

Proposed Evaluation Framework: The Colyton Foundation

This framework sets out the Colyton Foundation’s approach to impact evaluation of the Your Future Story programme which could be delivered in partnership with ImpactEd. The approach uses a mixed methods methodology to measure key outcomes identified in the Theory of Change for pupils, parents and teacher champions. Pupil surveys use a range of academically validated questionnaires and custom statements. Surveys with parents and teacher champions include a range of custom statements derived from previous research. Focus groups with pupils and teacher champions will provide rich, qualitative data to support quantitative findings.

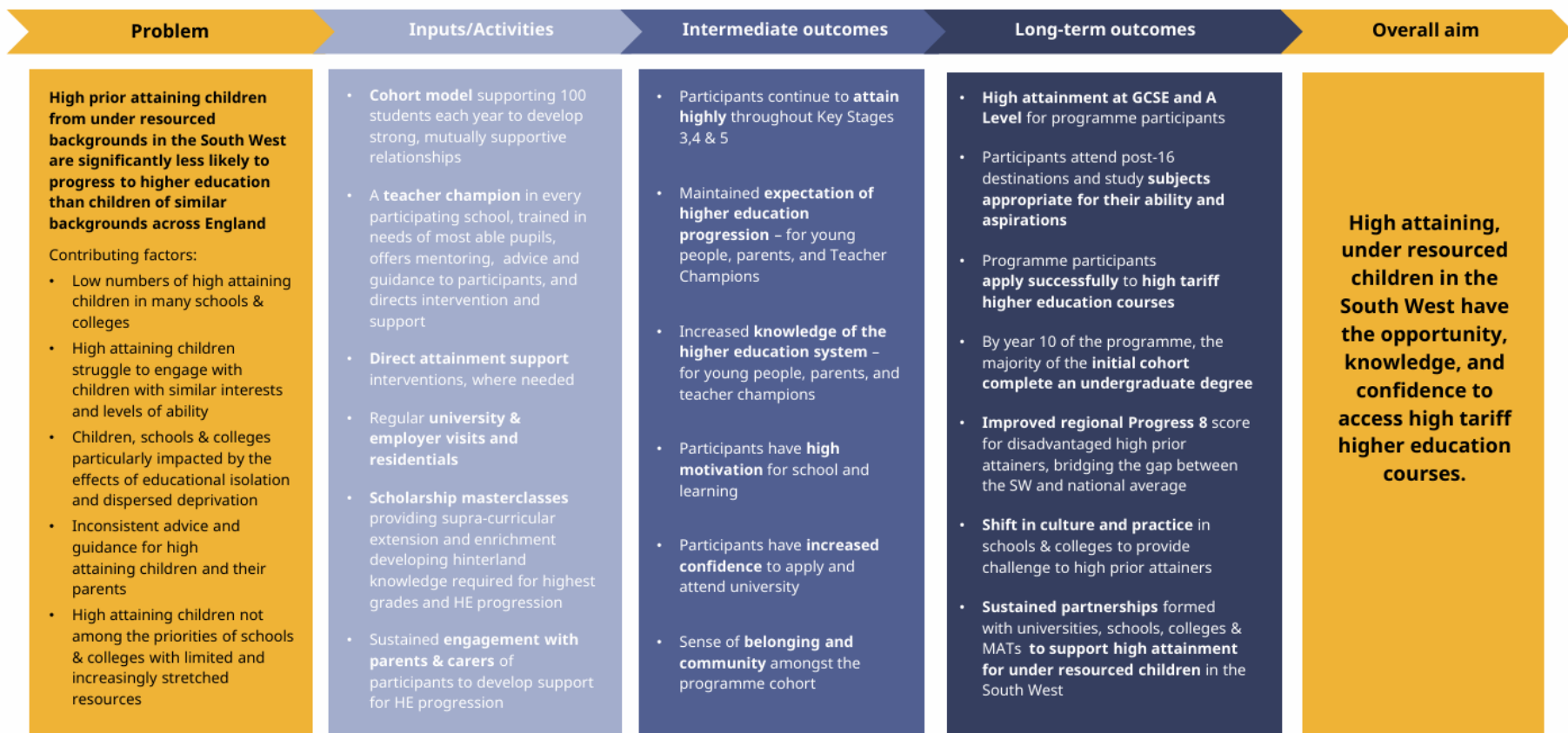
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Theory of Change

The ToC below outlines the desired intermediate and long-term outcomes of the Colyton Foundation's Your Future Story programme.

