

# Oak National Academy

## 2021/22 Evaluation Report

August 2022



## Contents

1. Executive Summary.....	3
2. Evaluation Methodology .....	6
Outcomes .....	6
Evaluation Design .....	8
Survey: design, sample, and analysis .....	8
Qualitative work: design, sample, and analysis.....	10
Triangulation with platform analytics .....	13
Limitations .....	13
3. Implementation and usage .....	15
4. Impact on Teachers.....	23
Key Findings.....	23
Impact on teacher workload .....	23
Impact on teacher wellbeing.....	28
5. Impact on the Sector .....	33
Key Findings.....	33
Impact on long-term teaching practice .....	37
Quality of the resources.....	38
6. Impact on Pupils.....	40
Key Findings.....	40
Impact on pupil performance.....	40
Impact on pupil engagement.....	44

## 1. Executive Summary

Oak National Academy partnered with ImpactEd to understand the impact that Oak National Academy had throughout the 2021/22 academic year. This independent evaluation focused on impact across three outcome areas – teachers, pupils, and the education sector – through its use both in the classroom and for remote learning.

The findings summarised in this report are based on a mixed methods approach, including:

- A **quantitative survey** with 956 participants, **targeted at both Oak and non-Oak users** to compare between the two groups to investigate the potential impact of Oak National Academy on pupils' academic performance, teachers' workload and teachers' wellbeing, as well as asking Oak users about their usage of Oak, their feedback on the resources and impact in other areas like curriculum planning
- **Qualitative** focus groups (8) and follow-up **interviews** (3) with a total of 23 participants to explore impact and gain better insights into the implementation of Oak resources in schools

These findings are complemented by a previous research study with pupils and platform analytics data.

Key findings are presented here:

### Implementation and Usage

**1**

**Use of Oak remains high in 2021/22, with usage levels throughout 2021/22 similar to the Summer term in the 20/21 school year.** According to Teacher Tapp data from January to June 2022, 39% of all teachers used Oak. Based on Oak's platform analytics, on average 32k teachers and 170k pupils used Oak National Academy resources each week. As in 2020/21, Science, English and Maths were the most used subjects and usage was more intensive in areas with higher levels of disadvantage. Most typically, Oak is used by a group of teachers either within or across departments; only about 1 in 10 users say that the school has fully adopted Oak and single users within a school are also rare.

**2**

**However there are some changes in the split of Oak users in comparison to last year with a higher proportion of secondary schools users in comparison to primary schools.** In 2021/22, Oak reached the same proportion of secondary schools as in 2020/21 (74%), but reach to primary schools has decreased from 48.8% to 37%, with the shift reflected in the split of content usage by key stage.

**3**

**The main use cases of Oak have changed significantly since 2020/21 with an increasing focus on use of Oak for curriculum and lesson planning and delivery in the classroom.** This is different to 2020/21, where use of Oak for 'emergency' use for setting cover lessons and work for absent pupils was frequent.

4

Oak National Academy is still important for system resilience, with Oak still heavily used for learning in the case of pupil absences from schools, including but not limited to those related to Covid-19. Usage data shows peaks of teachers sharing lesson links when the Covid-19 Omicron variant intensified and when Storm Eunice caused schools closure, and there is very high correlation between Department for Education (DfE) data on pupil absences and lesson starts.

## Impact on Teachers

1

Oak saves time for a large proportion of its users and users tended to be more positive about their workload than non-users. Oak users were more likely to say that Oak had saved them time than added time to their job, with 42% of users reporting that Oak had saved them time related to their job (a median time of 3 hours weekly), and only 9% of users reporting that Oak had added time to their job. All participants in qualitative research stated Oak resources had a substantial impact on reducing time spent planning and resourcing lessons.

2

Oak users had a statistically significant higher wellbeing score than non-Oak users and the national benchmark. Secondary school users had statistically significant higher wellbeing scores than secondary non-Oak users; primary school users' scores were slightly lower than primary non-users but this was not statistically significant.

3

Oak users were more likely to see themselves as staying in education compared to non-Oak users (+6.8%), a difference that was statistically significant and heavily influenced by school phase – with secondary school users answering more positively than primary school users.

## Impact on the Sector

1

Perceptions of the quality of Oak's curriculum sequencing and structure and curriculum content have remained high, with over 60% of Oak users rating the quality highly based on survey responses, a similar proportion to last year. Qualitatively, participants felt that the quality of Oak has improved significantly since Oak established and are now confident in the quality of Oak to meet their needs.

2

Users adapt their curriculum in a variety of ways using Oak National Academy, including developing further resources to build on learning offered through Oak (reported by 34% of Oak users), changing how they sequence some curriculum topics (25%), signposting Oak resources in their curriculum offer (25%) and using Oak's curriculum as their main source of learning material (15%). Teachers also qualitatively reported using Oak's resources to update and diversify their curriculum content to increase engagement and provide better representation for their pupils.

3

Users reported that this process has improved their own and their school's quality of lesson planning, delivery and curriculum. As seen in last year's evaluation, many Oak users reported

that Oak's curriculum and resources have increased their confidence in curriculum design (50%), the quality of their lesson planning (46%) and delivery (48%), and the quality of their school's curriculum (47%). Some focus group participants have used Oak's curriculum and resources to completely rewrite, plan and structure their curriculum, for instance by developing individually printed workbooks based on Oak.

## Impact on Pupils

1

Oak seems to have a positive impact on pupil's attainment based on the assessment of teachers. Oak users were 35.3% more likely to report that above 20% of their pupils were exceeding expectations compared to non-Oak users, a difference that was statistically significant. This was particularly true in primary schools.

2

This progress appears to be linked to the additional time Oak allows them to spend focusing on individual pupils' needs, assessment and subject knowledge, and the structure of resources which facilitates recall as reported by teachers through qualitative research.

3

Pupils themselves reported that Oak has had a positive impact on their learning. They attributed this to the quality and structure of lessons and the quality and passion of Oak teachers.

4

Teachers reported that the diversity reflected in Oak through the teachers and curriculum content has led to increased engagement of pupils who may previously not have found representation in their learning.

## 2. Evaluation Methodology

### Outcomes

As this report has aimed to set out the impact of Oak National Academy, its research questions focus on the extent to which Oak has met the outcomes set out in its Theory of Change (see following page).

The Theory of Change articulates the problems the organisation is aiming to address, how it sets out to solve them (inputs and activities) and what changes happen as a result of their activities in the short-term and long-term (outputs, short-term outcomes and long-term outcomes). Sitting above this model is the organisation's ultimate goal: "More great lessons – We want every child, everywhere, to have fair access to a high quality education."

This report, in particular, looks at the impact Oak has had on the following short-term outcomes:

- **Pupils:** Pupils attend a greater number of lessons with a higher level of engagement, motivated to continue learning
- **Teachers:** The workload of teachers decreases, enabling them to spend less time creating resources and more time for higher value activities such as pupil feedback
- **The sector:** Teachers design and deliver high-quality lessons as part of a variety of structured, cohesive and sequenced curricula

