

EEF main data extraction v 1.0 October 2019 [Standard]

- Section 1 What is the publication type? [Not selectable (no checkbox)]
 - Journal article [Selectable (show checkbox)]
A report published in a peer-reviewed journal with an ISSN.
 - Dissertation or thesis [Selectable (show checkbox)]
A report of a study in a dissertation or thesis submitted as all or part of the assessment for a higher degree.
 - Technical report [Selectable (show checkbox)]
An unpublished report, technical report or document providing details of a research study or studies without an ISSN or ISBN. (EEF evaluation reports are classified as technical reports.)
 - Book or book chapter [Selectable (show checkbox)]
A report of a research study published in a book or book chapter with an ISBN
 - Conference paper [Selectable (show checkbox)]
*A report of a study presented at a research conference and subsequently made more widely available.
NB Peer-reviewed conference proceedings with an ISBN should still be classified as a conference paper.*
 - Other (Please specify) [Selectable (show checkbox)]
A report not classifiable according to the categories above (e.g. a website). Please add further details in the notes field.
- Section 2 What is the research design and which methods were used? [Not selectable (no checkbox)]
 - What is the intervention name? [Selectable (show checkbox)]
Provide the name of the intervention, programme or approach as given in the report.
 - How is the intervention described? [Selectable (show checkbox)]
Brief summary of the intervention as provided in the report(s). Please include the rationale for impact on learning if given.
 - What are the intervention objectives? [Selectable (show checkbox)]
Please provide the specific objectives or aims of the intervention, programme or approach as provided in the report

- Is there more than one treatment group? [Not selectable (no checkbox)]
Does the research design include more than one arm or contrast so that more than one estimate of the impact of the intervention or approach can be made from a different comparison group or version of the intervention?
 - Yes (Please specify) [Selectable (show checkbox)]
Highlight in the text (or use the info box) to describe the design and specify the other interventions or comparisons relative to the main intervention group.
 - No [Selectable (show checkbox)]
 - Not specified or N/A [Selectable (show checkbox)]
- How were participants assigned? [Not selectable (no checkbox)]
How were the participants assigned or allocated to their group (i.e. treatment and control)?
 - Random (please specify) [Selectable (show checkbox)]
Select this code where the report describes the participants' allocation to their group as random or pseudo-random (computer generated). Please highlight in the text or add information to the info box about the randomisation details.
 - Non-random, but matched [Selectable (show checkbox)]
No randomisation, but matched at allocation prospectively to balance on attainment (or on attainment and other variables).
 - Non-random, not matched prior to treatment [Selectable (show checkbox)]
No random allocation and not matched prior to treatment. The nature and extent of any group differences in attainment at baseline is described and then accounted for in the analysis of impact (retrospective matching).
 - Unclear [Selectable (show checkbox)]
Please only select this code if there are no details about control and intervention allocation or if the information is so unclear as to prevent a reasonable inference.
 - Not assigned - naturally occurring sample [Not selectable (no checkbox)]
This is where researchers take advantage of a situation where a comparison can be made between groups from changes that either are planned or have already happened which will give and estimate of the impact of the intervention or approach of interest.
 - Retrospective Quasi Experimental Design (QED) [Selectable (show checkbox)]
Where an experiment is created from a naturally occurring situation and two groups (or more) are compared to give an estimate of impact.

- Regression discontinuity [Selectable (show checkbox)]
This is a type is a quasi-experimental pretest-posttest design that identifies the causal effects of an intervention or approach by assigning a cutoff or threshold above or below which an intervention is assigned (e.g. policy change where smaller classes are introduced in a district or a test is used to allocate students to additional support). By comparing results close to but either side of the threshold, it is possible to estimate effect.
- What was the level of assignment? [Not selectable (no checkbox)]
At which level was the assignment to intervention and control group conducted?
 - Individual [Selectable (show checkbox)]
The assignment was at the level of the individual student or pupil. No account was taken of class or school. All of the individual participants were included as a single group for allocation or randomisation.
 - Class [Selectable (show checkbox)]
The class or usual teaching group of the students was the level at which the intervention or approach was allocated. Intact classes were allocated or assigned to the intervention or approach (taking no account of school).
 - School - cluster [Selectable (show checkbox)]
The school was the level of assignment and all pupils in a single school are allocated to the same grouping (i.e. a single school would not include both intervention and control).
 - School - multi-site [Selectable (show checkbox)]
The school is the level of assignment, but each school contains both intervention and control groups. The design allows a within school comparison to be made.
 - Region or district [Selectable (show checkbox)]
The region or district is the level at which the assignment is made.
 - Not provided/ not available [Selectable (show checkbox)]
A description of the level of allocation is not provided or available in the report.
 - Not applicable [Selectable (show checkbox)]
- How realistic was the study? [Not selectable (no checkbox)]
Was the intervention implemented under “real world” conditions? Factors to consider in assessing the 'ecological validity' include where the intervention took place (usual educational setting for educational approaches of this kind) and who taught or led the intervention with the pupils (e.g. did it involve usual teachers or other education professionals).

