SLE was there to discuss ideas and any issues and to provide advice when needed. The SSTEW observation process enabled me as EYFS Leader to target sustained shared thinking as an area for improvement in the setting with positive interactions that move children's learning on as a focus.
	[Name] did visit and provide positive feedback to what we were doing, this was reassuring for us. We felt we didn't need the support as we felt we knew what to do because of the content of the course
	Very positive, answered questions, friendly and supportive. Easy to contact via email.
	SLE worked in school next door and was always available to talk to about concerns or questions. Very Supportive
	My SLE offered realistic support and made sure tasks were clear and achievable.
	SLE was very good but we did manage to complete all gap tasks without support and embed the programme, therefore very little support was needed. I am sure it would have been provided should we have required it. The re-assurance offered was helpful to staff.
	SLE support was supportive as they provided advice and support which enabled me to make successful changes to both the outdoor and indoor provision. The changes contributed helped to develop the sustained shared thinking and emotional well-being of the children within the Foundation Stage setting.
	[Name] provided a huge amount of encouragement & support across the programme. She focused our attention during a time of staff transition & gave us lots of great advice. We visited her setting & were given opportunity to reflect on how we could move our environment forward.
	Our advisor was excellent - full of great advice, organised a visit to a key school for our teacher who had recently returned from maternity.
	[Name] was very open and nothing was too much trouble. Lots of sharing of good practice took place.
	I have made excellent links with a colleague in a school in our local area. She has offered lots of support and feedback. I hope I have been a support to her as well. We have kept in touch after the project.
	We were already a T4W school before joining the project so our SLE told us that we were quite far ahead with our practise so her visits were mainly to confirm that we had everything in place and had completed the tasks from the training days. She was supportive and knowledgeable when visiting us.
	Not just for T4W but for a wide range of aspects of EYFS teaching including timetabling; planning; analysis of STEWS; moderating. Anything we found an issue, she strived to find a solution
Training other staff members	The visits may benefit by providing training with other staff members in schools as an additional support to the project lead.
	The support of my SLE was especially valuable with the turnover of staff that I had. She helped deliver training and provided me with encouragement and advice which was particularly useful as we are a single entry school which meant I could often feel a little isolated.

Theme	T4W survey responses about the additional value of in-school SLE support over attending training days alone
Experience of adapting training to specific school setting and needs	It was good to have the SLE come into the setting so they could see and experience the set up and see any potential barriers to the project or make suggestions of how things could work. It is also nice to have someone telling you, you are doing something well!
	[Name] our SLE was incredibly helpful throughout the project, She has a detailed knowledge of SEN so she was able to give practical support particularly for our SEN children to ensure the project was made suitable for them.
Confidence building	[Name] has been an amazing support and filled myself and our team with so much confidence. She was so approachable and we shared so many ideas as a cluster that we didn't want our meetings to end.
Catch up training	Extra sessions were held for those who had joined late to support planning.
Negative aspects	I found the SLE visit days extremely stressful and unnecessarily long.
	More support was given for C&L part of the project and not Talk4Writing.

Table 21. T4W survey responses about why SLE in-school support added value over attending training days alone.

Themes extracted from QA conversations (between NLE and schools about the SLE deployment to the school) provide some insight into what schools considered to be 'Good' support by SLE including:

- Ready availability and prompt response via phone, emails, personal contact
- Thorough observations
- Positive, encouraging feedback
- Affirmation that staff are doing the right thing
- Supportive suggestions enabling school to move on
- Staying for full days

One school commented that it would have been more useful to have an SLE from a school with the same/similar demographic profile, such as deprivation.

Evaluation of the effect of cluster support meetings

However, in contract to the SLE findings, it is interesting to note that the data shows that findings regarding the significance of the Cluster Meetings are very mixed. Schools were asked in both the C&L and T4W surveys about how beneficial they found cluster meetings, which were intended to add value through opportunities for networking and further SLE support.

One quarter of C&L survey respondents (26%) did not find cluster meetings at all useful but 74% of survey respondents gained some benefit (Figure 31). Only 16% of C&L survey respondents found cluster meetings to be very useful.
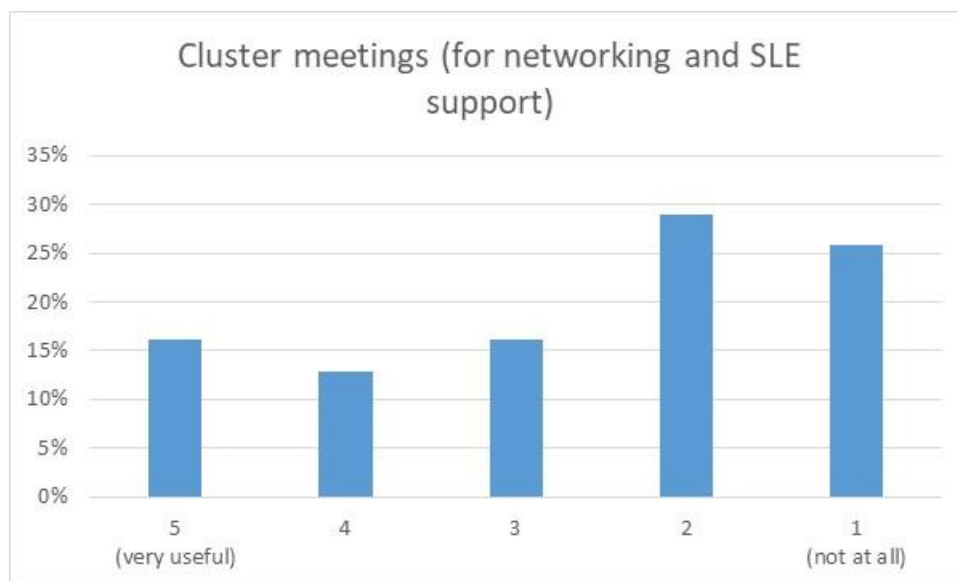

Figure 31. Usefulness of cluster meetings to C&L survey respondents

Comments from C&L survey respondents show how some schools adapted the cluster meeting concept to meet their needs:

> *"We organised a separate cluster which focused on planning and looked deeper into vocabulary of books."*

Another C&L survey respondent comment suggested that cluster meetings may have been of lower added value, given the significant value of the in-school SLE support visits:

> "The cluster groups repeated what had been done with SLE, therefore unnecessary. It would have been useful if SLE hadn't visited."