Theory of Change: *Your Future Story*



Methodology overview

The methodology is designed to measure the six specified intermediate outcomes across three key stakeholder groups (pupils, parents and teacher champions), identified in the Colyton Foundation’s Theory of Change. The components of the proposed approach to and mechanisms for delivering the evaluation are set out below.

Group	Approach	Rationale
	Attainment data	Attainment data is routinely collected and can be used to measure progress by tracking pupils’ progress at the beginning and end of each academic year, in both English and Maths up until Y11, and in their chosen A Level subjects in Year 12 and 13. Teacher Champions will provide this data in a cross-school framework.
Pupils	Baseline & final validated surveys	Academically validated surveys have been selected to measure participating pupils’ expectations of progression into Higher Education (HE), self-efficacy and sense of belonging and community. Selected scales will also measure changes in knowledge of the HE system, motivation for school and learning and confidence to apply and attend university for programme pupils throughout their time at secondary school.
	Baseline & final custom survey	Custom surveys at the beginning and end of each academic year will provide a more in-depth insight to specific outcomes including participating pupils’ knowledge of the HE system, confidence to apply and attend university and sense of belonging and community.
	Final-only custom survey	
	Focus group	Focus groups will enable a better understanding of the impact of the Colyton Foundation on pupils’ sense of community and belonging amongst the programme cohort.



Parents & teachers	Before & after custom Survey	Custom surveys will be used to track whether expectations of HE progression are maintained by participating pupils' parents and teacher champions. They will also assess their knowledge of the HE system. Each survey will be adapted for the specific stakeholder group.
	Focus group (teacher champions)	Focus groups will be used to evaluate teacher champions' knowledge and confidence in supporting high attainers and progression to high tariff HE courses.

Outcome measurement

The table below maps out which intermediate outcomes from the Colyton Foundation's Theory of Change each of the methods will provide evidence against.

	Outcomes	Attainment data	TAPE surveys	TASO surveys	MSLQ surveys	Focus groups	Custom surveys
Pupils	Pupils continue to attain highly throughout their time at secondary school	X			X		
	Maintained expectation of higher education progression for young people			X			
	Increased knowledge of the higher education system for young people		X				
	High student motivation for school and learning				X		
	Increased confidence to apply and attend university		X				
	Sense of belonging and community amongst the programme cohort					X	X

Parents & Teacher champion	Maintained expectation of higher education progression for parents and teacher champions						X
	Increased knowledge of the higher education system for parents and teacher champions						X
	Sense of belonging and community amongst the programme cohort					X	

Table 1. Methods of measurement mapped onto the intermediate outcomes they measure. 'X's indicate the outcomes that each of the methods will provide evidence against.

Evaluation delivery rhythm

The below chart sets out a suggested rough timeline for the stages of the project alongside the data collection points for the evaluation. If the Colyton Foundation would like ImpactEd Evaluation's support to deliver the full evaluation, a more detailed evaluation project plan would be developed, with clear roles and responsibilities defined.

Task	Jun 25	Jul 25	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	Jun 26	Jul 26	Aug 26	Sept 26
Survey set up	█															
Recruitment materials design	█															
School recruitment	█	█														
Quantitative data collection (surveys & attainment, from all stakeholder groups)				█	█							█	█			
Qualitative data collection (from pupils and teacher champions)											█	█				
Qualitative data analysis													█	█		
Quantitative data analysis														█	█	
Reporting																█

Table 2. Indicative evaluation timelines.

Attainment and survey data will be collected twice over each academic year, in the Autumn term and Summer term. Attainment data will be collected at the start of half term 2 and start of half term 6. This will allow for analysis each year, with longitudinal data built up as the programme progresses. Qualitative data will be collected once each academic year, typically in the Spring term. This will allow opportunities for participants to reflect on their experience of the Your Future Story programme and suggest areas for improvement.

Sampling approach and considerations

The Colyton Foundation, Your Future Story programme will target approximately **50-60 schools** in the South West region of England, where it will target a small number of students in each school. In this evaluation, we would aim to get responses from all target pupils, parents and teacher champions in each of the schools that are participating in the evaluation. ImpactEd Evaluation would suggest that focus groups should consist of between 4 and 8 participants to generate discussion while ensuring that all voices can be heard – the number of focus groups that will be run is up for discussion, and will depend on the capacity and availability of those participating in the evaluation.

