Primary Schools Team

Evaluation Overview 2018-19

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| **Objective** | **Programmes** | **Outcomes**  | **Tools to measure success** | **Logistics – when and how will this data be collected?** | **How can we express the outputs of this tool?** |
| LO1: Increase awareness and understanding of higher education | All: EA, LL, LJ, DD, FL | Participants feel that they have learnt something new about university They can give one or more Features and Benefits (FaBs) of university that fit into one of the key WP Primary messages:1. Learning e.g. a place where you can study/research/learn/become expert
2. Ease of access e.g. anyone (+18) can go to university, students can borrow money to go to university (FL)
3. Routes to HE e.g. you can go there after school/college
4. Freedom of choice e.g. you can choose your favourite subject, you can choose to go, it gives you a choice of career
5. Working towards advancement e.g. if you work hard at school/college, you can go to university, you challenge yourself to get even better
6. University life e.g. there are clubs and societies, students live with friends
7. Future prospects e.g. it can help you to get a job/career
8. Enjoyment e.g. it is fun
 | LO1 Awareness question (full):Ask participants: Under 18s‘what is a university? Write down everything you know’Over 18s‘what is a university? Include as much detail as possible in your description’LO1 self-assessment question:Ask participants:Have you learnt something new about university that you did not know before? NB – add statement to clarify input delivered e.g. on the family learning programme/in these three assemblies/in this session | Resource intensive projects (LJ, LL, SWYL, DD)**LO1 awareness question (full option):*** Participants are asked the LO1 awareness question at the beginning and end of a sequence (see below)\*.
* Participants write down their answer on a slip.
* Comments are coded A-H according to the FaBs that children describe. One answer from a child can be marked with multiple codes.
* Comments are collated and coded by admin – cover sheet used to identify session to admin – team member to fill in date of session, first/last, school, session, programme and name of session.
* NB – the larger the programme, the lower the proportion sampled needs to be ([online sample size calculator](https://www.surveysystem.com/sscalc.htm#one) to work out robust sample size for each programme – 95% confidence, 5 margin of error)

Light touch projects (EA except SWYL, FL)**LO1 awareness question (self-assessment)*** All participants asked at the end of a light-touch project
* Proportion of ‘yes’ responses recorded (estimated in projects where visual feedback is given for large groups e.g. hands up response in assembly)
* Follow-up question asked to at least one participant– ‘can you tell me what you have learnt?’ to gain qualitative feedback and inform session development
* % response and example comment recorded on BOS by session leader
 | Qualitative: one typical comment recorded by admin assistant every time the LO1 awareness question (full option) is used. Examples can be used for illustrative purposes and to inform session developmentQuantitative: Examples of what data can indicate\*\*:* In the majority of classes (69%), children name more features and benefits of university after taking part in a resource intensive project.
* Children were more likely to associate university with the concepts of ‘freedom of choice’ after taking part in a Study What You Love session.
* Taking part in a Discovery Day increased understanding of higher education in 73% of classes
* 90% of participants felt that they had learnt something new about university after taking part in a light touch project.
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| LO2: Engage children in learning | LL, LJ, DD, FL, EA | Participants are interested in learning about a curriculum linked educational topic. They:* show a positive attitude towards the topic, and/or
* actively participate in the session e.g.
	+ asking questions about the subject or activities
	+ listening to the session leader
	+ following session instructions e.g. discussing a question with a partner, completing an activity or task set, supporting a team member
 | LO2 question:Ask observing school/IU staff member: what proportion of the children/families were engaged in learning during this activity?NB on BOS form include advice on filling in:* judge this based on an overall best fit for the whole lesson/project
* examples of participation from previous box
 | The LO2 observation question is asked to every lead teacher on a project, after a group of academic inputs e.g. end of LLs and LJs projects, after morning activities on DD. Results are recorded either as part of the end of project teacher survey, or on iPads during an event* 0 – no engagement
* 1-20% - very low engagement
* 21-40% - low engagement
* 41-60% - moderate engagement
* 61-80% - high engagement
* 81-100% - very high engagement
 | Quantitative:LO2 observation statements.Examples:* 80% of teachers felt that their class showed high or very high levels of engagement in Learning Leaders activities
* 70% of teachers felt that their class showed high or very high levels of engagement on primary programmes
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| LO3: Raise aspirations for the future | All: EA, LL, LJ, DD, FLNB family learning: not all participants attend the whole of the programme and they will be taking part in other activities, therefore impact cannot be attributed to the programme alone. LO3 Question will only be asked at end of programme. | Children are motivated to work hard and achieve in school and the future. They/their parents understand that working hard in school can lead to higher education, which opens up more choices for them as adults. Participants can show goals, demonstrating their;* Future career aspirations, either in terms of a specific job, or a type of work that uses their skills and preferences**and/or**
* goals for school and higher education
 | LO3 HE aspiration question:Ask participants: ‘who thinks that they (their children) would like to go to university one day?’ NB for younger pupils, this can be appended with “when they grow up” to aid understanding | The LO3 HE aspiration question will be asked at the beginning and end of all sequences across all projects. The proportion of ‘yes’ answers will be recorded by the session leader using a BOS form.* 0 – no HE aspiration
* 1-20% - very low HE aspiration
* 21-40% - low HE aspiration
* 41-60% - moderate HE aspiration
* 61-80% - high HE aspiration
* 81-100% - very HE aspiration
 | Quantitative: Examples of what data can indicate:* 90% of classes showed high or very high levels of aspiration to HE after completing a Discovery Day
* 50% of classes showed an increased aspiration from beginning to end of a primary programme

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| LOs 1-3 | All: EA, LL, LJ, DD, FL | Teachers identify that programmes have had an impact on their pupils in terms of:* Increased awareness and understanding of higher education
* Enhanced interest in educational topics/subjects
* Raised aspirations for the future
 | LOs generic teacher questionGeneric teacher question: the objectives of this project are listed below, to what extent do you agree that these objectives were met? (Options; strongly agree, agree, disagree, strongly disagree)Open teacher questionPlease can you describe the impact this project had on your pupils? e.g. comments about their aspirations for the future | Both questions to be included in all post-sequence\* surveys to teachers. To be sent out using BOS forms and chased by event or programme leader. Surveys can also be completed in sessions on the iPads to improve response rates e.g. in EA sessionsAll teacher questions will be mandatory.  | Quantitative:Statements be made about the percentage of teachers who agreed or strongly agreed with that each objective was met.Qualitative: quotes selected in final evaluation report to demonstrate examples of impact made in the project.  |
| Children’s work shows evidence of working towards the LOs | Work sample photographs | Examples of the range of work completed in each project to be saved in folder on s drive by December. This will be reviewed at Christmas to identify any gaps and further photos may be taken throughout the year to ensure that a full range of work is evidenced. | Examples to be used to illustrate programme outputs qualitatively in end of year reports. |

\* a sequence is a series of inputs delivered in a set time frame (usually one half term) e.g. one learning leaders project, any number of EA sessions delivered in the same half term, for DDs a sequence begins with a pre-visit and ends with a post-visit

\*\*Comparing number of features and benefits of university that children describe (beginning to end). This can be done as an overall total or by feature/benefit.

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| **Change in number of features/benefits described by children** | **Descriptors of outcomes**  |
| Any decrease or zero change | Indicates no increase in awareness/understanding |
| 1-49% increase | Indicates an increase in awareness/understanding |
| 50+% increase | Indicates a significant increase in awareness/understanding |