In contrast, one quarter of T4W survey respondents (25%) found cluster meetings very useful with 84% of survey respondents gaining some benefit (
Figure 32). Only 16% of T4W survey respondents found cluster meetings to be not at all useful.
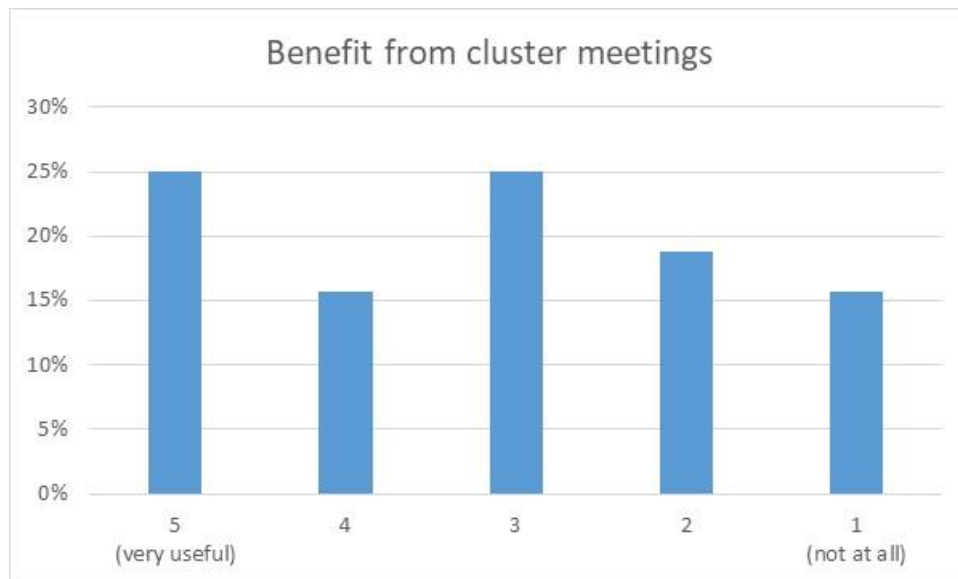

Figure 32. Usefulness of cluster meetings to T4W survey respondents.

Comments from survey respondents relating to cluster meetings provide some insight into the detail behind these results. For example, one T4W respondent explained how they had adapted the structure of the cluster meeting to make it more useful for them:

> "The cluster session were very valuable once we chose to make a cluster with our SLE rather than the whole local group. We met regularly to share good practice and ideas and this has continued since the project".

However, another T4W respondent comment suggested that for some schools, cluster meetings would have been of greater value, if schools involved were more local:

> "Cluster meetings were not local for [area name] schools".

Overall, these results suggest that the timing, frequency and purpose of cluster meetings for each strand of the project may be a useful area for future projects to reconsider in order to improve the value of these meetings in delivering project objectives.

Evaluation of the effect of SSTEW audits

The SSTEW Scale builds on existing Environment Rating Scales to assess quality of provision for children aged 2½ to 5 years in centre-based settings (Howard *et al*., 2018). SSTEW focuses on the

pedagogy within the setting and is designed to measure and promote practice that supports children in developing skills in sustained shared thinking (SST) and emotional well-being (EW). The SSTEW scale evaluates adult(s) role in supporting learning and development and the quality of interactions with and between children. SSTEW scores represent an overall and professional judgement of staff behaviours, responses and interactions and the resulting children's experiences within the setting and should therefore be carried out by someone with knowledge of child development and appropriate practice.

The SSTEW audit summarises aspects related to SST and EW into 14 items, grouped into five sub-scales with each item being scored on a seven point scale (Table 22).

Sub-scale	Sub-scale item
1	01. Self-regulation and social development
1	02. Encouraging choices and independent play
1	03. Planning for small group and individual interactions/adult deployment
2	04. Supporting socio-emotional well-being
3	05. Encouraging children to talk with others
3	06. Staff actively listen to children and encourage children to listen
3	07. Staff support children's language use
3	08. Sensitive responsiveness
4	09. Supporting curiosity and problem-solving
4	10. Encouraging SST through storytelling, sharing books, singing and rhymes
4	11. Encouraging SST in investigation and exploration
4	12. Supporting children's concept development and higher-order thinking
5	13. Using assessment to support and extend learning and critical thinking
5	14. Assessing language development

Table 22. SSTEW sub-scales and items.

SSTEW audits were carried out by SLEs and results discussed with Project Leads, as a form of intervention. The results of the first audit enabled participating schools to reflect on findings and implement changes in response. SSTEW audits were subsequently repeated to assess progress in implementing changes and to capture improvements over the course of the project and scores for both audits were recorded, with data available for 45 of the 53 participating schools at the time of this report. Schools varied in their initial scores in terms of their overall, item and sub-scale scores. Schools also varied in the increase of their subsequent score at each level i.e. overall, item and sub-scale.

Thus, some schools saw a small overall increase in score, for example, one school showed an overall increase of only 0.5 but had started with a high overall score of 6.4, increasing to 6.9. Other schools showed a large overall increase from a low initial score; the largest overall score increase for one school was from 1.4 to 5.9 (an increase of 4). However, some low initial scoring schools showed only low score increases e.g. increasing initial score from 2.1 to 3.1.