If not all schools participate in the evaluation, the following sampling criteria will be taken into consideration when recruiting schools:

- ▶ We will aim for schools participating in the evaluation to be of a similar demographic make up to the full cohort of schools e.g., rural/urban schools, percentage of FSM pupils.

Parents of participating pupils will be invited to take part in the evaluation. The Colyton Foundation may wish to consider inviting only one parent per pupil to participate. This would help to avoid potential discrepancies between parent's perspectives on their child's education and would also avoid duplicating responses from the same household or about the same pupil.

A **teacher champion** in every participating school will be invited to engage with the evaluation. To encourage participation by teacher champions and parents, the Colyton Foundation may wish to offer incentives e.g., Amazon vouchers. This could be particularly beneficial for the more time intensive elements of the evaluation, such as taking part in a focus group.

Benchmarking

If ImpactEd were to deliver the evaluation, we would suggest including a **benchmark** for some of the pupil surveys. ImpactEd has access to benchmark data for the following surveys:

- ▶ MLSQ – Self-Efficacy Subscale
- ▶ MLSQ – Intrinsic Value Subscale

ImpactEd Evaluation could provide benchmark data from non-participating secondary school pupils for the above surveys across England, and if there are sufficient sample sizes, we could also look at a benchmark for non-participating pupils in the South West, or in similar schools to those participating in the Colyton Foundation programme.

Additionally, benchmark data could be broken down by **demographic group** such as Pupil Premium, SEN and EAL status. This would allow for comparison across pupils with similar characteristics to those participating in the programme, providing a better understanding of how the programme could be impacting specific subgroups.

Using benchmarking in this way would allow the Colyton Foundation to **closely monitor and evaluate the effectiveness** of the Your Future Story programme on specific outcomes relating to motivation and self-efficacy using a more robust and data-driven approach.

Comparator Group

If the Colyton Foundation would like to employ a comparator group, ImpactEd would suggest surveying **non-participating pupils in year 8, year 10 and year 12** to gather **comparator data** across different age groups. We would suggest this data is collected at two timepoints in the 25/26 academic year. This approach allows the Colyton Foundation to track and compare survey scores and attainment data between pupils participating in the programme and those who are not, across the different age groups. This **internal benchmarking** will also establish a baseline for evaluating the programme's impact in future years.

See below for a detailed breakdown:

- ▶ **Year 8:** Surveying non-participating year 8 pupils will create a **baseline** for comparing survey scores and attainment data at the start of the programme. This would provide important insights into pupil attitudes and academic progress before any involvement in the programme.
- ▶ **Year 10:** Surveying year 10 pupils who are not participating in the programme will offer comparator data for survey measures at a stage where **post-16 options** are being considered. Additionally, this will help to evaluate whether the programme is contributing to higher English and maths attainment for participating pupils at this stage.
- ▶ **Year 12:** Surveying non-participating year 12 pupils will enable comparisons as pupils approach the **transition to higher education** or other post-16 pathways. This will provide valuable insight into whether the programme has effectively prepared participants for post-16 choices and contributed to higher attainment in their chosen A-level subjects, compared to non-participating pupils.

It may be interesting to break down this comparator data by **subgroups** such as Pupil Premium, SEN and EAL status, similar to the benchmarking data accessed by ImpactEd.

For the comparator group, the Colyton Foundation may wish to look at **previous high attainers** from under resourced backgrounds as non-participating pupils (i.e., pupils who would have been eligible for the Colyton Foundation programme), allowing for more precise comparisons with those involved in the programme. This would provide a clearer picture of the effectiveness of the programme for target pupils, identified in the Theory of Change.

Recruiting participants

Schools could be recruited into the evaluation in several different ways. For example:

- The Colyton Foundation may wish to make evaluation participation a requirement for schools who take part in the programme. This will mean that evaluation participation could be listed in any contract/terms of reference shared with schools.
- If the Colyton Foundation doesn't wish for evaluation participation to be compulsory, then instead they could look at inviting schools to participate in the evaluation through sharing information about the evaluation. Through this communication, it will be vital to share what will be required of schools and individuals who are taking part in the evaluation and what they will gain in return.
- For either recruitment approach, if supporting with the evaluation, ImpactEd Evaluation could support with communication materials and monitoring evaluation sign ups.