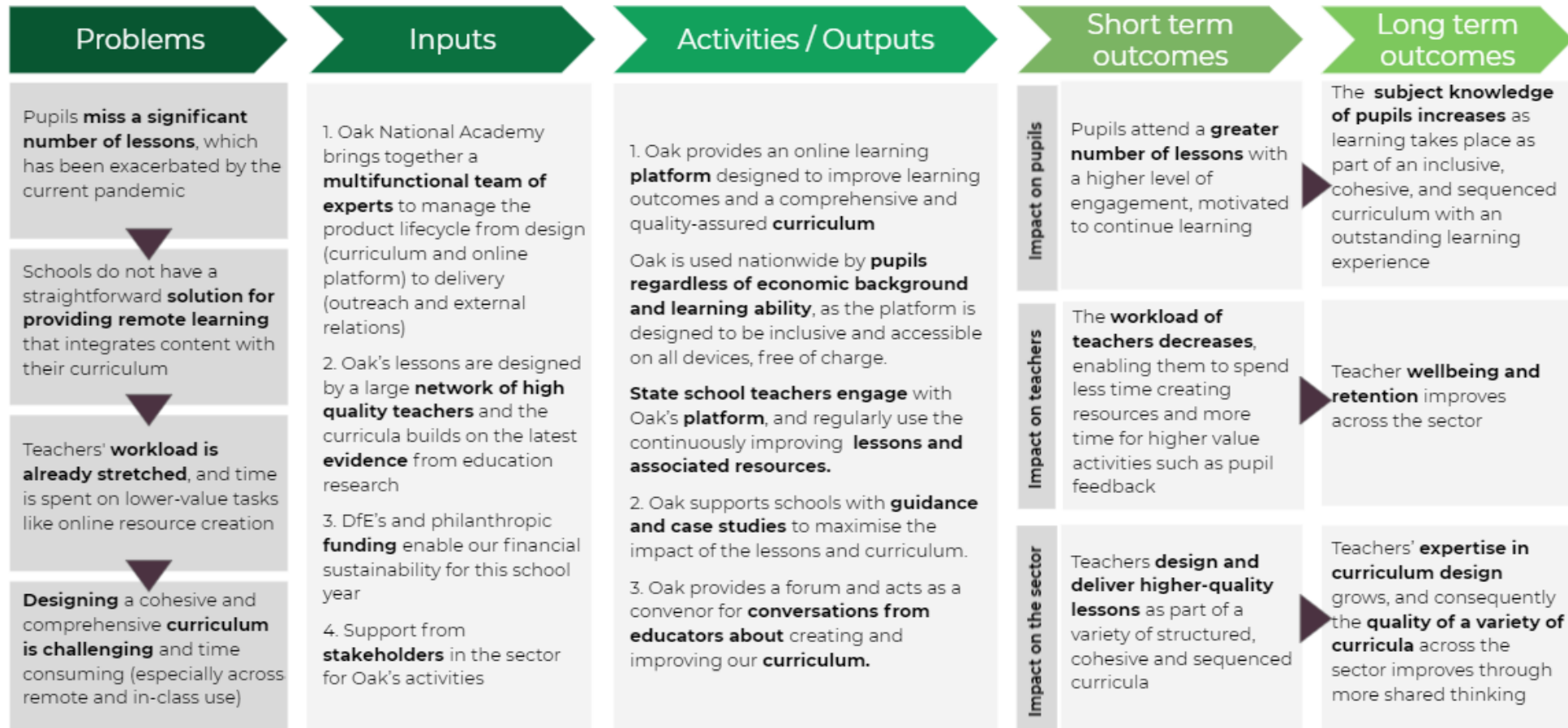
The survey has also provisionally looked at the impact on teacher wellbeing, retention and pupil attainment, but it should be noted that these are identified as long-term outcomes, so progress might be expected to materialise at a later stage.

As well these core outcome areas which were addressed as key research questions for this analysis, our framework for qualitative data collection through interviews and focus groups also allowed for the identification of other 'unexpected' outcomes which might contribute to Oak's overall impact, as well as considering variation in how Oak was used throughout the academic year.



**THEORY OF CHANGE**

**More great lessons** - We want every child, everywhere, to have fair access to a high quality education.



(November 2020)

## Evaluation Design

This evaluation took a mixed methods approach, combining quantitative survey findings with qualitative interviews and focus groups. This combination allowed for a relatively thorough approach to exploring the impact of Oak on the outcomes identified in its Theory of Change. Some outcome areas have been considered through both quantitative and qualitative methods, and are triangulated in this report – for example, the impact of Oak on teacher workload and curriculum design.

Providing relevant context to the findings, this report has also integrated Oak’s own platform analytics. This provides us with a picture of Oak implementation and usage over the last six months.

Research method	April 2022	May 2022	June 2022
Survey			
Interviews and focus groups			

Further research led by Oak has also been triangulated with ImpactEd’s research and incorporated in this report. Two focus groups were conducted with pupils, and brand tracker research has been conducted through Teacher Tapp, measuring awareness, usage and advocacy among teachers. Further information on the full methodology is detailed below.

## Survey: design, sample, and analysis

### Design and administration

The survey was designed to include both validated measures and custom questions. The validated questions came from the Teacher Workload Survey (TWS)<sup>1</sup> and the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)<sup>2</sup>. Both surveys have been run with nationally representative samples of teachers, meaning external benchmarks are available for both, which we have referenced in their relevant sections. While the Teacher Wellbeing Index that is referenced here is from 2021, the latest benchmark for the Teacher Workload Survey is from 2019. As this benchmark is from before the pandemic and therefore before the period when plenty of schools, teachers and pupils have struggled due to the exceptional circumstances, comparability of this benchmark should be treated with caution.

<sup>1</sup> Teacher workload survey 2019: research report: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/855933/teacher\\_workload\\_survey\\_2019\\_main\\_report\\_amended.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf)

<sup>2</sup> Teacher Wellbeing Index 2021: <https://www.educationsupport.org.uk/resources/research-reports/teacher-wellbeing-index-2020>



The survey was opened at the start of April 2022 and closed at the end of May 2022, meaning the survey was open for two months. In order to reach both Oak users and non-Oak users, the survey was distributed in a variety of ways, including Oak's and ImpactEd's social media accounts and networks and through a targeted survey provider<sup>3</sup>.

## Sample

There was a total of 956 participants to the survey. 57% of respondents were currently users of Oak while 43% were not. The data displayed a wide range of ages with respondents ranging from younger than 25 to over 60. Most respondents were in the age group of 25 to 49 (77%). Additionally, most user and non-user participants were teachers and middle leaders (76%), as opposed to senior leaders or other school-based roles such as teaching assistants.

Of those who are currently using Oak, a similar proportion of users stated they started using Oak during the last school year, September 2020 to August 2021 (40%), as those who stated they started using Oak during the spring to summer term of 2020 (44%). Only 16% had started using Oak this school year. The table below shows a summary of subjects taught by respondents using Oak. English, Maths, Science and History were used most within this sample, which broadly aligns with the most frequently used subjects based on platform analytics data (where Science, English, Maths and Geography are the most frequently used subjects).

English	284	26%
Maths	209	19%
Science	135	12%
History	74	7%
Geography	65	6%
Computing	57	5%
Music	38	3%
Art and Design	38	3%
Religious Education	37	3%
RSHE (PSHE)	32	3%
Modern Foreign Languages	29	3%
Citizenship	25	2%
Physical Education	24	2%
Drama	20	2%
Design and Technology	19	2%
Latin	5	0%
Total	1091	100%

*Table 1: Subjects Oak respondents used the resources mostly for. Total responses = 1091, respondents could select multiple subjects.*

<sup>3</sup> The provider was SmartSurvey: <https://www.smartsurvey.co.uk/>

Survey respondents taught across key stages from EYFS to KS4. In the overall sample, there were more primary school respondents with 61% (including EYFS) in comparison to 30% working at a secondary school (not including KS5). A small number of respondents made use of the resource to support KS5 (3 respondents) and those pursuing Scottish qualifications (1 respondent).

Of those that did not use Oak, 70% of them said they had never used Oak while a quarter had used them occasionally. A small minority had used them consistently and then stopped using them (4%).

## Analysis

As this was not a randomised experiment and Oak and non-Oak users were not randomly assigned to their groups, we had to make sure both groups were properly matched and weighted within our sample to minimise any bias in the results. Therefore, when analysing the difference in response between Oak users and non-Oak users, we created two comparable groups using a technique called Propensity Score Matching (PSM) to identify and match individual respondents across the two groups. This statistical matching technique then helps to reduce the potential bias of confounding variables mimicking randomisation and reducing treatment assignment bias. As teachers' responses to questions on workload and wellbeing are often influenced by the phase and context of the respondent, a matching approach was vital. Using a PSM approach allowed us to make our groups more comparable and reduce the opportunity for bias in the results.

As the Oak-user sample (549) was larger than the non-Oak user sample (407), this meant the Oak-user sample had to be reduced in order to match the two groups like-for-like. Matching was based on the following three variables: primary vs secondary school, age and classroom teachers vs senior leaders. This resulted in a matched group of 277 pairs of respondents.

The matched sample was used for comparisons between Oak and non-Oak users, while the full sample was used for the other analyses of questions that were only asked to Oak users.

For the wellbeing and teacher workload questions, we compared the results of Oak and non-Oak users to the relevant national benchmarks in the analysis, so that we were able to compare both user types to the national average. This helps us to contextualise the findings and understand how (statistically) significant any observed differences were.