It is fair to say that this data is complex and, if considered in isolation, should be treated with careful consideration particular with regard to any conclusions around correlation. However, for the purposes of this report, it is useful to show the frequency of overall score increases for each school (where data is available), below (Table 23). This data shows that the average overall score increase

achieved by schools participating in this project (for all schools with available data) is 1.5. In drawing any further conclusions around this dataset, the HASCE team would urge the WTSA to draw in other data and other relevant contextual information.

Overall score increase	Frequency
4	1
3.4	1
3.1	1
3	1
2.6	1
2.5	1
2.4	1
2.3	1
2.2	1
2.1	2
2	1
1.9	2
1.8	2
1.7	1
1.6	3
1.4	4
1.2	2
1.1	5
1	3
0.9	2
0.8	2
0.6	3
0.5	1
0.4	1
0.3	1
0.2	1
Total	**45**
Average score increase	**1.5**

Table 23. Overall SSTEW score increase for schools (where full data available).

Conclusion

The data considered in this evaluation, and those areas subjected to full analysis, clearly evidences an effective programme of two strands, both of which, according to the respondents, have resulted in desirable effects on the key areas of focus; communication, language and literacy. Among those areas of significant effect, there are some key points which would warrant further consideration, both in terms of sharing learning and good practice, from the programme, and, considering how the effectiveness of programme, if repeated, might be further enhanced.

The agents of effect

A critical role in this whole programme is that of the **Project Lead.** These roles appear to have responsibility to learn and to identify and disseminate good practice through training; and part of the CPLD training is designed to support this role. These roles here can considered successful. However, given the criticality of the role, based on the evidence presented above, it may be worth considering the potential impact of loss of that role, and, the possible benefit of more than one person fulfilling the role. This is particularly as 94% of participating schools report that they depend on their Project Lead to cascade training to the wider team to enable effective implementation of the project. What support that role may need could also benefit from further consideration and discussion.

In both strands of the programme, effect on **parental engagement** was considered. The finding here is that overall this is lower than all other types of impact across both strands. However, between the strands was some difference: 23% reporting no impact in C&L and 6% reporting no impact in T4W. It is assumed here that this type of programme is most effective if a range of adults in the child's life are involved and, for this reason, it is recommended that this area could warrant further investigation if the programme is to be repeated or extended, in order to enhance positive outcomes.

The evidence presented in the programme data demonstrates that a key area of success of this project is the **SLE support**. This support is delivered in the school setting and is designed to respond to the needs of that school, pupils and staff. The finding that 100% of respondents, in both strands, reported some level of impact, with almost half of the respondents in each strand reporting the highest level of value, is of significance. It is recommended that this model of support be recognised as an example of good practice with a ready transferability to other programmes.

An area which may benefit from further consideration would be the **Cluster Meetings** which, overall, does not appear to have been deemed to be as effective as other programme elements; in C&L, one quarter of respondents did not find cluster meetings at all useful, with 16% of T4W reporting the same. The reasons for this finding are likely to be highly nuanced with results suggesting that the timing, frequency and purpose of cluster meetings for each strand of the project may be a useful area for future projects to consider in order to improve the perceived value of these meetings.

Effects on different groups

Communication & Language
The data analysed shows that respondents have reported significant effects on the learning of the children taking part, with some noteworthy variations.

In C&L, respondents report:
- **Boys'** Learning: 97% some level of impact with the most frequently reported level being Level 3, with 35%

- **Girls**' Learning: 97% some level of impact with the most frequently reported level being Level 4, with 35%

This is an interesting result but drawing conclusions as to the reasons for this difference are beyond the remit of this report, but it may be an area the WTSA would like to consider further, with the participating schools and, possibly, secondary data.

With regard to children identified as **disadvantaged** the project was as effective for them, as for the girls and boys as a whole; 97% of participants report some level of impact. Particularly of note is that 58% is at a high or highest level of impact.

The project was reported to have had an impact on 90% of children with Special Educational Needs or Disabilities (**SEND**) with the majority of respondents reporting mid-to-high impact.

A significant difference in the data in this theme concerns children with **EAL**, while there is undoubtedly a positive impact, it is reported at 68%. Furthermore, and possibly an area which should be further considered by the WTSA, is that a third of respondents reported no impact for this group.

Talk4Writing
As with the C&L strand, overall there are significant effects to report, with some key variations of interest.

The impact on learning:
- **Boys:** 100% some level of impact with the most frequently reported level being 4 with 41%
- **Girls:** 100% some level of impact with the most frequently reported level being 4 with 53%

This is following a similar pattern to the C&L findings but with less differences between the genders. This strand reportedly had significant effects for children identified as **disadvantaged**; 97% of survey respondents recording mid-to-highest levels of impact (levels 3-5). This was consistent with the effects of the C&L strand of the project.

For children identified as having **SEND**, reporting of some level of impact was 100%, which is a little higher than the C&L strand, with 44% of respondents noting a high (Level 4) impact which is again slightly higher than the C&L strand.

The impact of this strand on the learning of children with English as an Additional Language (**EAL**) was high, both in comparison to other groups of children within the T4W strand and, also, in comparison to the C&L strand, as respondents reported the highest level of impact (50%) for EAL children. Overall, the figures presented above suggest that T4W is particularly effective for children with EAL which presents WTSA with an excellent opportunity to disseminate learning from this area.

Concluding observations

This was a highly successful programme, as evidenced here by a range of metrics. It was particularly successful and impactful in terms of staff at the participating schools gaining new knowledge and garnering support to translate that knowledge into practice both for their own roles and for the roles of others. It is also clear that the programme is reported to be highly effective with regard to learning impacts on a range of school children, some of whom are identified as experiencing additional challenges. The evidence is clear on these matters and, going forward, of particular value would be a longer term study in order to evidence if these measures have an impact on the pupils' attainment.