- High ecological validity [Selectable (show checkbox)]
Select this code where the intervention or approach seems realistic for schools or teachers to adopt. Any adaptations to enable the research to be conducted do not appear to affect the validity of the findings and implications for schools. Studies which take place in schools and are taught by the usual teachers or staff have high ecological validity.
- Low ecological validity [Selectable (show checkbox)]
Select this code where the intervention or approach does not seem realistic or practical for schools or teachers to adopt. Studies which take place in laboratory settings and are only taught by researchers have low ecological validity.
- Unclear [Selectable (show checkbox)]
Select this code where there are no details about where the intervention took place or who was responsible for its delivery and it is not possible to infer sufficient details to make a judgement about the ecological validity of the study.
- Section 3 Where did the study take place? [Not selectable (no checkbox)]
 - In which country/countries was the study carried out? (Select ALL that apply) [Not selectable (no checkbox)]
Countries which are recognised as sovereign states by the United Nations. If you think there is a country missing please ask!
 - UK (Select all that apply) [Selectable (show checkbox)]
 - England [Selectable (show checkbox)]
 - Northern Ireland [Selectable (show checkbox)]
 - Scotland [Selectable (show checkbox)]
 - Wales [Selectable (show checkbox)]
 - USA [Selectable (show checkbox)]
 - Afghanistan [Selectable (show checkbox)]
 - Albania [Selectable (show checkbox)]
 - Argentina [Selectable (show checkbox)]
 - Angola [Selectable (show checkbox)]
 - Armenia [Selectable (show checkbox)]
 - Austria [Selectable (show checkbox)]
 - Australia [Selectable (show checkbox)]

- Azerbaijan [Selectable (show checkbox)]
- Bahamas, The [Selectable (show checkbox)]
- Bahrain [Selectable (show checkbox)]
- Bangladesh [Selectable (show checkbox)]
- Belarus [Selectable (show checkbox)]
- Barbados [Selectable (show checkbox)]
- Belize [Selectable (show checkbox)]
- Belgium [Selectable (show checkbox)]
- Benin [Selectable (show checkbox)]
- Bhutan [Selectable (show checkbox)]
- Bosnia and Herzegovina [Selectable (show checkbox)]
- Botswana [Selectable (show checkbox)]
- Brazil [Selectable (show checkbox)]
- Bolivia [Selectable (show checkbox)]
- Brunei Darussalam [Selectable (show checkbox)]
- Burkina Faso [Selectable (show checkbox)]
- Bulgaria [Selectable (show checkbox)]
- Cabo Verde [Selectable (show checkbox)]
- Cambodia [Selectable (show checkbox)]
- Canada [Selectable (show checkbox)]
- Cameroon [Selectable (show checkbox)]
- Central African Republic [Selectable (show checkbox)]
- Chad [Selectable (show checkbox)]
- Chile [Selectable (show checkbox)]
- Colombia [Selectable (show checkbox)]
- Congo [Selectable (show checkbox)]
- Costa Rica [Selectable (show checkbox)]
- Côte d'Ivoire / Ivory Coast [Selectable (show checkbox)]

- Croatia [Selectable (show checkbox)]
- China [Selectable (show checkbox)]
If just Hong Kong, use Hong King code only, NOT China
- Cuba [Selectable (show checkbox)]
- Cyprus [Selectable (show checkbox)]
- Denmark [Selectable (show checkbox)]
- Czech Republic [Selectable (show checkbox)]
- Dominican Republic [Selectable (show checkbox)]
- Egypt [Selectable (show checkbox)]
- Ecuador [Selectable (show checkbox)]
- El Salvador [Selectable (show checkbox)]
- Equatorial Guinea [Selectable (show checkbox)]
- Estonia [Selectable (show checkbox)]
- Eritrea [Selectable (show checkbox)]
- Ethiopia [Selectable (show checkbox)]
- Finland [Selectable (show checkbox)]
- Fiji [Selectable (show checkbox)]
- France [Selectable (show checkbox)]
- Gabon [Selectable (show checkbox)]
- Georgia [Selectable (show checkbox)]
- Gambia, The [Selectable (show checkbox)]
- Germany [Selectable (show checkbox)]
- Greece [Selectable (show checkbox)]
- Ghana [Selectable (show checkbox)]
- Guatemala [Selectable (show checkbox)]
- Grenada [Selectable (show checkbox)]
- Guinea-Bissau [Selectable (show checkbox)]
- Guinea [Selectable (show checkbox)]

