**School Information Sheet:**

**The Realistic Maths Education project and evaluation**

Thank you for your interest in Realistic Maths Education. Please see below for further information about the project and what you need to do for your school to take part.

***The project and evaluation***

The Realistic Maths Education (RME) project, designed by academics at Manchester Metropolitan University, offers specialist training for Key Stage 3 teachers which aims to:

* develop pupil problem-solving abilities
* raise student attainment and engagement
* support the development of a deep conceptual understanding
* includes materials and guidance for use in both mixed and ability-set groups

Sheffield Institute of Education at Sheffield Hallam University have been commissioned to independently evaluate the RME project. Beginning in September 2018, RME will be trialled in secondary schools across England.

The RME project and evaluation is being funded by the Education Endowment Foundation (EEF), a grant-making charity.

We are looking for 120 secondary schools to trial the RME project. Of these 120 schools, 60 will be randomly selected to be in an intervention group and will receive the RME programme. The other 60 schools will be in a control group and will not receive the RME programme.

In each intervention school, two or more Y7 maths teachers will need to participate in the RME programme, and all schools will need to identify these teachers and a key person who will be the main contact between the school and project in order to be included into the trial.

**Why are the 120 schools split into intervention and control groups, and how will they be selected for each group?**

The EEF evaluates all their projects through an established evaluation process called Randomised Control Trials (RCTs). In an RCT, participation is determined by random selection. For this project, that means each school’s involvement in RME will depend on whether they are randomly selected into the intervention group.

This selection process will be completely random, and will be conducted by the independent evaluation team at Sheffield Institute of Education, Sheffield Hallam University. Manchester Metropolitan University will have no involvement at all in the random selection process.

The control group is a vital part of the research methodology that enables the impact of RME on mathematics attainment to be evaluated in the most robust way possible. We recognise that schools allocated to the control group are likely to be disappointed not to be taking part in RME training, but we hope that the possibility of being involved in an important trial, together with attainment data from the GL Assessment Progress Test in Maths at the end of Year 8 for the whole year group, and the £1000 cash payment will help to make participation worthwhile.

***What does the RME project involve for schools in the intervention group?***

* Completion of project agreement paperwork, including facilitating the collection of pupil / parental consent
* Providing details of teachers, mathematics classes and pupils for the whole of Y7, including nominating two core Y7 mathematics teachers who will receive RME training throughout Y7 and into Y8.
* Providing updated details of teachers, mathematics classes and pupils throughout the trial (Y7 and Y8).
* Completion of online teacher surveys (baseline and post-intervention)
* Releasing nominated teachers for eight days of RME training between October 2018 and April 2020.
* Facilitating the replacement of nominated teachers should staffing change between Y7 and Y8
* Releasing replacement teachers for two days of intensive RME training in June/July 2019
* Facilitating a mathematics test (GL Assessment Progress) for all Y8 pupils in May/June 2020

In a sample of RME intervention schools facilitating interviews with teachers to take place between autumn 2018 and April 2020. In a sample of RME intervention schools, facilitating visits to a sample of classes for observation and video recording to take place between January 2019 and April 2020.

**What does the RME project involve for schools in the control group?**

* Completion of project agreement paperwork, including facilitating the collection of pupil / parental consent
* Providing details of teachers, maths classes and pupils for whole of Y7.
* Providing updated details of teachers, maths classes and pupils through the trial (Y7 and Y8).
* Completion of online teacher surveys.
* Facilitating the GL Assessment Progress in Maths test for all Y8 pupils in May/June 2020

In a sample of control schools, facilitating visits to classes for observation video recording to take place 2020?)

**How many people from each school need to be involved?**

Across all schools, the two or more Y7 core maths teachers will be involved with the possible inclusion of a school administrator for teacher/class/pupil data collection purposes.

The main evaluation will focus on pupils who begin Y7 in September 2018 and are taught by one of the two nominated core Y7 mathematics teachers through Y7 and into Y8. It will also draw on data from across the whole pupil cohort (all pupils in Y7 in September 2018 and who take the GL Assessment Progress in Maths test in Y8 in May/June 2020).

**What do we get out of it?**

**Intervention group**

* The opportunity to be part of a cutting edge, high profile efficacy trial working with lead researchers from Manchester Metropolitan and Sheffield Hallam Universities
* For each nominated teacher, eight days of RME training between October 2018 and April 2020.
* RME materials and scheme of work guidance for Years 7 and 8.
* Access to RME online resources
* GL Assessment Progress Test in Mathematics test data and school level report for whole of Y8 pupil cohort.

**Control group**

* An opportunity to be part of a cutting edge, high profile efficacy trial working with lead researchers from Manchester Metropolitan and Sheffield Hallam Universities
* GL Assessment Progress Test in Mathematics test data and school level report for whole of Y8 pupil cohort.
* A payment of £1,000 following completion of the Y8 GL maths test.