Appendix 1

Examples of how schools have developed their indoor environment in response to the C&L element of the project

THEME	SURVEY RESPONDENT RESPONSE
VOCABULARY	We have developed a curiosity box, vocab lists in provision areas relating to texts and topics. Use of puppets to re-enact and embed taught vocab. Sustained shared thinking questioning used by all staff to enhance children use of language and thought processes.
	Snack table has become more vocabulary rich. All areas of learning have vocab walls.
	Sample questions on the walls in different areas of the class room. Mind maps of children's ideas for new topics have been displayed around the room. New/unfamiliar vocab has also been displayed around the room (this was discussed with the children first). These can all be referred to by the teachers and other adults in the class room
	Provided opportunities for vocabulary enhancement in most indoor areas
	Vocabulary now has a much more prominent focus in all areas of the setting. There is a vocabulary working wall, including colourful semantics based on T4W books used. There are also resources to encourage use of vocabulary.
	Vocabulary displays, quiet areas created, resources gathered to support learning, activities planned to support learning.
SPATIAL/ PHYSICAL ADJUSTMENTS	Due to the great support from my SLE, we have changed the whole room and bought in new equipment to enhance the children's learning. We couldn't have received any more support from our SLES, they were great!
	Created spaces for talking tables.
	We have made more talking areas such a nooks. We have added more area that encourage talk like investigation tables
	Altered the role play, edited resources generally and provided a larger space for construction with materials for large mark making there. Labels including pictures
	Using examples from other schools and the early excellence provision audit tool, new areas have been created including reading material available in every area and 'den' for writing
	We have carried out the communication audit - from this we reviewed the area within EYFS and the need for more communication friendly spaces - we have built 4 intervention rooms;
	More areas with CLL activities. Every area with a speaking and listening element.
	Talking areas (phone box), talking prompts in all areas, language teaching and use.
	Quiet communication friendly spaces, increased to 2 role play areas indoors.
	Review of communication friendly spaces and responses to the environment audit
	Change of classroom layout thinking about encouraging speech and language. Ensuring areas of provision are labelled. Improved reading area. Resources to support communication and language.

THEME	SURVEY RESPONDENT RESPONSE
	Small world areas are set up as 'Story Stations' and children are encouraged to create stories in their play and then write their own simple story maps to record.
	Increase in small, quiet communication friendly spaces.
PROPS	Use of Talking bags, dialogic reading and vocabulary teaching. Introduced a wicker arch to create a quiet cosy space for talk and sharing books. Purchased a teepee to be introduced which will also create a cosy space.
	More story props, dialogic reading time, word of the week
	Developed topic lined talking tables and chatterboxes.
TECHNIQUE	Asking open questions which allow children to expand on responses e.g. 'tell me about it?' as opposed to 'what have you created?'
	We have developed practitioner led talk and interaction in the areas. We have promoted provision over note taking in our morning sessions to allow for conversations to develop and extend beyond one interaction that has been recorded on a post it note. We have developed a talk for writing area that includes story maps from throughout the year to develop and reassert taught vocabulary. We have removed set role play in favour of deconstructed role play. This has allowed the children to communicate with each other, sharing vocabulary they have learnt or picked up from experiences they have had in the wider world.
	We had story making tables/talking tables and role play areas before the project but we are probably more aware of how we use them now.
	We have focussed far more on the T4W elements
	I have the audits to use next year

Examples of how schools have developed their outdoor environment as a result of the C&L element of the project

THEME	SURVEY RESPONDENT RESPONSE
PROPS	Sustained shared thinking questioning used by all staff to enhance children use of language and thought processes. Opportunities to talk e.g. walkie talkies, telephones and talking tubes. De- constructed role play allows children to create their own characters and roles and encourages them to talk and work collaboratively.
	Ensure that there are relevant books in each of the areas of CP - sand, water, construction etc.
	We made a chatter wall with telephones for children to talk to each other
	Provided problem solving challenges outside where children collaborate and talk together, work as a team
	Still a work in progress. We are varying resources to encourage conversation and role play (e.g. mud kitchen, large sand pit). Vocabulary is on display to encourage the children to use it in their activities
	Vocabulary displayed
SPATIAL/ PHYSICAL ADJUSTMENTS	The same as the indoor, we worked closely looking at each individual area, made floor plans and then spent the full day rearranging everything to add extra reading, writing and maths opportunities in each area
	Same as indoor area (new areas have been created including reading material available in every area and 'den' for writing) but not as successful because we effectively started from scratch with no budget
	We have developed two communication/reading sheds outdoors - we have reviewed the role of adults outdoors
	Stage, dens, cosy reading area in shed
	After receiving funding for our outdoor environment we have planned it with C&L in mind, including a cosy reading den and an outdoor performance stage
	Small communication-friendly spaces developed outside. 'Literacy Shed' to be purchased for Autumn '19 so that reading/ writing space available regardless of the weather
	More defined areas. Reading bench and books available
	Work in progress- developed a talking outdoor area with prompt bags
	Some designated areas with CLL activities
	Outdoor environment has been developed linking to SIP. I have the tools and audits to implement from Sep 19
TECHNIQUES	More opportunity to develop vocab through outdoor role play. Practitioners more skilled at using role play to develop speech and language
	The questioning/vocabulary of the staff with the children, story den
	We have utilised the outdoor area in the same way as the indoor area, through interaction with adults
	Adults are more aware of the reading and writing areas and will support the children where required

Appendix 3

Examples of how schools sought to engage parents in response to the C&L project and any impacts they observed