## Qualitative work: design, sample, and analysis

### Qualitative research with school staff

#### Design

For the qualitative research component of this study, we ran a combination of focus groups and follow-up 1-to-1 interviews using a semi-structured interview approach. The rationale

behind these two methods is as follows:

- Focus groups:** These are in essence group discussions led by a moderator and can be used for gathering information on people's collective experiences of a particular programme or product – in this case Oak. The collaborative and dynamic element of this method means that participants are more likely to get to more developed answers by responding to and adding to each other's contributions.
- Interviews:** As a group setting has its limitations in terms of sharing individuals' detailed stories, we followed up with a number of participants to share their stories in more detail. During these interviews, we aimed to understand the individual's experiences through their own specific experiences and stories.

Both methods used a **semi-structured interview** format, which means the interview guide includes questions or issues to be asked about, but the moderator does not necessarily need to stick with the exact wording. It also includes a variety of "probe" questions. While the moderator is expected to steer the conversation in the intended direction, the participants are largely free to explore different topics. We used the **Most Significant Change** method during the focus groups to elicit answers and stories around the (expected and unexpected) impacts of Oak.

The focus groups and interviews were held during May and June 2022. Participants were recruited through the survey where they were able to indicate if they were interested in participating in a follow-up focus group, as well as through an additional pop-up invitation on Oak's website. From those that signed up, a rough sample was created to ensure that there was coverage across subjects and key stages, role in school and how respondents use Oak, although the representativeness of the sample was limited by the number of participants who signed up to take part in the qualitative research.

## Sample

A total of 8 focus groups and 3 interviews were held with a total of **23 participants**. The table below describes the key stages, subjects taught and roles of the focus group participants:

Focus group	Key Stage	Subject Specialism	Role
Group 1 (4 participants)	KS3+4 KS3+4, KS3+4, KS3+4	Science, Computing, Science, Science	Middle leader, middle leader, middle leader, classroom teacher
Group 2 (1 participant)	KS3+4	English	Classroom teacher
Group 3 (2 participants)	KS3+4, KS1+2	MFL, Primary	Classroom teacher, middle leader
Group 4 (3 participants)	KS3+4, KS2+3, KS3+4	Music, Out of school tutor, English	Classroom teacher, other (tutor), middle leader

Group 5 (1 participant)	KS3+4	Maths	Middle leader
Group 6 (5 participants)	K KS3+4, KS3+4, KS3+4, KS3+4, KS3+4,	Computer Science, History, History, Geography and Social Science, Science	Middle leader, classroom teacher, classroom teacher, senior leader, middle leader
Group 7 (5 participants)	KS3+4, KS3+4, KS3+4, KS3+4, KS3+4	Geography, SEND, Geography, Maths, Science	Middle leader, classroom teacher, middle leader, classroom teacher, classroom teacher
Group 8 (2 participants)	PRU Special school, KS3+4	Online learner lead, Temporary cover teacher	Classroom teacher, classroom teacher

These focus groups were then followed up by some key informant interviews to develop a deeper understanding of the impact Oak had on curriculum development and staff/ pupil outcomes. All three key informants taught KS3 and KS4. Interviewee 1 and interviewee 3 taught Science, whilst interviewee 2 taught Maths.

While the aim of qualitative research is never to be fully representative of a wider sample, it is generally helpful to understand the breakdown of the sample compared to the overall user group. The overall qualitative sample consisted of:

- 87% secondary schools, 4% primary schools, 8% other (e.g. PRU, special school, out of school tutor)
- 22% Science, 22% Other, 13% Geography, 9% Computing, 9% English, 9% History, 9% Maths, 4% Modern Foreign Languages, 4% Music
- 48% classroom teachers, 43% middle leaders, 4% senior leaders, 4% other

Most notable is the difference in the number of primary vs secondary schools. This is down to two factors: 1) the survey attracted slightly more primary school respondents and of those more secondary school respondents signed up for follow-up focus groups; and 2) while more primary school respondents than secondary school respondents received an invitation to participate, more secondary school respondents were likely to accept and participate. This is similarly the case for classroom teachers and middle and senior leaders as roughly 53% of the Oak-user survey respondent were classroom teachers.

## Analysis

The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'code' the data to find common themes and present these, drawing on examples where appropriate. Exploring and framing specific themes within the analysis,

several specific teacher experiences or stories that came out of the follow-up interviews have been highlighted in the report as well.

## Qualitative research with pupils

Oak National Academy delivered two rounds of qualitative research with pupils in 2021 and 2022, covering pupils aged 9 to 16 years old:

- **6 focus groups including a total of 29 pupils** were delivered in August/September 2021 in collaboration with Bright Harbour agency focusing on understanding the main ways of use for Oak
- **15 pupils were interviewed** by Beano Brain agency in March/April 2022 with a focus on understanding the usability of Oak.

A summary of the findings from this research pertaining to the impact of Oak has been triangulated with the findings of this research and incorporated in this report. However, it should be noted that the qualitative research did not focus on outcomes and impact and therefore relevant findings are limited.

## Triangulation with platform analytics

Throughout this report, we have embedded Oak's own analysis of platform usage for two reasons:

- 1) Providing context on implementation and usage of Oak over the 2021/22 academic year
- 2) Triangulating either survey or qualitative findings with usage analytics.

Analytics data reflects the period between 1<sup>st</sup> September 2021 and 10<sup>th</sup> July 2022 for this academic year. Where comparison with 2021/22 data has been made, this is based on analytics data for 1<sup>st</sup> January to 31<sup>st</sup> May 2021. ImpactEd has not been involved in collecting this data and it has been indicated in the report when we are referring to Oak's own analytics data. This data has been treated as helpful additional contextual information and not as key findings by themselves.

## Limitations

Readers should bear in mind the following areas for potential bias or limitation:

- While the sample overall is sufficiently large to allow for meaningful statistical analysis, sub-group breakdowns for particular user groups within the sample are smaller, making the variability in the data higher and reliability of findings for specific subgroups lower.

- As users were not randomly assigned to the treatment and control groups, there is always a potential for (self-selection) bias in the results, e.g., if those choosing to use Oak have specific characteristics in common beyond those which we have collected. We have aimed to mitigate this risk by weighting the sample when comparing Oak vs non-Oak users.
- Both the survey and qualitative samples do not match perfectly with Oak's wider user base. In particular, there is some skew towards classroom teachers and secondary school respondents. While we do not expect this to significantly affect the findings, it is possible that this may bias results.
- Pupil progress that is reported in this report is based on teacher observation only. This report did not include an analysis of attainment data or to impact, which should be considered when interpreting these findings.
- All data on teacher outcomes is based on self-reporting of teachers. While we have included some validated measures to reduce bias, it should be noted that this data set will be limited as it does not include any other data points like classroom observations or assessments.



## 3. Implementation and usage

### Key Findings:

1

Use of Oak remains high in 2021/22, with usage levels throughout 2021/22 similar to the Summer term in the 20/21 school year. According to Teacher Tapp data from January to June 2022, 39% of all teachers have used Oak. Based on Oak's platform analytics, on average 32k teachers and 170k pupils used Oak National Academy resources each week. As in 2020/21, Science, English and Maths were the most used subjects and usage was more intensive in areas with higher levels of disadvantage. Most typically, Oak is used by a group of teachers either within or across departments; only about 1 in 10 users say that the school has fully adopted Oak and single users are also rare.

2

However there are some changes in the split of Oak users in comparison to last year with a higher proportion of secondary schools users in comparison to primary schools. In 2021/22, Oak reached the same proportion of secondary schools as in 2020/21 (74%), but reach to primary schools has decreased from 48.8% to 37%. This shift was reflected in the split of content usage by key stage.

3

The main use cases of Oak have changed significantly since 2020/21 with an increasing focus on use of Oak for curriculum and lesson planning and delivery in the classroom. This is different to 2020/21, where use of Oak for 'emergency' use for setting cover lessons and work for absent pupils was frequent.

4

Oak National Academy is still important for system resilience, with Oak still heavily used for learning in the case of pupil absences from schools, including but not limited to those related to Covid-19. Usage data shows peaks of teachers sharing lesson links when the Covid-19 Omicron variant intensified and when Storm Eunice caused schools closure, and there is very high correlation between Department for Education (DfE) data on pupil absences and lesson starts.

Oak National Academy conducted analyses of usage data based on activity between 1<sup>st</sup> September 2021 and 10<sup>th</sup> July 2022. In the 2021/22 school year, teachers **downloaded a total of 1.46m resources** (slides and worksheets) and shared a **link to a lesson 145k times**. During this period, **16.73m lessons have been started**. On average, **32k teachers and 170k pupils used Oak National Academy each week**.