Risks and mitigations

The table below outlines potential risks and actions that have been put in place to mitigate them. ImpactEd could provide additional support to assist the Colyton Foundation in managing these risks effectively.

Risks	Mitigations
Several intermediate outcomes are explored through self-reported measures for the three stakeholder groups, so respondents are prone to giving the most socially acceptable answer rather than the most truthful one.	<ul style="list-style-type: none"> • Triangulation of the self-reported data with data collected from teacher champions and parents of the pupils eliminate this source of bias as much as possible. • Qualitative research in addition to survey responses for some of the intermediate outcomes will further counterbalance this limitation.
Participation in the evaluation may be lower than expected (e.g., fewer than 50 schools participate in the evaluation).	<ul style="list-style-type: none"> • A monthly update of data collection could be provided by ImpactEd to ensure a targeted approach to recruiting schools that is aligned with the sampling criteria. • Incentives, such as the school being provided with opportunities such as teacher training & CPD, university residentials or the school being shared within the report, will encourage

participation. ImpactEd can support with drafting these communications if involved in evaluation delivery.

- Ensure it is clear to participants what is **'in it for them'**. Explicitly make schools aware of why the programme is important and what they will be asked to participate in and when. ImpactEd can support with drafting these communications if involved in evaluation delivery.

Considering the **longitudinal nature** of the programme, **attrition rates** and **disengagement** among participants become a significant risk. Over the course of the programme, participants may leave schools, change roles (for teacher champions) or no longer wish to participate. This could result in incomplete datasets and subsequent gaps in the evaluation.

- **Monitor participant engagement** across the duration of the programme. This could include a simple teacher-facing question like 'How many students in your school are engaging in the programme?' in Autumn and Summer term each year.
- Introduce a **participant re-engagement plan**. This involves actively reaching out to participants who have disengaged with the programme and offer incentives to continue their involvement, such as reminding them how their participation contributes to their progression into higher education.
- **Track participants progress** across schools, ensuring that their data remains accurate and up to date throughout the programme. If participants transfer schools, their data will be removed to maintain integrity across the evaluation.

Teacher champions may face **competing demands** or become disengaged with the programme, which could lead to pupils dropping out or losing interest over time.

- **Regular communication and feedback sessions** with teacher champions would help to reinforce the impact of their work and highlighting incentives such as CPD opportunities offered by the Colyton Foundation could help to retain engagement.
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- **Monitor teacher champion engagement** across the duration of the programme. This could include a simple teacher-facing question like ‘How engaged do you feel with the programme on a scale of 1 (completely disengaged) to 5 (extremely engaged)?’ in Autumn and Summer term each year.
 - **Focus groups** enable a deeper understanding of teacher champions’ engagement and experience with the Colyton Foundation
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Considerations for analysis and reporting

Quantitative analysis

- ▶ ImpactEd suggests breaking down data by **subgroups**, including Pupil Premium, SEN and EAL status, to compare outcomes both across and within these groups. This approach provides valuable insights into the effectiveness of the Your Future Story programme for different student populations. It may also help to **identify trends or gaps** where more targeted approaches may be needed to improve the outcomes for specific demographic groups. Data would be presented using percentages, for example ‘A lower percentage of pupils eligible for Pupil Premium (38%) reported that they agreed with the statement “.....” compared to non-Pupil Premium pupils (50%).’
- ▶ Once all data is collected, ImpactEd suggests using t-tests to **statistically compare survey responses** (i.e. percentage points) from baseline (e.g. year 1 of the programme) and final (e.g. year 5 of the programme) to determine whether the programme has a statistically significant effect on pupils, teacher champions and parents. There are two kinds of t-tests which could be considered:
 - ▶ **Paired t-tests** are more powerful, and only analyse the data for participants where both before and after data is available (e.g. they have completed both the baseline and endline surveys).
 - ▶ **Unmatched t-tests** are less powerful but mean you can analyse all baseline and endline data, including participants who only took one of the surveys.
- ▶ The most appropriate analysis approach will depend on what and how much data has been collected.