# Timeline & key dates

**Timeline of activity for intervention schools**

| **Date** | **All intervention schools** | | **Some intervention schools** |
| --- | --- | --- | --- |
| **RME activity** | **Evaluation activity** |
| **Autumn 2018** | RME CPD begins for two nominated mathematics teachers: Day 1 (Week commencing 15th October 2018)  Y7 pupils taught with RME materials (2 week block on Number, November 2018)  RME CPD: Day 2 (December 2018) | Nominate two Y7 maths teachers, who complete first teacher survey (by September 28th)  Supply details of mathematics classes and teachers for all Y7 pupils, including UPNs and information on maths setting policy (sent to SHU by September 28th)  Send Y7 parents/carers information about the project and how to withdraw their children from data collection (send withdrawal information to SHU by September 28th)  Randomisation: 60 schools randomly allocated as Control schools and 60 as Intervention schools (by October 5th)  Short teacher survey on CPD day 2 on RME teaching and activity |  |
| **Spring 2019** | Y7 taught with RME materials (2 week block on Geometry, Jan or Feb 2019)  RME CPD: Day 3 (February 2019)  Y7 pupils taught with RME materials (2 week block on Proportional Reasoning, March 2019)  RME CPD: Day 4 (April 2019) | Update teacher-class-pupil data information (Update 1)  Short teacher survey on CPD days 3 and 4 on RME teaching and activity | SHU telephone interviews with a sample of 12 teachers involved in trial  MMU visits to 5 Design Schools - visit 1 |
| **Summer 2019** | Y7 pupils taught with RME materials (2 week block on Data, May/June 2019)  Y7 pupils taught with RME materials (2 week block on Algebra, May/June 2019)  RME CPD: Day 5 (June 2019) | Short teacher survey on CPD day 5 on RME teaching and activity  Second teacher survey of 2 named mathematics teachers | MMU visits to 5 Design Schools - visit 2 |
| **Autumn 2019** | 1 day CPD ‘catch up’ for any new teachers entering intervention in Y8 (September 2019)  Y8 pupils taught with RME materials (2 week block on Number, September 2019)  Y8 pupils taught with RME materials (2 week block on Proportional Reasoning, October 2019)  RME CPD: Day 6 (October 2019)  Y8 pupils taught with RME materials (2 week block on Geometry, November/December 2019) | Short teacher survey on CPD day 6 on RME teaching and activity  Update teacher-class-pupil data information (Update 2) | SHU case study visits to 12 schools  MMU visits to 5 Design Schools - visit 3 |
| **Spring 2020** | Y8 pupils taught with RME materials (2 week block on Data, December 2019/January 2020)  RME CPD: Day 7 (February 2020)  Y8 pupils taught with RME materials (2 week block on Algebra, March/April 2020) | Short teacher survey on CPD day 7 on RME teaching and activity | SHU telephone interview with teachers from 12 schools  MMU visits to 5 Design Schools - visit 4 |
| **Summer 2020** | RME CPD: Day 8 (April 2020) | Short teacher survey on CPD day 8 on RME teaching and activity  Update teacher-class-pupil data information (Update 3)  GL Progress Test in Maths of all Y8 pupils  Y8 Pupil survey (after test)  Final teacher survey of 2 named mathematics teachers  Schools receive GL outcomes and survey summary | SHU case study visits to 12 schools  MMU visits to 5 Design Schools - visit 5 |

Timelines for participating schools on the EEF-funded Key Stage 3 Realistic Maths Education (RME) trial

**Timeline of activity for control schools**

| **Date** | **All Control schools** | | **Some control schools** |
| --- | --- | --- | --- |
| **School activity** | **Evaluation activity** |
| **Autumn 2018** | Normal mathematics teaching for Y7 and Y8 mathematics | Nominate two Y7 maths teachers, who complete first teacher survey (by September 28th)  Supply details of mathematics classes and teachers for all Y7 pupils, including UPNs and information on maths setting policy (sent to SHU by September 28th)  Send Y7 parents/carers information about the project and how to withdraw their children from data collection (send withdrawal information to SHU by September 28th)  Randomisation: 60 schools randomly allocated as Control schools and 60 as Intervention schools (by October 5th) |  |
| **Spring 2019** | Update teacher-class-pupil data information (Update 1) |  |
| **Summer 2019** | Second teacher survey of 2 named mathematics teachers |  |
| **Autumn 2019** | Update teacher-class-pupil data information (Update 2) | SHU case study visits to 12 schools |
| **Spring 2020** |  |  |
| **Summer 2020** | GL Progress Test in Maths of all Y8 pupils  Y8 Pupil survey (after test)  Update teacher-class-pupil data information (Update 3)  Final teacher survey of 2 named mathematics teachers  Schools receive GL results and survey summary  Schools receive full set of RME materials  One day event on RME  Schools receive £1,000 payment | SHU case study visits to 12 schools |

**Is my school / teacher eligible?**

The eligibility criteria for schools include:

* Agreement to complete project paperwork
* Nominate and identify two core Y7 maths teachers
* Agreement to provide pupil UPNs attached to mathematics class and teacher for all of Y7 by early September 2018.
* Agreement to provide/confirm pupil UPNs attached to mathematics class and teacher on three further occasions between Jan 2019 and June 2020.
* Agreement to send out pupil/parental consent letters and collect and record any opt-outs.
* Agreement to participate in all project stages and activities and to release teachers for RME training.

The eligibility criteria for the two or more nominated core Y7 maths teachers include:

**Essential**

* … should teach at least one mathematics class in Y7 (2018/19) and Y8 (2019/20)
* …should have at least 0.6 of their timetable teaching mathematics

**Ideal**

* … should teach the same mathematics classes in Y7 (2018/19) and Y8 (2019/20)

**We hope you are interested in participating in this important study. If you have any questions please contact the team – Sue Hough, Steve Gough and Yvette Solomon - on** [**rme@mmu.ac.uk**](mailto:rme@mmu.ac.uk)