THEME	SURVEY RESPONDENT RESPONSE
SENDING INFORMATION HOME/ MAKING INFORMATION AVAILABLE FOR PARENTS TO ACCESS	Parents have responded well to rhyme of the week that has been sent home and some parents have commented on the vocab that children are using
	Talking homework regularly given with parents responding well to this Discussed the aims and strategies with parents at Stay and Play sessions
	Share word of the week, send chatty bat activities home
	Sent new books home, focussed a whole session for new parent and children on C&L and produced our own booklet on how to support at home
	We have used our school Facebook site to post videos and give advice to help parents to remember the importance of talking to their children and moving away from screens!
	We have added extra slides for discussion in our new parent intake meetings. We have also sent home more discussion based homeowners to get parents talking to their children more
	We have set talking homework via online learning journeys
	We have communicated more regularly via our school Facebook site, the importance of communicating with children, putting down phones etc. and spending time talking to their child.
	Promoted language through parent meetings and modelling language with parents. Showing parents normal levels of communication through literature offered by LINGO
	Activities on tapestries
	Parents have been provided with activities from the WellComm big book of ideas to support their children at home. Parents have become more knowledgeable and supported our targeted areas
	Positive response from parents regarding talk boost interventions and language development teaching
	The power of speaking and listening to children explained. Rhymes and story maps shared. Children perform story maps for parents
WORKSHOPS	Parents have been informed of the changes following the project and are on board though stay and play workshops
	Stay and play sessions have been successful.

THEME	SURVEY RESPONDENT RESPONSE
	We have organised communication (CLL) workshops alongside the school health visitors. We have introduced a weekly reading morning in the two year old room and a lending library
	Have had a parent and child reading club, invited parents to Phonics and Maths workshops etc.
	Incorporated research within our Family Matters programme
	Modelled dialogic reading weekly in stay and learn sessions.
OTHER	We have had a major push on reading this year and we have referred many more children than usual to S&L services
	More parents engaging with speech and language activities
NO ADDITIONAL ACTION	Parents have not been our priority during this training as our parents are mainly Roma Romanian and are very hard to reach. This is something we will focus on in the forthcoming year
	Not as much as I'd like to. Work in progress
	We already had good parental involvement
	Nothing has changed with regards to parental engagement
	We need to develop this
	Parental involvement is something we are still working on
	I was unaware that this was a part of the project

Appendix 4

Elements of the training/support/C&L approaches and/or specific group(s) of children impacted by C&L strand

GROUP OF CHILDREN	IMPACT	TRAINING/SUPPORT/C&L APPROACH
EAL	The most significant impact was on our EAL children.	Using WellComm materials to assess children and to plan targeted interventions as well as build it into quality first planning has allowed us to be more targeted in our approach. Taking children in smaller groups to talk about stories or items that our 'Chatterbox Charlie' had brought has been beneficial to those who lacked confidence, ability and experience. Our EAL child was more confident, as well as others with unclear speech or anxiety issues.
	All children CL scores have greatly improved and we have had our highest ever scores for CL. All elements of the Project have contributed to this. 82% disadvantaged children and 73% EAL children have achieved expected in CL	
	One EAL child made huge strides in her spoken language after Talk Boost. She was more confident to speak to her peers. Her reading also improved although this may just be as a result of her time at school in general.	
	The shy, quiet children really came on with Chatty Bats	
		Talk boost, Dialogic Reading, Vocabulary teaching
DISADVANTAGED	We feel that introducing Talk Boost has had a significant effect on our disadvantaged children and some of our boys.	
BOYS		The most significant part of the training was developing language through adult led interaction. This has impacted on boy's use of provision, indoor and outdoor. Dialogic reading has been very successful in our setting. Talking tables and chatterboxes have also greatly widened children's understanding of a range of vocabulary. Strategies have benefited children with low levels of listening & attention and those who have not been exposed to a variety of words before attending school.

GROUP OF CHILDREN	IMPACT	TRAINING/SUPPORT/C&L APPROACH
YOUNGER CHILDREN	Supporting younger Nursery children and children accessing 30 hour provision The project has an impact on all children in Nursery.	
SEND OR SALT CHILDREN	Our speech and language children have definitely had more regular opportunities to pre learn before a topic and develop vocabulary during a topic.	Chatty Bats - supported children with speech/language and confidence issues. Encouraged communication in the small group, which then developed further to encourage them to talk in a larger group. Vocabulary teaching / colourful semantics - enabled EAL children to widen and develop their English vocabulary and to use it in a variety of contexts.
	The children who were on S&L support the vocabulary has really increased	Talk boost has had a very positive impact on the children and the SEND children in rec have responded well to the chatty bat interventions.
	Significant impact on all children. SEN children have particularly benefited and are now able to listen to and engage with books in shared reading sessions.	
	Definitely impacted on lower ability children and SEN who have had more opportunities to develop topic vocabulary and pre learning so they were more confident whilst we were engaged in the topic itself!	
NOT SPECIFIED OR GENERAL	Talk Boost has made a significant impact on a range of groups.	Chatter box; Chatty Bats and vocabulary teaching have helped all of the children to become more confident speakers. They are also better at turn taking and asking questions if they are unsure.
	There was not a significant group as a rule, it had benefited the whole class.	Using talk for a purpose and increased use of taught language. Children make specific links to previous learning
		"SnackChat" conversations and chatterboxes at snack time.
		Talk boost Talking tables- more time being made for talk within the school day- a greater focus placed on developing it.
		Talk Boost really helped a lot. The improvement in scores speaks volumes. Children involved gained so much more confidence in speaking too.
		Enhancing the environment ; developing communication friendly areas; chatty bats on lower ability; talking tables - enhancing snack time

Appendix 5

Examples of how schools have developed their indoor environment in response to the T4W element of the project