- ▶ If ImpactEd were to deliver the evaluation, then we would also include **correlations** in the analysis. For instance, it would be of interest to the Colyton Foundation to establish whether there is a correlation between teacher engagement and student participation. This data, as mentioned above, could be collected as a simple teacher-facing question in the Autumn and Spring term each year. Correlations could be tested for statistical significance using t-tests.

Qualitative analysis

- ▶ Qualitative data gathered from **focus groups** will be analysed using **thematic analysis**. This involves a step-by-step process that seeks to stay close to participants' words, coding responses and successively grouping them so that overarching themes can be identified. Thematic analysis is useful for **identifying patterns** in qualitative data including similarities and differences, trends and unusual responses or cases. The following process provides some suggestions for consideration:
 - ▶ **Generating initial codes:** This involves working systematically through the transcripts to identify and name interesting items, especially if these are repeated. It is helpful to start with a set of codes and then add to these as needed. Your main codes could be identified outcomes, and then sub-codes within each of these could be sub-themes.
 - ▶ **Reviewing the coded text by topic/main code** to gain a sense of what the different themes are, how they fit together, and the overall story they tell about the data.
 - ▶ **Defining and naming themes:** This is an attempt to capture the essential character of each theme and show how it fits within the overall picture.
 - ▶ **Producing the report:** The aim here is to tell the rich story of your data in a way that convinces the reader of the rigour of the analysis while being triangulated with the quantitative survey data. This allows you to highlight important cases while showing how these fit within the overall body of information.

Reporting

- ▶ As the programme is longitudinal in nature, each year's report will aim to build on previous year's data i.e., we will look both at changes within that academic year, and from the initial data from when pupils were in early Year 7.

Overview of key considerations

Outlined below is an overview of the approaches mentioned in this document to be considered by the Colyton Foundation for their evaluation delivery.

- ▶ Using **benchmarking data** for validated scales in surveys where possible
- ▶ Considering an ambition to build a **control group** into the evaluation design (i.e. surveying non-participating pupils in year 8, 10 and 12).
- ▶ Breaking data down by **subgroups** for analysis (such as Pupil Premium, EAL and SEN status).
- ▶ **Monitoring teacher engagement and student participation** by asking teacher champions “How engaged do you feel with the programme on a scale of 1 (completely disengaged) to 5 (extremely engaged)?” and ‘How many students in your school are engaging in the programme?’ in Autumn and Summer term each year.
- ▶ Introduce **engagement strategies and regular check-ins** to maintain retention in the programme. Focus groups will also help to identify where the programme is working well for teacher champions and where it could be further developed.

Research tools/ Question Banks

The research tools and the intermediate outcomes they intend to measure from the Colyton Foundation's Theory of Change are set out below.

Pupil intermediate outcome measures

Outcome 1: Pupils continue to attain highly throughout their time at secondary school

Question Bank A: Progress for High Attainers (Teacher Champions to respond for individual students)

1. How likely do you think it is that this student will achieve between grades 9-7 in their Maths GCSE?
 - a. 1-4 scale from Very unlikely to Very likely
2. How likely do you think it is that this student will achieve between grades 9-7 in their English GCSE?
 - a. 1-4 scale from Very unlikely to Very likely
3. How likely do you think it is that this student will achieve at least 6 GCSEs between grades 9-7?
 - a. 1-4 scale from Very unlikely to Very likely

Question Bank B: MSLQ Self-Efficacy Subscale

Please read the following statements. For each, select an answer from the scale that best reflects your learning experience.

Response options: 1: Not at all true of me – to -7: Very true of me

- 1) Compared with other students in my year I expect to do well
- 2) I'm certain I can understand the ideas taught in my lessons
- 3) I expect to do very well in this school
- 4) Compared with others in my year group, I think I'm a good student
- 5) I am sure I can do an excellent job on the problems and tasks assigned in my lessons
- 6) I think I will receive good grades in my classes
- 7) My study skills are excellent compared to others in my year
- 8) Compared with other students in my school I think I know a great deal about my subjects
- 9) I know that I will be able to learn the material for this year

Outcome 2: Maintained expectation of higher education progression for young people

Question Bank C: TASO University Expectations and Knowledge survey

The following statements are about what you know and how you feel about going to university. Think about each statement and indicate to what extent you agree or disagree with it.