During June 2022, a Teacher Tapp survey showed that **94% of teachers are aware of Oak**. Compared to the same period from last year (January to June 2021), awareness has stayed roughly stable (a previous awareness of 97%). Usage has decreased from 56% to 39% of all teachers had used Oak, but the previous period included the third national lockdown and associated school closures and rise of the Delta variant of Covid-19. The proportion of users

who would recommend Oak has increased from 73% to **77% of all those who had used it would recommend Oak.**

## When was Oak used?

Usage levels throughout 2021/22 were similar to the Summer term in the 20/21 school year (after schools fully reopened).

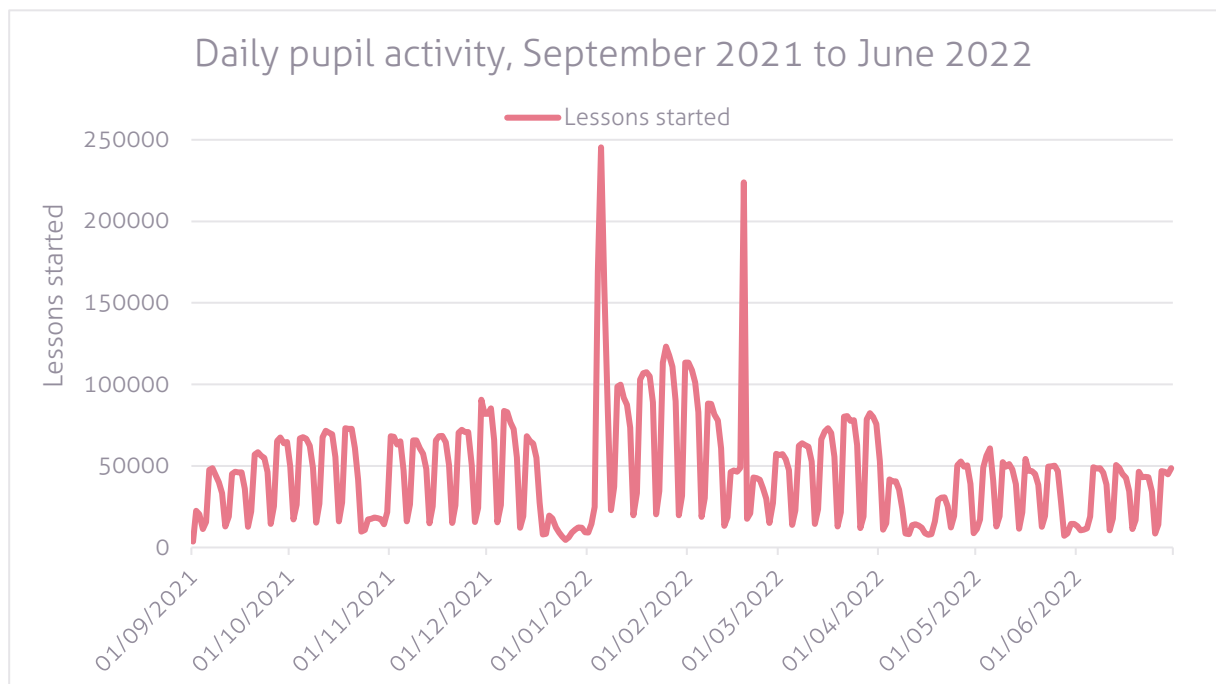


Figure 1: Daily pupil activity (number of lessons started) from September 2021 to June 2022, based on Oak analytics data.

As shares are mostly linked to supporting remote use and downloads are mostly related to preparing for in-class lesson delivery, the patterns are different (see graph below). Teachers sharing lesson links (and lessons taken) peaked once schools opened up after the Christmas break and the Covid-19 Omicron variant intensified (meaning increased pupil and staff absences from schools), and when Storm Eunice made several schools close in the Southern parts of the country (18<sup>th</sup> Feb). **This signifies the importance of Oak to ensure system resilience for periods of high absence, including but not limited to those related to Covid-19.** Downloads peaked after mid-February when a new functionality was introduced that allowed teachers to mass download resources for lessons as opposed to downloading resources one by one.

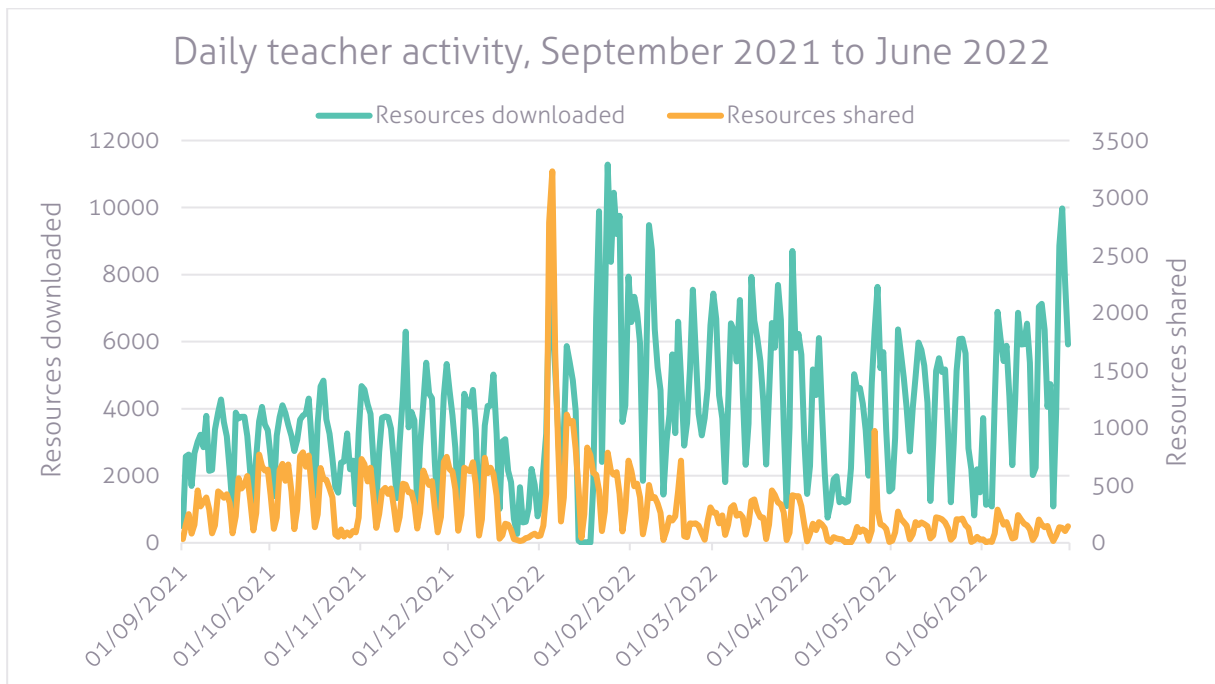


Figure 2: Daily teacher activity (resources downloaded and resources shared) from September 2021 to June 2022, based on Oak analytics data.

Plotting pupil absences (based on Department for Education public data) with lessons taken on Oak, the correlation is very high ( $r = 0.83$ ,  $R^2 = 0.69$ ), showing that **Oak is still heavily used for learning in the case of pupil absences from schools.**