THEME	SURVEY RESPONDENT RESPONSE
PROPS	Washing lines, visual story maps, Invention story baskets, Vocabulary displays, displays of shared short burst writing, story baskets left out with previously learned stories for children to return to
	Talk4Writing displays and working walls in place. Vocab and tool kits displayed. Deepening understanding through small world, story baskets and enhancements and challenges
	Washing lines; story maps; vocabulary; story telling area; developed reading area
	Washing line with vocabulary, story maps and writing prompts. Rhyme of the week out and previous rhymes in a book for children to access independently. Story telling prompts - masks, puppets and small world toys. Areas of provision linked to current T4W story
	Enhanced book area; More story props available; Multiple copies of core books; TfW displays
	Adapted reading areas with puppets and storytelling resources; small world to link to story
	Rhyme spine on display with written and picture clues for children to use. Developed to link with themes. Story time basket with bell for impromptu story telling of quality texts/ story spine. Permanent "Washing line" display with T4W action photos clearly displayed. Display of adult modelled writing/innovation with post its etc. T4W texts in role play areas and on story making tables
	Story maps visible in writing and reading area. Rich story books in different areas
	More real print; Variety of stories - use of different props, puppets, story stones, story tellers char, storytellers basket etc.; Nursery rhyme of the week
	Area; More fiction books; More vocab displayed / key words; Story maps in areas (completed by brand and children's own / blank ones for children to create)
	Improved the Reading Area and included a broader range of literature and developed reading spine. Now have a -rhyme-a-week wall and a story sack. There is a designated Talk4Writing area including the washing line etc. Altered the displays to reflect new styles and increased parental involvement

THEME	SURVEY RESPONDENT RESPONSE
	Washing lines, key vocabulary displayed, children's writing displayed for every child, storytelling areas with prompts
	The book area has been changed so that it is now more inviting and children are accessing resources independently, which relate to familiar stories that have been covered in class. Story maps are displayed in the classroom along with key vocabulary on a washing line. Within the provision, story language with pictures of story actions are displayed which encourages children to use as part of their language as they re-tell and act out stories through play. Story maps are available in all areas of the classroom. A story telling shelf has been created to encourage children to invent their own stories, both orally and written (this a more recent development, as children's phonic knowledge and writing has developed)
	Redeveloped story shelves
	Created invention boxes with story mountain templates, story map templates, T4W book to put own stories in
	We have a story telling area with storytelling props and a story suitcase and a place to hang our story maps for the children to re tell the stories. We also use our small world area to create story pathways for the children to play with the story. We use every area of the classroom for storytelling and have books everywhere!
	Improved reading area with more encouragement to use. More tier 2 vocabulary
	We now have story maps up on the walls as well as story language prompts (photos of children performing actions such as 'but' and 'so'). The language prompts are also displayed in the reading area and the role play area. We have old story maps laminated in the reading area and in story baskets. We also display key vocabulary alongside pictures and captions. All nursery rhymes sent home are displayed on the classroom door. We always have blank story maps, small versions of the story language photos and examples of settings pictures in our writing area for children to choose to use independently
	Washing lines, vocab boards, story maps, story language, role play areas, use of props
	Adapted reading area using lighting, puppets, story maps, class big books etc. More opportunities for reading & writing in every area. Talk for writing displays. Rhyme of the week-rhyme/story props
	Washing lines for story maps, story prompts and props in reading den

THEME	SURVEY RESPONDENT RESPONSE
	Story Maps in all areas; Reading Area changed and made more appealing and cosy. All areas linked to T4W story. New vocab chart up in writing area for each story. All writing linked to T4W story. Puppets and story bag in each terms linked to T4W story. Story Bag for Rhyme of the Week.
VOCABULARY	Lots more vocabulary and visuals for the children to use within their own writing
SPATIAL/ PHYSICAL ADJUSTMENTS	Developed reading areas with range of fiction, non-fiction, comics etc., washing lines with key work on, more vocabulary displayed in room and added to weekly newsletter
	Zoning of areas and including T4W elements into role play
	Reading and writing areas have both been developed and we feel the children are accessing them much more
	More communication spaces for children to chat. Reading corner has more clarity and rick story telling resources to enable language to grow
	Enhanced areas for rich language opportunities, enhanced book area
	Quiet room built;T4W working walls; Enhanced provision areas
TECHNIQUE	Opportunities for children to retell stories in provision through small world/ puppets. Children take part in regular talking table activities.
	Children have regular opportunities for retelling stories through role play and have materials readily available to draw story maps independently in provision
	More story invention and higher profile for reading and story making area.
	Incorporated the stories into provision and encouraged language and writing across provision
OTHER	STEW audit moved from between 4 and 5 to 6
	The audits have just given us more focus on ways to adapt our reading and writing area.

Appendix 6

Examples of how schools have developed their outdoor environment in response to the T4W element of the project

THEME	SURVEY RESPONDENT RESPONSE
PROPS	Writing area has a washing line, children have access to post its for improving stories, story language is displayed
	Reading den area with carpet, cushions, books and equipment for children to create their own representations of stories e.g. Teddy family + props to retell "Peace at Last". New writing shed with facility for children to write with different markers/paper/mini books etc.
	Use of deepening understanding through small world, story baskets and enhancements and challenges. Outdoor role play and use of stage area to re-enact stories
	A wide variety of books are available outside with props, puppets and story maps which children use independently. With each story introduced, a tuff tray is set up with props, puppets, story map, book etc. for the children to encourage children to re-tell the story. Blank story maps are available for children to use along with various writing resources. Dressing up clothes, including costumes for characters within stories children are familiar with, hats, props etc.
	Props, story maps
	We display story language prompts next to the performance area in the shelter. We have story baskets with laminated story maps from the text we are/have been learning along with puppets or laminated characters
	Puppets - outside for children to role play story outside. Reading Area set up each day
	Story props/ role play materials readily available. Stage for children to perform favourite stories
	More writing, phonics. An outdoor reading area, reading in most areas
	Reading shelter with cushions etc. and a reading book trolley that children can take anywhere for reading and sharing
	Story telling resources outside - small world and construction linked to story as well as outdoor reading area
	Better provision of role play outside linked to the stories
	More story related props and reading opportunities outside
	More story telling props
SPATIAL/ PHYSICAL ADJUSTMENTS	We have had funding for a new outdoor area during the course of the project and have chosen to put in a stage area and cosy reading den to encourage story sharing and performing
	Enhanced reading area and developed a writing shed
	In progress. Have created a reading hub with logs etc.
	Story corner outside, writing hut outside, reading den outside