- Guyana [Selectable (show checkbox)]
- Haiti [Selectable (show checkbox)]
- Honduras [Selectable (show checkbox)]
- Hong Kong (see China) [Selectable (show checkbox)]
- Hungary [Selectable (show checkbox)]
- Iceland [Selectable (show checkbox)]
- Indonesia [Selectable (show checkbox)]
- India [Selectable (show checkbox)]
- Iran [Selectable (show checkbox)]
- Iraq [Selectable (show checkbox)]
- Ireland [Selectable (show checkbox)]
- Italy [Selectable (show checkbox)]
- Israel [Selectable (show checkbox)]
- Jamaica [Selectable (show checkbox)]
- Japan [Selectable (show checkbox)]
- Jordan [Selectable (show checkbox)]
- Kenya [Selectable (show checkbox)]
- Kazakhstan [Selectable (show checkbox)]
- Kuwait [Selectable (show checkbox)]
- Kiribati [Selectable (show checkbox)]
- Lao (or Laos) [Selectable (show checkbox)]
Lao People's Democratic Republic
- Kyrgyzstan [Selectable (show checkbox)]
- Latvia [Selectable (show checkbox)]
- Lebanon [Selectable (show checkbox)]
- Liberia [Selectable (show checkbox)]
- Lesotho [Selectable (show checkbox)]
- Libya [Selectable (show checkbox)]

- Liechtenstein [Selectable (show checkbox)]
- Luxembourg [Selectable (show checkbox)]
- Lithuania [Selectable (show checkbox)]
- Madagascar [Selectable (show checkbox)]
- Macedonia [Selectable (show checkbox)]
- Malaysia [Selectable (show checkbox)]
- Malawi [Selectable (show checkbox)]
- Mali [Selectable (show checkbox)]
- Maldives [Selectable (show checkbox)]
- Malta [Selectable (show checkbox)]
- Marshall Islands [Selectable (show checkbox)]
- Mauritania [Selectable (show checkbox)]
- Mauritius [Selectable (show checkbox)]
- Micronesia [Selectable (show checkbox)]
- Mexico [Selectable (show checkbox)]
- Moldova [Selectable (show checkbox)]
- Mongolia [Selectable (show checkbox)]
- Mozambique [Selectable (show checkbox)]
- Namibia [Selectable (show checkbox)]
- Myanmar (Burma) [Selectable (show checkbox)]
- Nepal [Selectable (show checkbox)]
- Nauru [Selectable (show checkbox)]
- The Netherlands [Selectable (show checkbox)]
- New Zealand [Selectable (show checkbox)]
- Nicaragua [Selectable (show checkbox)]
- Nigeria [Selectable (show checkbox)]
- Niger [Selectable (show checkbox)]
- Pakistan [Selectable (show checkbox)]

- Norway [Selectable (show checkbox)]
- Palau [Selectable (show checkbox)]
- Panama [Selectable (show checkbox)]
- Papua New Guinea [Selectable (show checkbox)]
- Peru [Selectable (show checkbox)]
- Philippines [Selectable (show checkbox)]
- Poland [Selectable (show checkbox)]
- Puerto Rico (US dependency) [Selectable (show checkbox)]
- Portugal [Selectable (show checkbox)]
- Qatar [Selectable (show checkbox)]
- Romania [Selectable (show checkbox)]
- Rwanda [Selectable (show checkbox)]
- Russia [Selectable (show checkbox)]
- Saint Kitts and Nevis [Selectable (show checkbox)]
- Saint Lucia [Selectable (show checkbox)]
- Saint Vincent and the Grenadines [Selectable (show checkbox)]
- San Marino [Selectable (show checkbox)]
- Samoa [Selectable (show checkbox)]
- Saudi Arabia [Selectable (show checkbox)]
- São Tomé and Príncipe [Selectable (show checkbox)]
- Serbia [Selectable (show checkbox)]
- Senegal [Selectable (show checkbox)]
- Seychelles [Selectable (show checkbox)]
- Sierra Leone [Selectable (show checkbox)]
- Slovakia [Selectable (show checkbox)]
- Singapore [Selectable (show checkbox)]
- Slovenia [Selectable (show checkbox)]
- Solomon Islands [Selectable (show checkbox)]