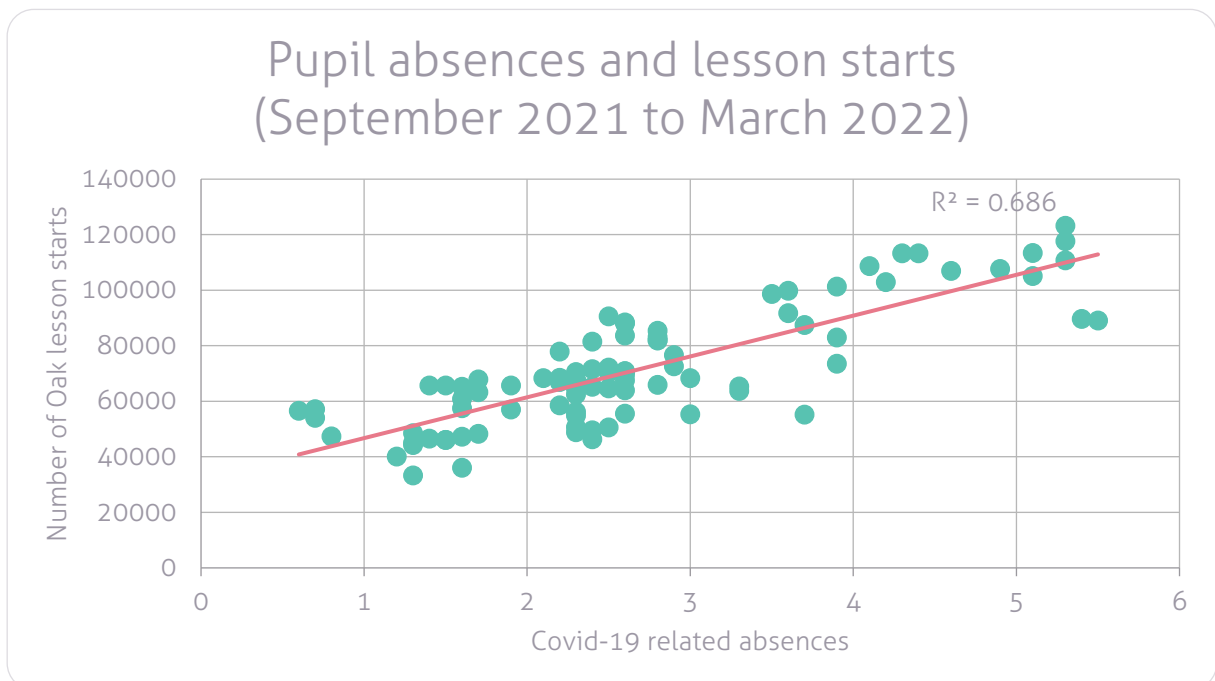


Figure 3: Pupil school absences related to Covid-19 (based on DfE data) and number of Oak lessons started (based on Oak analytics data), from September 2021 to March 2022.

Through the qualitative research with school staff, all interviewees had been using Oak consistently during school lockdowns and continue to use them throughout the last two years since schools have fully re-opened, although the way they use them has changed (as examined further below).

## Who used Oak’s resources?

In 2021/22, Oak reached the same proportion of secondary schools as in 2020/21 (74%) but reach to primary schools has decreased from 48.8% of all primary schools in 2020/21 to 37% of all primary schools in 2021/22. This shift was reflected in the split of content usage by key stage, as reflected in the chart below, with **Key Stage 3 becoming the most frequently used key stage and an increase in the use of Key Stage 4** compared to the previous academic year, compared to a decrease in the use of Key Stage 1 and 2 resources.

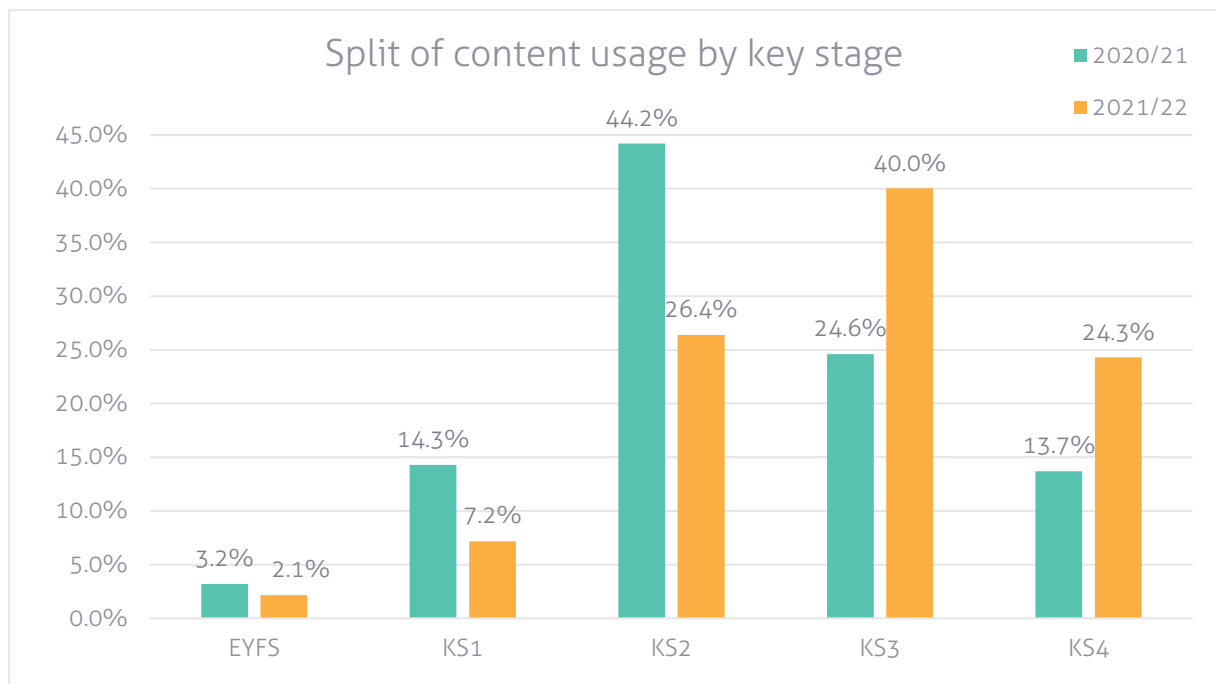


Figure 4: Content usage by key stage for 2020/21 and 2021/22, based on Oak analytics data.

As in 2020/21, **Science, English and Maths were the most used subjects** by some considerable way, although the proportion of use covered just by these subjects decreased from 70% to 64% in 2021/22, suggesting that subject use is becoming slightly more distributed.

Compared to the total number of schools in England, like last year more state schools had an Oak user than independent schools (45% compared to 40%). Also like last year, usage was higher in Social Mobility Coldspots, with 44% of teachers reporting usage compared to 38.8% of teachers in Hotspots (based on Teacher Tapp data collected in June 2022). **Usage was more intensive in more deprived areas (areas with a higher IDACI quintile),** with a slight

drop in the most deprived areas, which could be due to a lack of access to devices and/or data.

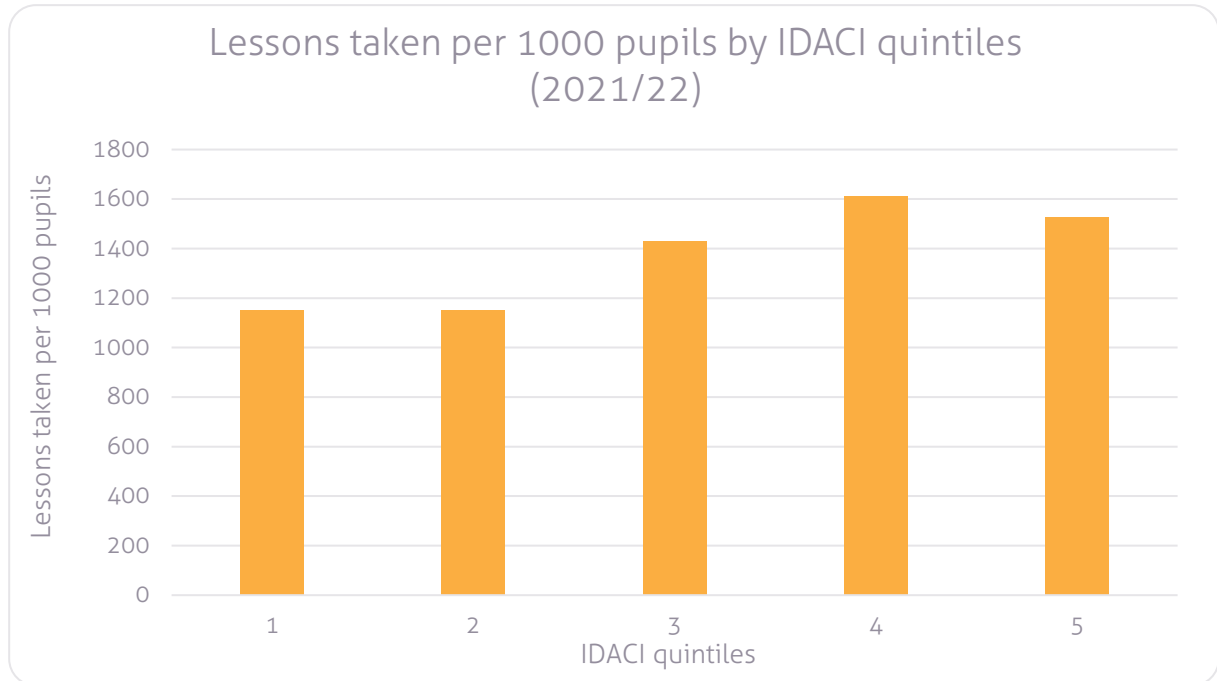


Figure 5: Number of lessons taken per 1000 pupils by IDACI quintile, September 2021 to June 2022, based on Oak analytics data.