THEME	SURVEY RESPONDENT RESPONSE
	Outdoor area continuing to be developed as an EYFS team
	Our outdoor area was an area we were already looking at improving. TfW just gave us more focus and the support of our SLE
	We have had a full outdoor building project which was only completed in February 2019 so are still developing our areas as the children begin to access the new environment
TECHNIQUES	Role play and small world opportunities linked to texts. Reading areas
	We ensure children have the opportunity to develop their language outside with lots of open ended activities. It is an area where the children can problem solve and work as a team. The outside area is less focused and the children have been spotted on numerous occasions role playing from the story, creating traps, creating rafts for the gingerbread man and creating their own 'magnificent' castles
	Taking more stories outside and leaving story map prompts outside. Using the outdoor area as stimulus for some of our story telling or writing sessions. Puppet Show area is used more with children retelling stories and using story language they have learned e.g. 'and they walked and they walked...until'
	Outdoor reading
	Enhanced role play
	More opportunities to write outdoor

Appendix 7

Examples of how schools sought to engage parents in response to the T4W project and any impacts they observed

THEME	SURVEY RESPONDENT RESPONSE
SENDING INFORMATION HOME/ MAKING INFORMATION AVAILABLE FOR PARENTS TO ACCESS	When TfW was introduced to the children, a letter was sent home with the story actions and phrases the children would be learning. For each fiction and non-fiction text covered within the classroom, a copy of the story map/text map has been sent home and parents have been asked to encourage their child to re-tell the story/ non-fiction text using the map. Some parent did do this as they commented on how well their child could re-tell the story. Sometimes, a copy of the innovated map has been sent home too. Parents/carers were invited into school to watch their child's Christmas performance, which was 'The Christmas Story' re-told using TfW story phrases and actions. Parents were very impressed with the amount of story language the children knew and one parent commented on how their child's confidence had grown. Once children had learnt the story using the story map, parents have been invited into school just before the end of the day to watch their child perform. The children have also taught their parents/carers some of the actions which go with the story language used and they have been more than willing to join in.
	Send story maps home that the children have learnt in class so they can retell the story to parents. During Stay and Play sessions the parents can see the story maps in the room and understand why the children are using them. Parents coming in to tell me their children are writing at home. One comment from a parent that made me smile 'she's got this great iPad she could play on but all she wants to do now is write stories!'
	My current class has very poor parent engagement but it is something we always strive to get parents involved. We have sent home story maps. Rhymes of the week with suggested activities. We have asked them to join us for story sessions and art sessions to be fully involved in embedding the story. To name a few. Most of the time we have been lucky to get 1 parent to turn up unfortunately
	Sent home story maps and asked the children to retell. Invited parents in to watch storytelling and poems. Pushed reading with parents more
	Sent home story maps & homework linked to imitation & innovation. Very few responses. Invited parents in to see us perform a story at home time- only 4 parents attended
	We have invited the parents in to see the children perform the texts which they enjoyed. This has been done only once and we intend to do it on a more regular basis next year. We have also encouraged children to perform the text during celebration assemblies in order to include parents. We have sent blank story maps home for the children to do with parents/carers. Only a few children brought these back in completed
	Parents invited to email videos of children telling stories at home. Parents invited to watch a T4W story text and share the work that children have done. Limited engagement and impact.
	We send Rhyme of the week home for children to teach parents, tweet and update website monthly so involve parents in our daily routines
	Parents mentioned stories in Parents evening and how much children were enjoying them; New stories for the next term put on termly newsletter. Parents came in on Reading mornings. Talking homework linked to stories.
	Send home story maps; Available on website; Send home nursery rhymes; Books for breakfast

THEME	SURVEY RESPONDENT RESPONSE
	Newsletter provided, performed in assembly and some parents have commented how children have acted out stories at home
	Sent home story sacks, shared videos of children performing the story, set rhyme of the week homework
	Uploading stories to website, sharing to tapestry, stay and play sessions
	Parents excited about our hooks... as we share them on our twitter feed... encouraging them to talk about our theme at home
	Invited in to see imitations and innovations, set innovation as home learning, used T4W in assemblies and end of year celebrations
	Sent tapestries of the children performing which have resulted in positive response from parents
	T4W parent sessions. T4W videos on school web page. Story maps and scripts sent home for parents to rehearse with children
	Recording children to perform story maps on tapestry. Parents can watch and practise with children.
	Story telling sessions; sharing rhyme of the week with them
	Sharing story maps and stories with families
	Showcasing storytelling to parents. Involving parents in story telling stages. Observations and work sent home to involve parents
	Rhyme of the week being shared with parents which has engaged more than previously
	At the start of the school year we invited parents in to tell them about the way we teach literacy through TFW. Following this we had many stay and play sessions where we performed many of our stories/poems for our parents. We have also sent story maps home for homework and parents have shown us videos of the children re telling the stories at home
	Parents informed of T4W story and ideas for activities based on the story sent home. Some parents engage but some don't which is the same for all home learning activities
WORKSHOPS	A story telling stay and play, children read stories of their choice with parents and parents read to children. Story telling workshop to highlight the importance of story telling
	Parents have been invited into school to watch children imitate stories. Creative writing session held for parents to help children innovate their story
	Rhyme of the week sent home. Parents have engaged with this and supported their child's learning of the rhymes. Termly newsletter to inform of activities
	Parents take part in dialogic reading sessions. Stay and learn sessions embed the basics of talk for writing so parents can support and further extend at home
	Some parents have been shown their child retelling a story. Reading workshop
OTHER	Nativity was in T4W format. The parents loved it and really enjoyed learning and taking part in the actions along with their children
	Some nursery parents were engaged when the teddy was missing and supported children visiting Tesco to find him. However, this is an area we still need to improve on and will form part of our action plan next year
	Next year - will teach the parents the actions as well as the children.