- South Africa [Selectable (show checkbox)]
- Somalia [Selectable (show checkbox)]
- South Korea / Republic of Korea [Selectable (show checkbox)]
- South Sudan [Selectable (show checkbox)]
- Sri Lanka [Selectable (show checkbox)]
- Spain [Selectable (show checkbox)]
- Sudan [Selectable (show checkbox)]
- Suriname [Selectable (show checkbox)]
- Swaziland / Eswatini [Selectable (show checkbox)]
- Sweden [Selectable (show checkbox)]
- Switzerland [Selectable (show checkbox)]
- Taiwan [Selectable (show checkbox)]
- Syria [Selectable (show checkbox)]
- Tanzania [Selectable (show checkbox)]
- Tajikistan [Selectable (show checkbox)]
- Thailand [Selectable (show checkbox)]
- Timor-Leste [Selectable (show checkbox)]
- Togo [Selectable (show checkbox)]
- Tonga [Selectable (show checkbox)]
- Tunisia [Selectable (show checkbox)]
- Trinidad and Tobago [Selectable (show checkbox)]
- Turkey [Selectable (show checkbox)]
- Turkmenistan [Selectable (show checkbox)]
- Tuvalu [Selectable (show checkbox)]
- Ukraine [Selectable (show checkbox)]
- Uganda [Selectable (show checkbox)]
- United Arab Emirates [Selectable (show checkbox)]
- Uruguay [Selectable (show checkbox)]

- Uzbekistan [Selectable (show checkbox)]
- Vanuatu [Selectable (show checkbox)]
- Venezuela [Selectable (show checkbox)]
- Vietnam [Selectable (show checkbox)]
- West Indies (Use for Caribbean colonial dependencies) [Selectable (show checkbox)]
 - Cayman Islands (United Kingdom)*
 - Anguilla (United Kingdom)*
 - Antigua and Barbuda*
 - Aruba (Netherlands)*
 - Bonaire (Netherlands)*
 - British Virgin Islands (United Kingdom)*
 - Curaçao (Netherlands)*
 - Guadeloupe (France)*
 - Martinique (France)*
 - Montserrat (United Kingdom)*
 - Nueva Esparta (Venezuela)*
 - Saba (Netherlands)*
 - Saint Barthélemy (France)*
 - Saint-Martin (France)*
 - Sint Eustatius (Netherlands)*
 - Sint Maarten (Netherlands)*
 - United States Virgin Islands (United States)*
 - Federal Dependencies of Venezuela (Venezuela)*
 - Turks and Caicos Islands (United Kingdom)*
- Yemen [Selectable (show checkbox)]
- Zambia [Selectable (show checkbox)]
- Zimbabwe [Selectable (show checkbox)]
- Is there more specific information about the location? [Not selectable (no checkbox)]

Further information on where the study took part (e.g. city, district, urban, suburban, rural etc.) as provided by the study.

- Specific to the location or place [Selectable (show checkbox)]
Information about the specific place where the research was undertaken (e.g. name of the city, state, city or region)
- Information about the type of location [Selectable (show checkbox)]
Information about what kind of location (e.g. urban, rural, suburban).
- No information provided [Selectable (show checkbox)]
Please use this code if there is no further information about the specific location (place name) or the type of location (e.g. urban/ rural).
- What is the educational setting (Select ALL that apply) [Not selectable (no checkbox)]
What is the type of educational setting that the students attend which is the focus of the intervention or approach?
 - Nursery school/pre-school [Selectable (show checkbox)]
A separate nursery school or pre-school setting or a nursery or early years class in a primary school. The focus is on the type of setting or educational provision.
 - Primary/elementary school [Selectable (show checkbox)]
A school for children of normal school age (depending on the jurisdiction). The focus is on the type of school or setting. Pupils will typically be between the ages of 5 and 11.
 - Middle school [Selectable (show checkbox)]
An intermediate school provided in some jurisdictions for pupils between their primary (or elementary) and secondary educational stages.
 - Secondary/High school [Selectable (show checkbox)]
A school for older pupils, after primary or elementary education (and after middle school where provided). Pupils will usually be between the ages of 11 and 18.
 - Residential/boarding school [Selectable (show checkbox)]
A school where pupils reside as well as study; boarding either by week or over a term.
 - Independent/private school [Selectable (show checkbox)]
 - Home [Selectable (show checkbox)]
 - Further education/junior or community college [Selectable (show checkbox)]
A formal educational setting for older secondary pupils. Students will usually be 16 or older, but still studying for school-level, vocational or professional qualifications (i.e. not higher education or leading to a Bachelor's degree)