Response options: Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

- 1) I am thinking about applying to university in the future
 - 2) I know what studying at university would be like
 - 3) I know how studying at university is different from studying in school or at college
 - 4) I believe that if I apply to university, I will get in
-

Question Bank D: TASO Sense of Belonging (prospective) survey

Response options: Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

- 1) University is for people like me
 - 2) I would fit in well academically with others at university
 - 3) I would fit in well socially with others at university
-

Outcome 3: Increased knowledge of the higher education system for young people Outcome 5: Increased confidence to apply and attend university

Question Bank E: Toolkit for Access and Participation Evaluation

To what extent do you agree or disagree with the following statements:

- | | |
|---|-------------------|
| 1. I am planning/considering going to higher education (university) before I am 30 years old | 1. Definitely |
| 2. I understand what student life would be like in higher education (university) | 2. Probably |
| 3. I know enough about higher education (university) to decide whether to go or not | 3. Not Sure |
| 4. I understand how to apply to higher education (university) | 4. Probably Not |
| 5. I know the qualifications that I will need to be able to go to higher education (university) | 5. Definitely Not |

6. I know the grades that I will need to be able to go to higher education (university)
7. I am clear on which higher education (university) course/subject to apply for
8. I know how the UCAS application process works (UCAS is the organisation responsible for managing applications to higher education courses)
9. University is for people like me

Do you have any concerns about going to higher education? If yes, please outline the extent to which you agree or disagree with the following statements:

- | | |
|--|----------------------|
| 10. I can't afford to continue into higher education (university) because I am worried about getting into debt | 1. Strongly Agree |
| 11. It is not worthwhile continuing with education | 2. Agree |
| 12. I'm not interested in education | 3. Not Sure |
| 13. I will not get the required grades to go into higher education (university) | 4. Disagree |
| 14. I do not feel confident in my ability to cope with learning in higher education (university) | 5. Strongly Disagree |

Outcome 4: High motivation for school and learning

Question Bank F: MSLQ Intrinsic Value Subscale

For each statement, please pick the option that is most true of you.

Response options: 1: Not at all true of me – 7: Very true of me

- 1) I prefer schoolwork that is challenging so I can learn new things
- 2) It is important for me to learn what is being taught in my lessons
- 3) I like what I am learning in my lessons
- 4) I think I will be able to use what I learn in one subject in other subjects
- 5) I often choose topics I will learn something from even if they require more work
- 6) Even when I do poorly on a test I try to learn from my mistakes
- 7) I think that what I am learning in my lessons is useful for me to know
- 8) I think that what we are learning this year is interesting
- 9) Understanding my subjects is important to me

Outcome 6: Sense of belonging and community amongst the programme cohort

Question Bank G: Focus Group Topic Guide

- 1) What were your expectations of the Colyton Foundation programme? How did these expectations compare to your actual experiences?
 - a) What did you hope to gain from the programme?

- b) Were there any surprises or unexpected experiences?
- 2) How would you describe your interactions with other pupils in the programme?
- Are these specific moments or activities that helped you get to know others?
 - How easy or difficult was it to make friends within the programme?
 - Can you share a positive experience you've had with another pupil?
- 3) Can you share any specific moments that have stood out to you, in terms of feeling part of the Colyton Foundation community?
- Was there a particular event or session that made you feel more connected to fellow pupils?
 - Is there a time where you worked collaboratively with other pupils in the programme to achieve a goal?
- 4) How would you describe your interactions with your teacher champion?
- Can you give examples of support or guidance you've received from your teacher champion?
 - How approachable and available do you find your teacher champion?
 - Has your teacher champion helped you with specific academic or personal goals related to higher education progression?
- 5) Do you feel the programme has given you better opportunities to access more challenging university courses? How has this affected your overall experience within the Colyton Foundation?
- What kind of guidance or support have you received in this area?
 - Have your aspirations or goals changed since joining the programme?
 - Do you feel more prepared for your future education and career?