Appendix 8

Elements of the training/support/approaches and/or specific group(s) of children impacted by T4W strand

GROUP OF CHILDREN	IMPACT	TRAINING/SUPPORT/APPROACH
EAL	Definitely with our EAL children. They were able to contribute to whole class work when acting out the maps. SEN children also... we have a few children with speech & language issues and 1 boy who uses Makaton so it has been brilliant for them ... accessing the curriculum easier.	EAL children have benefited greatly from the visual and practical approach to teaching new vocab and to learning the texts. The scaffolded approach also benefits them
	The overall Talk 4 Writing process enables EAL learners to immerse themselves into new experiences with stories therefore creating a love of reading and ultimately, learning new words.	
	EAL children. Learning a bank of 6 stories with actions has allowed them to retell stories. Autumn EAL Results: Average of 5 words per child (mainly repeating the teachers words like story, my turn etc.). Spring EAL Results: Average of 85 words per child (all using story language)	
	The Story mapping and Imitation stage had a big impact on our EAL and lower ability children with their improved ability to speak in sentences and orally retell stories	
	1 EAL child who was a selective mute, now talks and can retell stories as well as creating his own	
BOYS	Boys - from the cold tasks boys could tell a story or retold parts of TV programs such as PJ masks. After T4W boys could be seen in the provision drawing story maps, using the puppets and prompts to tell stories and using the reading area more. From hot tasks the boys could then use more story language to tell their own stories.	Talk for writing has a high level of engagement that appeals to our boys
	Boys writing was improved when compared to previous years due to increased engagement and the 'success' they have with oral delivery of story	
	Boys have gained confidence in storytelling and have begun to read and write more readily.	

GROUP OF CHILDREN	IMPACT	TRAINING/SUPPORT/APPROACH
	TfW has had a significant impact on the boys in this current cohort of children. They have been engaged in re-telling of the stories/text using the story maps/text maps. They are less reluctant to write and will just 'Have a go'. They have enjoyed the resources provided for re-telling stories and inventing their own stories. For example, puppets, objects, small world etc. One particular child (girl) who will not achieve ELG in reading or writing has achieved exceeding in communication and language as her confidence, use of story language/phrases has been fantastic!	
	The emphasis on language and associating actions with words has really helped our EAL children and our boys. The story language from our boys is really noticeable in their play and when they are building creations	
	This project has had the most impact with my EAL children who had previously struggled to compose their own sentences. Learning as a class and using verbs correctly showed a significant impact.	
GIRLS	My cohort is very girl heavy and the reluctant girls benefited from Talk Boost and the story telling aspect. They grew in confidence and this was highlighted in the hot and cold tasks for Tell me a story.	
YOUNGER CHILDREN		SLE visits very impactful as direct advice and practical strategies to develop speech and language in nursery were offered, chatty bats training excellent for younger children, development of reading area and choice of books in story spine impacted boys
SEND OR SALT CHILDREN	It enabled a child with sensory issues to blossom and enjoy his learning and creating his own stories	
	Particularly relevant to SEN children who were not confident to speak, now are able to recite the stories and as a result write them	
	I believe that all children but particularly our SEN children have benefitted from the structure of the T4W process. They have been introduced to high level vocabulary and have been given the	

GROUP OF CHILDREN	IMPACT	TRAINING/SUPPORT/APPROACH
	opportunity to use it in the retell of the story. This has been evident through the continued cold/hot tasks done throughout the year. The higher ability children have been able to independently innovate their own stories based on the original version. This has been evidenced through adult initiated writing tasks. All children have been engaged with innovating their own stories to a certain extent and all have enjoyed acting out lots of different stories written by others in their class. We have seen higher levels of engagement with writing and lots of enjoyment. This has been visible through both child and adult led activities.	
	Imitation phase for DA children. They didn't have access to stories at home, they retell stories at home now, evidenced through discussion with parents	
HIGH ABILITY	The project has had most impact on the children from middle to high ability. The program has been fast paced with high expectations and those children have thrived with that structure	
NOT SPECIFIED OR GENERAL	We found this program has really supported the children with limited vocabulary and story experiences in their learning. We feel that even those who have not reached all the ELG's have made more progress than they may have done without it.	T4W story actions helped children remember the story. Story maps helped children retell the story.
	Training days were the most significant as they improved staff confidence to plan and deliver the T4W sessions	Daily handwriting as we also introduced lead in and out this year. Without it I don't feel their handwriting would be where it is now. Daily rhyme has really improved their awareness of rhythm and rhyme. Vocab work has given them more curiosity in asking about words they don't understand. Story maps in provision has given more children the opportunity to make up stories.

References

Howard, S.J., Siraj, I., Melhuish, E.C., Kingston, D., Neilsen-Hewett, C., de Rosnay, M., Duursma, E and Luu, B. (2018) Measuring interactional quality in pre-school settings: introduction and validation of the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale, *Early Child Development and Care*, DOI: 10.1080/03004430.2018.1511549

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