- Other educational setting (please specify) [Selectable (show checkbox)]
An educational setting which cannot be classified under one of the other definitions. Please provide details of the educational setting as given in the study (e.g. field centre, museum classroom, concert or rehearsal hall, public theatre, workplace training, etc.)
- Outdoor adventure setting [Selectable (show checkbox)]
Educational activities taking place outdoors such as Outward Bound courses, sailing and kayaking or canoeing, camping, climbing or courses based at an outdoor education centre.
All studies classified under the Toolkit strand 'Outdoor adventure learning' should be included.
Field studies centres where the activities focus solely on school subjects like Geography or Biology should not be included (please use 'Other' for these and specify the type of setting).
- No information provided [Selectable (show checkbox)]
- Section 4 What is the sample of the study? [Not selectable (no checkbox)]
 - What is the overall sample analysed? [Selectable (show checkbox)]
What is the total number of participants in the data analysed (both intervention and control/comparison)? Please add additional details in the notes.
 - What is the gender of the students? [Not selectable (no checkbox)]
Please indicate the gender of the total sample.
 - Female only [Selectable (show checkbox)]
 - Male only [Selectable (show checkbox)]
 - Mixed gender [Selectable (show checkbox)]
Provide the percentage or number of female pupils in the study. Please highlight the section or add details of where this can be found in the report.
 - No information provided [Selectable (show checkbox)]
 - What is the age of the students? (Select ALL that apply) [Not selectable (no checkbox)]
Please provide additional information if available (e.g. grade level(s), mean age, or mean and standard deviation).
 - 3 [Selectable (show checkbox)]
 - 4 [Selectable (show checkbox)]
 - 5 [Selectable (show checkbox)]

- 6 [Selectable (show checkbox)]
- 7 [Selectable (show checkbox)]
- 8 [Selectable (show checkbox)]
- 9 [Selectable (show checkbox)]
- 10 [Selectable (show checkbox)]
- 11 [Selectable (show checkbox)]
- 12 [Selectable (show checkbox)]
- 13 [Selectable (show checkbox)]
- 14 [Selectable (show checkbox)]
- 15 [Selectable (show checkbox)]
- 16 [Selectable (show checkbox)]
- 17 [Selectable (show checkbox)]
- 18 [Selectable (show checkbox)]
- No information provided [Selectable (show checkbox)]
- What is the proportion of low SES/FSM students in the sample? [Not selectable (no checkbox)]

What proportion of the students in the study are receiving free school meals (FSM) or reduced price lunches or are identified as being from a low socio-economic status? If possible, record this as a percentage. Please highlight or add further details as reported in the study.

 - FSM or low SES student percentage [Selectable (show checkbox)]

Please add the percentage of pupils in the sample who are receiving free school meals (FSM) or reduced price lunches or are identified as being from a low socio-economic status background.
 - Further information about FSM or SES in the study sample. [Selectable (show checkbox)]

Please highlight any details provided in the study about the socio-economic status of the students involved in the research (such as eligibility for free or reduced price school meals or lunches).
 - No SES/FSM information provided [Selectable (show checkbox)]

Select this option if there is no information about the socio-economic status of the students involved in the research (such as eligibility for free or reduced price school meals or lunches).

- Section 5 What was involved in the intervention? [Not selectable (no checkbox)]
Details about the intervention, approach or policy being evaluated.
- What type of organisation was responsible for providing the intervention? [Not selectable (no checkbox)]
Please indicate what kind of organisation was responsible for the provision or management and organisation of the intervention?
 - School or group of schools [Selectable (show checkbox)]
 - Charity or voluntary organisation [Selectable (show checkbox)]
 - University/ researcher design [Selectable (show checkbox)]
 - Local education authority or district [Selectable (show checkbox)]
Local education authority or district (government or public funding)
 - Private or commercial company [Selectable (show checkbox)]
 - Other (please provide details) [Selectable (show checkbox)]
- Was training for the intervention provided? [Not selectable (no checkbox)]
Was training provided to the delivery team as part of the preparation and support for the intervention? If so, who provided it?
 - Yes (Please specify) [Selectable (show checkbox)]
Please highlight the text or add details to the info box as provided in the report.
 - No [Selectable (show checkbox)]
 - Unclear/ Not specified [Selectable (show checkbox)]
- Who is the focus of the intervention? (Select ALL that apply) [Not selectable (no checkbox)]
Who is the main focus of the intervention study? Although the interest of the Toolkit is on student outcomes, the focus of behavioural change may be on others in educational settings, such as teachers or parents. NB All interventions must report outcomes on student's attainment.
 - Students [Selectable (show checkbox)]
The main focus of the intervention is on the behaviours, interactions or activities of the students or pupils. Others may be involved (such as in training to deliver or implement a new approach), but the main aim is to change students' activities, behaviours and interactions to improve educational outcomes.