Question Bank H: Pupil Custom survey

Response options: Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

- I feel a sense of community with other pupils in the programme
- I have positive interactions with other pupils in the programme
- I feel supported by my teacher champion
- I am comfortable approaching my teacher champion for guidance and support
- I feel that I am a valued member of the programme
- The programme has helped me to build strong relationships with my peers and teachers

Wider Stakeholder intermediate outcome measures

Outcome 1: Maintained expectation of higher education progression for parents and teacher champions

Question Bank I: Parent Custom Survey 1

- 1) What do you think the likelihood is of your child going to university when they finish school or at some time in the future?
Response options: Very likely (1), fairly likely (2), not very likely (3), not at all likely (4)
- 2) If you think your child is unlikely or very unlikely to go to university, please explain why:

Question Bank J: Teacher Champion Custom Survey 1

- 1) How likely do you think it is that the pupils in the programme will go to university?
Response options: Very likely (1), fairly likely (2), not very likely (3), not at all likely (4)
- 2) If you think some pupils are unlikely or very unlikely to go to university, please explain why:
- 3) How confident do you feel in your ability to support pupils' progression to higher education?
Response options: Very confident (1), fairly confident (2), not very confident (3), not at all confident (4)
- 4) What support or resources do you feel you need to better help your pupils progress to university?

Outcome 2: Increased knowledge of the higher education system for parents and teacher champions

Question Bank K: Parent Custom Survey 2

Response options: Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

- 1) Participating in higher education will offer young people personal development opportunities that they would not benefit from otherwise
 - 2) Higher education will improve a young person's future income
 - 3) University is worth the money
 - 4) I am aware of the various courses and qualifications available at higher education institutions
 - 5) I understand the application process for higher education (e.g., UCAS)
 - 6) If my child does go to university, it should be a 'top university'
 - 7) I understand what funding is available to young people entering higher education
 - 8) I have enough knowledge to support my child to engage with higher education opportunities should they wish to do so
 - 9) I know how and where I can obtain more information about higher education opportunities
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Question Bank L: Teacher Champion Custom Survey 2

Engagement questions

- 1) How long have you been a teacher champion for? (dropdown)
- 2) How engaged do you feel with the Your Future Story programme? *Scale of 1 (Completely disengaged) to 5 (Extremely Engaged)*
- 3) How many students in your schools are participating in the Your Future Story programme? (dropdown)

Response options: Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

- 4) I have a good understanding of how to support students aiming for higher education
- 5) I feel confident in providing mentoring, advice, and guidance to students regarding higher education options
- 6) I am knowledgeable about the different types of higher education that would suit most programme pupils
- 7) I understand what funding is available to young people entering higher education
- 8) I can effectively identify the need for further attainment support for individuals aiming for higher education
- 9) The Colyton Foundation's programme has equipped me with valuable resources and strategies for supporting most able pupils in their higher education aspirations (*only asked once a teacher has taken part for at least 1 year*)

- 10) I understand the application process for higher education (e.g., UCAS, personal statements) and can guide students through it effectively
- 11) I know where to find additional resources and support regarding higher education for previously high attaining pupils

Outcome 1: Maintained expectation of higher education progression for teacher champions

Outcome 2: Increased knowledge of the higher education system for teacher champions

Question Bank M: Focus group topic guide for Teacher Champions

- 1) How long have you been involved as a teacher champion with the Colyton Foundation? Can you describe your role and responsibilities?
- 2) How would you describe your sense of belonging and community within the Colyton Foundation's network of teacher champions?
 - a) Do you feel connected to other teacher champions within the foundation?
 - b) Do you communicate with other teacher champions often?
- 3) Have you found opportunities for collaboration or sharing best practices with other teacher champions? Please share any examples
 - a) Can you describe a collaboration or exchange of practices that has been particularly impactful for you?
- 4) Could you describe some strategies or initiatives you've implemented to support high attainers in your school towards high tariff higher education courses?
- 5) What challenges have you encountered in supporting high attainers, and how have you addressed them?
- 6) How has the training and support provided by the Colyton Foundation enhanced your ability to support high attainers' progression to high tariff higher education courses?
 - a) What specific aspects of the training were most beneficial?
 - b) How have you applied what you learned from the training in your role?
 - c) Are there any gaps in the training that you feel need addressing?
- 7) Looking ahead, what additional support or resources do you feel would benefit you in your role as a teacher champion?
 - a) Are there any specific areas where you feel you need more support?
- 8) Do you have any suggestions or feedback on how the Colyton Foundation can further improve its support for teacher champions and high attainers?
 - a) Are there any current practises or supports that you find particularly effective?
 - b) If you could change one thing about the support provided by the Colyton Foundation, what would it be?