## How were Oak’s resources used?

The main use cases of Oak have changed significantly since 2020/21, where ‘emergency’ use for setting cover lessons and work for absent pupils was frequent, whereas there is an increased focus now on curriculum and lesson planning and delivery in the classroom. In our survey, just under half (43%) of Oak users said they had used Oak for curriculum planning, while similar proportions said they used Oak for setting cover lessons (37%), lesson delivery in the classroom (36%) and setting homework (34%). 14% said they used Oak for professional development.

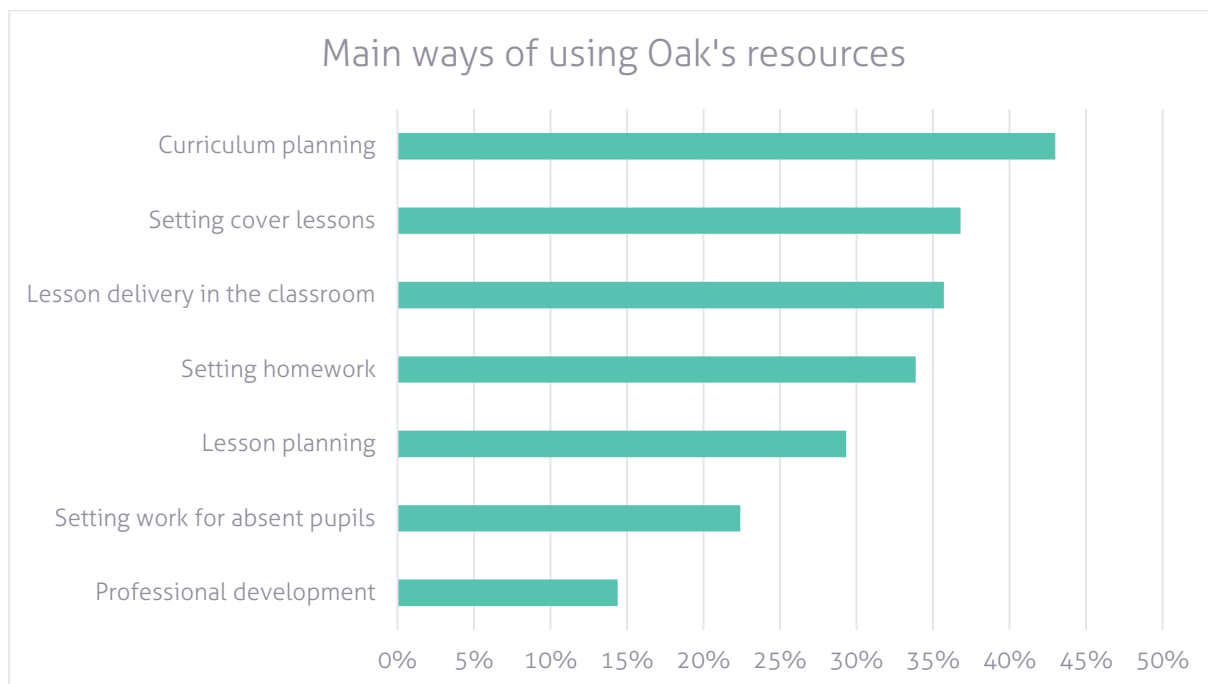


Figure 6: Main ways teachers reported using Oak in 2021/22, based on survey data. (n=549)

Through the qualitative work, the majority of teachers reported that they use Oak to **complement their current school curriculum and adapt the resources available to suit the needs of their pupils**. Some teachers have worked with their departments to completely replan the curriculum in line with Oak as they found the structure and sequencing to be in line with their whole school vision and values – this was especially the case for Geography teachers, who noted how closely the curriculum aligns with the AQA exam board.

A small number of teachers in focus groups explained how they use Oak resources to **support cover lessons** to ensure that there is no lost learning due to high levels of teacher absence. This is especially the case where specialist knowledge is required. An out of school teacher reported using the Oak sequencing and structure to deliver 1:1 lessons to ensure that pupils are “school ready” when they return to their mainstream school setting.

In all focus groups it came up that the Oak continues to be used for setting revision and as work for pupils who are absent or in isolation. In line with this, pupils interviewed in qualitative research reported two main use cases outside of school: **catch-up for pupils who fell behind during Covid, and self-led learning, particularly as revision for secondary pupils**. In general, students valued independent home learning as they were able to study at their own pace, had flexibility in how and when they learnt, and had no distractions. Some students mentioned though that when the teacher is not present you cannot ask for help. Younger students in particular have strong needs around structure and bite-sized content, which they felt that Oak mostly met well. Older students focused more on the need to self-assess their learning and make the platform work for them, particularly around exam preparation.



**bb** I really like that I can skip part of the lesson, I can repeat it, I can go back to things I need to learn and pick and choose – not just go over everything again.” (Pupil, aged 15–16)

When asked about use of Oak more widely in their school, a similar proportion of survey respondents reported it was used across multiple departments and phases (38%), and that only their department used (37%) as shown in the graph below. 15% reported they were unaware of any other users, while the remaining 11% reported it was used by the whole school. When breaking this down by phase, similar patterns were found in primary and secondary schools with 37% of primary school

respondents saying it is used across multiple departments and phases and 41% of secondary schools saying the same. 12% of primary school respondents reported it is used by the whole school in comparison to 7% of secondary school respondents, suggesting Oak is embedded across the whole school more frequently in primary schools.

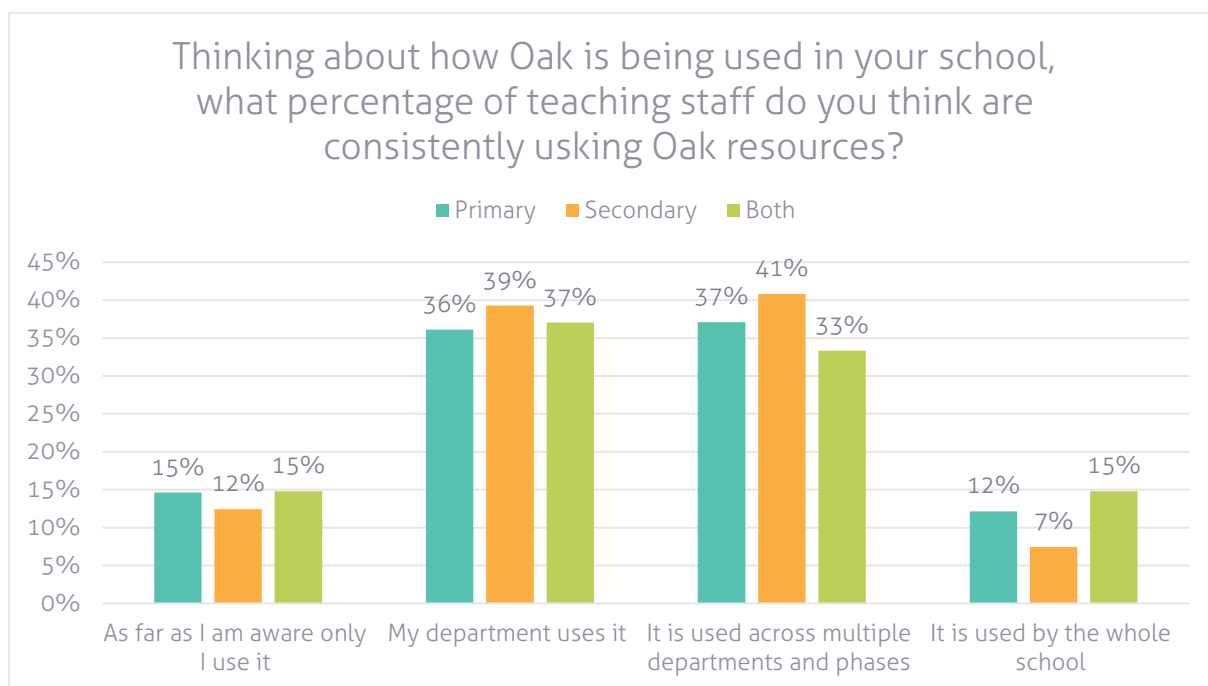


Figure 7: Use of Oak across wider school staff by school stage, based on survey data (n=549 Oak users). Respondents who selected that they used Oak with Key Stages across primary and secondary stages are classified as 'Both'.