- Teachers [Selectable (show checkbox)]
The main focus of the intervention is on the teachers and their behaviours, interactions and activities. Although the final outcome may be to improve students' attainment, the focus and study aims focus on the teachers as a clear or explicit part of the rationale.
- Teaching assistants [Selectable (show checkbox)]
The focus of the intervention includes teaching assistants or teacher's aides (and/or other para-professionals) and their behaviours, interactions and activities. Although the final outcome may be to improve students' attainment, the focus and study aims involve teaching assistants as part of the process.
- Other education practitioners [Selectable (show checkbox)]
- Non-teaching staff [Selectable (show checkbox)]
The main focus of the intervention is on the non-teaching staff in schools and their behaviours, interactions and activities. This includes all staff who would not normally have a teaching role (e.g. administrative staff, lunchtime supervisors, facilities management etc.). Although the final outcome may be to improve students' attainment, the focus and study aims include the non-teaching staff as part of the rationale.
- Senior management [Selectable (show checkbox)]
The main focus of the intervention is on the senior management in schools (e.g. headteachers, deputy head teachers, heads of department) and their behaviours, interactions and activities. Although the final outcome may be to improve students' attainment, the focus and study aims include the senior management as part of the rationale.

- Parents [Selectable (show checkbox)]
Parents or carers of students in the educational settings involved are involved because of their parental or caring responsibilities.
- Other (Please specify) [Selectable (show checkbox)]
- What is the intervention teaching approach? (Select ALL that apply) [Not selectable (no checkbox)]
What was the main teaching or learning approach used for an intervention session?
- Large group/class teaching (+6) [Selectable (show checkbox)]
A large group (more than 6 students) with a teacher or supporter of the intervention, typically in a classroom setting.

- Small group/intensive support (3-5) [Selectable (show checkbox)]
Intensive small group provision by a teacher, teaching assistant or other supporter of the intervention in small group setting (3 - 5 participants in a group), sometimes in a separate teaching space or classroom.
- Paired learning [Selectable (show checkbox)]
Two pupils either working together, or peer teaching each other
- One to one [Selectable (show checkbox)]
One to one instruction where the teacher is not a peer, but a teacher, teaching assistant, volunteer or other education professional.
- Student alone (self-administered) [Selectable (show checkbox)]
Pupils or students working through study materials independently and/or unsupervised.
- Other (Explain in notes) [Selectable (show checkbox)]
- Were any of the following involved in the intervention or approach? [Not selectable (no checkbox)]
 - Digital technology [Not selectable (no checkbox)]
The main approach depends on the use of digital technology (e.g. tablets, laptops, software, internet) by pupils or teachers (e.g. interactive whiteboards).
 - Yes [Selectable (show checkbox)]
 - No [Selectable (show checkbox)]
 - Parents or community volunteers [Not selectable (no checkbox)]
Parents or community volunteers working with their children (or other pupils).
 - Yes [Selectable (show checkbox)]
 - No [Selectable (show checkbox)]
- When did the intervention take place? (Select ALL that apply) [Not selectable (no checkbox)]
When was the intervention delivered?
 - During regular school hours [Selectable (show checkbox)]
The intervention or approach takes place completely or mainly during regular school hours.
 - Before/after school [Selectable (show checkbox)]
The intervention or approach takes place completely or mainly before or immediately after normal school hours. This should mainly apply to activities taking place on school or normal educational settings.

- Evenings and/or weekends [Selectable (show checkbox)]
Where the intervention or approach takes place during evenings or weekends. Activities which take place immediately after school and at school (or in the same educational setting) should not be included.
- Summer/ holiday period [Selectable (show checkbox)]
Where the educational activity takes place as additional time in what would normally be a holiday period (e.g. summer holidays or other vacation times).
- Other (please specify) [Selectable (show checkbox)]
- Unclear/ not specified [Selectable (show checkbox)]
Use this code where there are no details provided of when the intervention was delivered and where the information provided does not allow a reasonable inference to be made about timing. The usual inference for most interventions where the timing is not specified will be 'During regular school hours'. If this inference cannot reasonably be made please indicate in the notes the details in the report which produce the ambiguity or lack of clarity.
- Who was responsible for the teaching at the point of delivery? (Select ALL that apply) [Not selectable (no checkbox)]
Please provide details (e.g. staff involved, training level provided, number/ proportions of staff). This should focus on the experience of pupils, rather than any initial training and support.
 - Research staff [Selectable (show checkbox)]
Select this code where the intervention or approach was delivered largely or exclusively by researchers or the research team.
 - Class teachers [Selectable (show checkbox)]
Select this code when the intervention or approach was taught or delivered by professional teachers as part of their usual teaching or wider professional activity.
 - Teaching assistants [Selectable (show checkbox)]
Select this code where the majority of the teaching or delivery of the intervention is undertaken by teaching assistants (or teacher's aides, para-professionals, auxiliary teachers, nursery nurses in early years settings and other cognate terms). These will be staff usually employed by a school, but without a full teaching qualification.

- Other school staff [Selectable (show checkbox)]
Staff employed by the school, but neither teachers nor teaching assistants (or those in similar paid roles). It includes administrative staff, lunch-time supervisors, facilities staff.
- External teachers [Selectable (show checkbox)]
Teachers or other professional educational staff hired or employed by the research team or the delivery organisation.
- Parents/carers [Selectable (show checkbox)]
Parents or carers whose main relationship with the intervention is through their parental or caring responsibilities. This includes where parents working with their own children, or working with other children in the school or educational setting that their own children attend.
- Lay persons/volunteers [Selectable (show checkbox)]
Adults (over 18 years) involved as volunteers or undertaking unpaid work who provide the majority of the support to pupils or lead in the delivery of the intervention to students.
- Peers [Selectable (show checkbox)]
*Other students or pupils at the same school or educational setting as the intervention group; or at another local school (e.g. secondary students tutoring pupils at their own or their peers' primary schools). Peers will normally be of similar age and socio-economic or cultural background.
University students tutoring primary school pupils would not be classified as 'peers'.*
- Digital technology [Selectable (show checkbox)]
Include digital technology where the technology has a role in the educational activity, such as where automated feedback or marking is provided, or where it provides an explicit teaching role (intelligent tutoring or the use of explanatory videos) or where differentiated activities are offered or allocated automatically to learners. Incidental use of technology which is usually involved in the normal teaching and learning activities of the intervention group should not be included as this has already been recorded.
- Unclear/not specified [Selectable (show checkbox)]
Use this code where there are no details provided of who or how the intervention was delivered or where the information provided does not allow a reasonable inference to be made.
- What was the duration of the intervention? (Please add to info box and specify units) [Selectable (show checkbox)]
Duration of the intervention or approach (from beginning to end). Please specify units (e.g. months, weeks, days). This may differ from the duration of the research project or evaluation which could involved pre- and post-testing periods.

- What was the frequency of the intervention? [Selectable (show checkbox)]
What is the frequency of the intervention (as delivered)? e.g. daily, twice weekly, weekly monthly.
- What is the length of intervention sessions? [Selectable (show checkbox)]
What is the length in minutes of a typical session?
- Are implementation details and/or fidelity details provided? [Not selectable (no checkbox)]
Are details provided about how successfully the intervention was implemented or taken up? Please indicate what type of information by selecting the appropriate checkbox and highlighting relevant text in the report.
 - Qualitative [Selectable (show checkbox)]
Please select if qualitative details about the intervention or approach are provided, such as describing and issues or challenges about implementation, or comments on the training and/ or implementation process.
 - Quantitative [Selectable (show checkbox)]
Please select if quantitative details about implementation are provided, such as number of schools or teachers trained, or number of sessions attended.
 - No implementation details provided. [Selectable (show checkbox)]
No details about the implementation process are provided.
- Are the costs reported? [Not selectable (no checkbox)]
Are there any financial costs or details reported?
 - Yes (Please add details) [Selectable (show checkbox)]
If this option is selected, please add details as provide in the report(s).
 - No [Selectable (show checkbox)]
- Who undertook the outcome evaluation? [Not selectable (no checkbox)]
Here we are interested in how independent the evaluation was.
 - The developer [Selectable (show checkbox)]
This is the usual option and should be selected unless the information is unclear or confusing. This is where the researcher or developer evaluated their own programme or approach.
 - A different organization paid by developer [Selectable (show checkbox)]
The development team is different from the evaluation team but it is commissioned directly by the developer or researcher who developed the intervention approaches.