Like last year, most lessons (around 70-90%) were started on a computer rather than a mobile phone, tablet, or other device. The overall level of computer use was higher than in early 2021 and went up during the course of this academic year by about 5-10 percentage points (from ~70-80% to ~75-90%). Conversely, the proportions of lessons started on mobile phones was lower (10-25%) and tended to decline over the course of the current academic year by about 5 percentage points.

There was a clear trend in device type by deprivation level, with the most affluent areas showing around 4 percentage points higher computer use than the most deprived areas.

This gap was lower than in early 2021 (when it was roughly 8-9 percentage points during school closures, falling to 5-7 percentage points after schools reopened).

Session lengths also varied by device type: users with computers typically had sessions 4-5 times as long as those on mobile phones. Unlike early 2021, there was little difference between tablet and computer users in this regard. There were also differences in session length by deprivation quintile, with poorer areas showing shorter sessions, even after allowing for difference in device types.

## 4. Impact on Teachers

### Key Findings

1

Oak saves time for a large proportion of its users and users tended to be more positive about their workload than non-users. Oak users were more likely to say that Oak had saved them time than added time to their job, with 42% of users reporting that Oak had saved them time related to their job (a median time of 3 hours weekly), and only 9% of users reporting that Oak had added time to their job. All participants in qualitative research stated Oak resources had a substantial impact on reducing time spent planning and resourcing lessons.

2

Oak users had a statistically significant higher wellbeing score than non-Oak users and the national benchmark. Secondary school users had statistically significant higher wellbeing scores than secondary non-Oak users; primary school users' scores were slightly lower than primary non-users but this was not statistically significant.

3

Oak users were more likely to see themselves as staying in education compared to non-Oak users (+6.8%), a difference that was statistically significant and heavily influenced by school phase – with secondary school users answering more positively than primary school users.

### Impact on teacher workload

**Key finding:** Oak users tended to be more positive about their workload and were likely to say that Oak had saved them time with 42% of Oak users reporting that Oak had saved them time related to their job (an average weekly time saved of 3 hours), while only 9% of users reported that Oak had added time to their job.

Survey respondents were asked a set of questions around their perception of their workload and work-life balance, which were derived from the Teacher Workload Survey 2019. As respondents' roles are likely to influence their workloads, we broke down these results by primary and secondary school, and by classroom teachers and middle leaders on the one hand and senior leaders on the other. As the sample size was significantly smaller for senior leaders, making up only under 10% of the overall sample for both users and non-users, we could not conduct statistical significance testing on this sub-group.

We asked respondents to what extent they agreed with the following three statements:

- I can complete my assigned workload during my contracted working hours
- I have an acceptable workload
- Overall, I achieve a good balance between my work life and my private life

In summary, Oak users were more positive about their workload compared to non-users based on responses to these statements, **with differences that were statistically significant for the first two statements**. Differences for secondary teacher users compared to non-users were all statistically significant and notable, while a statistically significant positive difference was only evident for primary teacher users compared to non-users on the statement related to completing assigned workload during contracted hours. A breakdown for each statement is provided below.

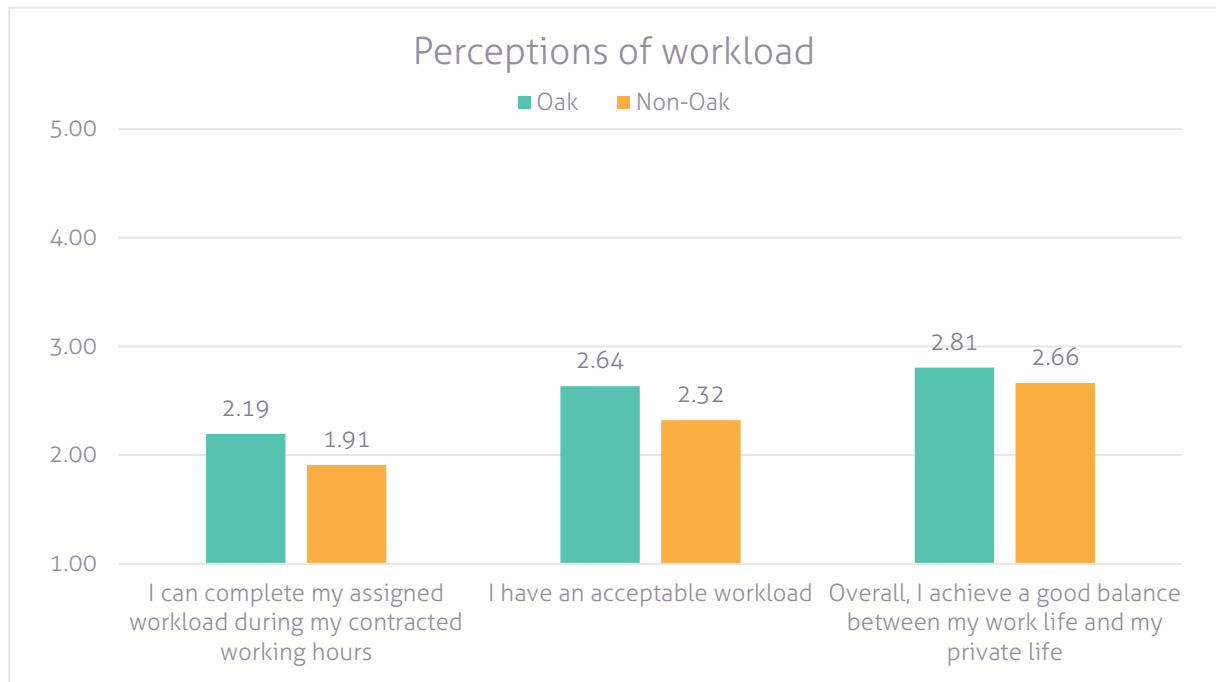


Figure 8: Oak users and non-Oak users responses to statements about teacher workload, based on survey data (n= 277 Oak users and 277 non-Oak users). Scale from 1: Strongly disagree to 5: Strongly agree.

When respondents were asked to what extent they can complete their assigned workload during their contracted hours, **Oak users had more positive response than non-users by 14.9%, a difference that was statistically significant**. Responses were more positive for both primary and secondary school teacher users compared to non-users (again, these differences were statistically significant).

When asked to what extent their workload was acceptable, **Oak users similarly had a statistically significant more positive response than non-users (+13.5%)**. Responses were more positive for both primary and secondary school teacher users, but this difference was only significant at secondary stage.

When asked whether they achieved a good balance between their work and private life overall, **Oak users had more positive responses than non-users by 5.3%, although this difference was not statistically significant, so we cannot draw any conclusions**. Here, primary teacher users actually scored lower than primary teacher non-users (-9.9%, although this

change was not statistically significant) while secondary teacher users scored 14.6% higher than secondary teacher non-users, a difference that was statistically significant.

We also asked respondents **to what extent they considered teacher workload to be a serious problem in their school**. Non-Oak users had more positive responses (that teacher workload was *not* a serious problem), with a statistically significant difference to users of -10.1%. When looking at the differences between primary and secondary school teacher respondents, Oak primary users scored slightly more favourably than non-Oak primary users (+0.9%, not a statistically significant difference), but this was reversed for secondary school users (-14.7, which was statistically significant). **This may suggest that Oak is more likely to be used in schools where teachers perceive workload as a serious problem, but then helps to address this issue for users.**