- An organization commissioned independently to evaluate [Selectable (show checkbox)]
The research team is different from the evaluation team and commissioned independently (e.g. EEF reports).
- Unclear/not stated [Selectable (show checkbox)]
There is insufficient information about the status of the evaluation research to indicate or infer how independent the evaluation is.
- Is this an EEF evaluation? [Selectable (show checkbox)]
If the evaluation was funded by the Education Endowment Foundation please select.
- Section 6 What kind of primary outcomes are reported? [Not selectable (no checkbox)]
- What kind of tests were used? (Select ALL that apply) [Not selectable (no checkbox)]
What type(s) of test(s) were used to measure the intervention outcomes on learning at pupil/student level?
 - Standardised test (Please specify) [Selectable (show checkbox)]
A standardised test is administered and scored in a consistent way. The properties of the test are established through piloting on a group to determine the mean and spread of the scores for a particular target group. Standardised tests are usually named and the properties published.
Please add the name of the test(s) used, a brief description and any details reported.
 - Researcher developed test (Please add details) [Selectable (show checkbox)]
A test developed or designed for a specific research project. Please add any details as provided in the report(s).
 - School-developed test (Please add details) [Selectable (show checkbox)]
A test or examination developed and used by a school or schools involved in the research as part of their usual assessment approach. Please add any details as provided in the report(s).
 - National test or examination (Please specify) [Selectable (show checkbox)]
A test or examination used in regional or national evaluations of student and school performance. These may be optional or compulsory, but are organised and/ or administered by the regional or national education administration in a particular jurisdiction.
 - International tests (Please specify) [Selectable (show checkbox)]
Tests used for international comparisons of student performance (e.g. PISA, TIMMS, PIRLS etc.). Please specify the name of the test.
- Curriculum subjects tested (Select ALL that apply) [Not selectable (no checkbox)]
If the outcomes relate to the subjects of the school curriculum outcomes, record which subjects are included.

- Literacy (first language) [Not selectable (no checkbox)]
Aspects of literacy including speaking and listening, reading and writing. Include study of literature when this is first language study.
- Reading comprehension [Selectable (show checkbox)]
This may include aspects such as main idea identification and passage comprehension. When a test provides different outcomes, e.g. TOWRE (Test of Word Reading Efficacy) provides word attack, word identification, & passage comprehension, choose passage comprehension as main outcome.
- Decoding/phonics [Selectable (show checkbox)]
These measures gave a focus on recognizing letters and making the correct sounds associated with the letters or letter combinations. They made be referred to as phonological or phonemic awareness.
- Spelling [Selectable (show checkbox)]
Where the focus is on the correct spelling of words.
- Reading other [Selectable (show checkbox)]
*e.g. phonics, reading fluency, vocabulary comprehension (receptive vocabulary)
When a test provides different outcomes, e.g. TOWRE (Test of Word Reading Efficacy) provides word attack, word identification, & passage comprehension, choose passage comprehension as main outcome*
- Speaking and listening/Oral language [Selectable (show checkbox)]
Speaking and listening or oral language and communication outcomes, including vocabulary use (productive spoken vocabulary).
- Writing [Selectable (show checkbox)]
A test of written language including quality, quantity and written vocabulary (range).
- Mathematics [Selectable (show checkbox)]
All aspects of mathematics including number and numerical operations, shape and space (geometry), algebra, data-handling etc.
- Science [Selectable (show checkbox)]
All general science subjects including physics, chemistry, biology as well as specific subjects such as ecology or astronomy.

- Social studies [Selectable (show checkbox)]
Either integrated social studies courses or programmes or separate curriculum areas of social studies (e.g. history, geography, civics, sociology, economics or anthropology).
 - Arts [Selectable (show checkbox)]
Expressive and performing arts, including music, art, drama, drawing, painting, sculpture and the decorative arts.
 - Languages [Selectable (show checkbox)]
Where the aim is to develop communicative or literacy capability in a language other than the first language or usual language of instruction in the school.
 - Other curriculum test [Selectable (show checkbox)]
Please provide a description of the outcome as reported where it is a test of a school curriculum subject not included in the categories above (e.g. music, art, classics).
-
- In addition to the primary educational attainment outcome, are there other outcomes reported? [Not selectable (no checkbox)]
 - Yes [Selectable (show checkbox)]
 - No [Selectable (show checkbox)]
 - If yes, which other outcomes are reported? [Not selectable (no checkbox)]
 - Cognitive outcomes measured (Please specify) [Selectable (show checkbox)]
If non-curricular cognitive outcomes are measured, please indicate and specify the outcomes (e.g. reasoning, memory, intelligence, etc.). Include the name of the test where possible (e.g. Raven's Matrices, Stanford–Binet Intelligence Scales etc.).
 - Other types of student outcomes (Please specify) [Selectable (show checkbox)]
e.g. attendance, measures of behaviour, health status, non-cognitive attitudes/dispositions, etc. as assessed through a test or a survey.
 - Other participants (i.e. not students) outcomes (Please specify) [Selectable (show checkbox)]
If outcomes are measured and reported for other participants involved in the research (such as teachers or parents), please note which participants and which outcomes have been measured e.g. parental participation.