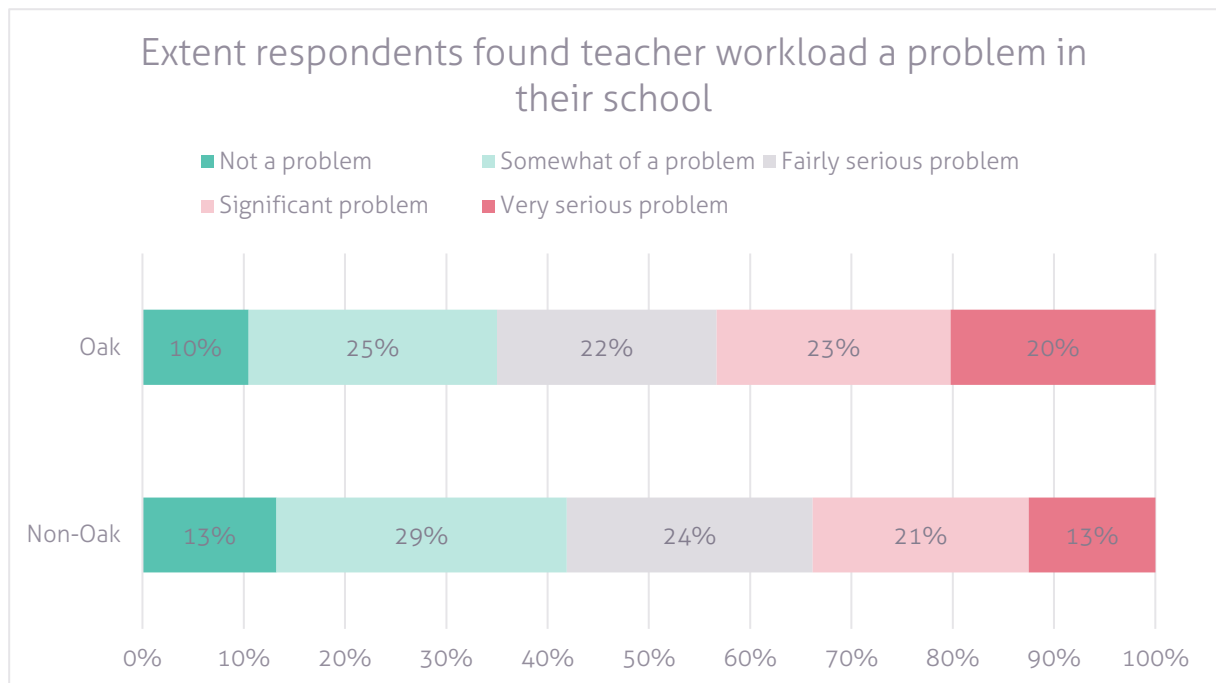


Figure 9: Extent to which Oak users and non-Oak users found teacher workload a problem in their school, based on survey data (n= 277 Oak users and 272 non-Oak users).

When Oak users were asked if they thought the resources saved them time, **42% of Oak users reported that Oak had saved them time related to their job, while 9% of users reported that Oak had added time to their job**. Almost half (49%) of users reported that using Oak did not increase their workload. When asked by how many hours did Oak increase or decrease your workload per week on average, for users who said that Oak had saved them time, the median time saved was 3 hours. For the 9% who felt Oak increased their workload, this was also a median average of 3 hours.

While the proportion of Oak users who reported that Oak had saved them time related to their job had decreased compared to last year (down from 61%), the proportion who reported that Oak had added time to their job had also decreased (down from 24%) – the difference being a large increase in the number of neutral responses.

Teachers and middle leaders were more likely to report using Oak had decreased their workload (44% of teachers and middle leaders compared to 36% of senior leaders), whereas senior leadership were more likely to report it did not impact their workload (57% of senior leaders compared to 47% of teachers and middle leaders). The same level of teachers and middle leaders compared to senior leaders reported that Oak increased their workload (9%).

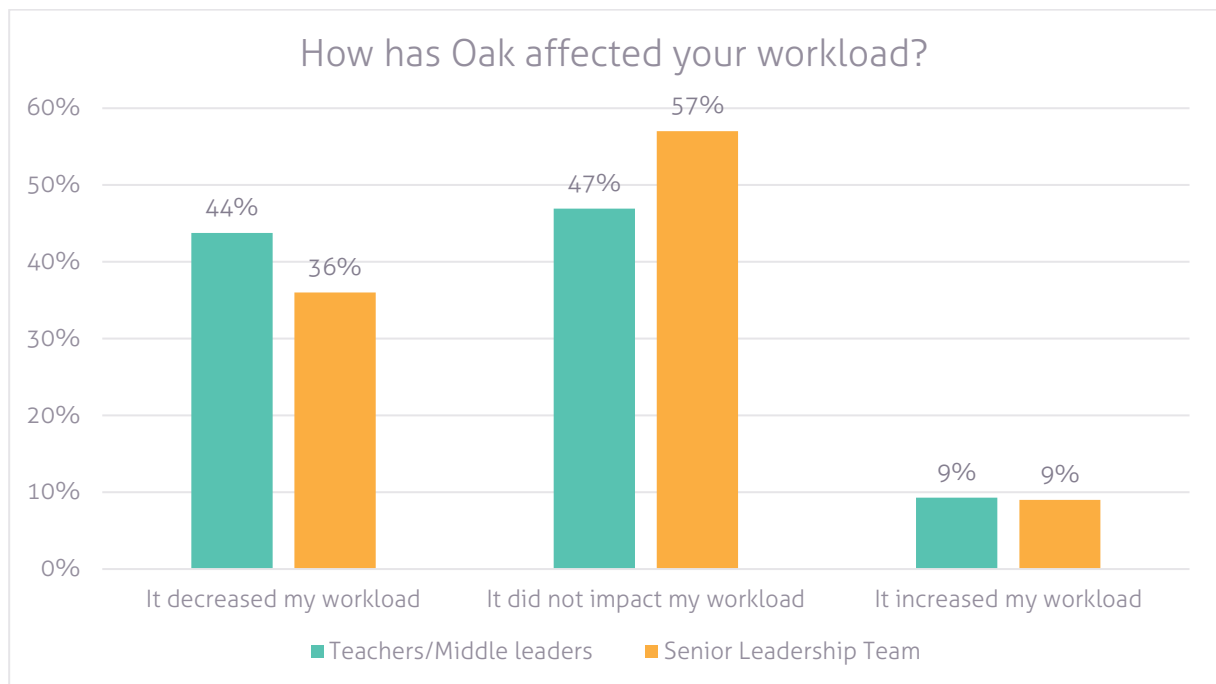


Figure 10: How Oak users reported that using Oak has affected their workload, by respondent role, based on survey data (n= 409 classroom teachers and middle leaders and 49 senior leaders).

**Key Finding:** All participants in qualitative research stated that Oak had a substantial impact on reducing the amount of time they spent planning and resourcing lessons. While interviewees would usually download and adapt the resources to use in their classroom practice, rather than using them directly with pupils, this was still felt to be valuable in saving time.

Time savings through reductions in planning and preparation time were heavily associated with the quality of the resources and their ease of use by qualitative research participants. Teachers reported that they are able to use resources as a first port of reference and directly from Oak’s website with few adaptations for their class, which has been useful in updating existing resources. For instance, an English teacher reported Oak had been particularly useful for his department in redesigning their curriculum provision to address gaps in examining the social and historical aspect of texts – they have been able to supplement their existing curriculum offering using Oak whilst developing their new curriculum thus saving time and additional workload. Similarly, a Geography teacher reported using Oak’s diagrams on coastal landforms in place of outdated diagrams the department had previously



been using, saving time in creating new resources which “I wanted but didn’t have time to do”.

**Oak was seen to have allowed teachers more time to focus on identifying and supporting more vulnerable pupils and closing the attainment gap.**

Examples related to this included a Science teacher who uses the resources regularly to support her SEND pupils or challenge her more able and finds where this previous was very time consuming it is now a much easier task as she can trust that the quality of what she is using is high. Similarly, an English teacher felt that the structure of Oak helped him to adapt his own lesson structures easily which has allowed him more time to focus on his lower set of pupils aiming for Grade 4. An

out of school tutor, who works with pupils who have been removed from mainstream settings and are being home-schooled until they return to school, reported that it was a comfort knowing that the Oak was easily adaptable to suit the individual needs of each pupil without adding hours to their workload.

**Oak was seen to have saved time where staff are planning and teaching outside of their direct area of specialism, as well as providing reassurance and expertise.**

For example, a Science teacher explained that due to a recent department restructure, all teachers are now expected to teach Biology, Chemistry and Physics at KS3 regardless of their specialism. Being able to quickly and easily access Oak with specialist teachers modelling and delivering lessons, minimised the additional time they had been worried they would spend making sure they were adequately prepared for their lessons, allowing them to focus instead on the nuances of what the pupils are learning and provide support to pupils who need it. Oak also made staff more confident to teach outside of their specialism. Similarly, a Geography teacher with specialism in human geography valued Oak when teaching physical topics as she felt that the quality of the modelling she watched would improve her own delivery.

**bb To have this knowledge broken down allows them time to go back and focus on how to answer questions properly is really impacting their learning and helps me work with individuals more closely.”  
(English teacher)**

**bb** I started teaching during the pandemic, so this is my first year planning, resourcing and delivering lessons in school as normal. I have found the Oak resources particularly useful in supporting me when teaching Year 11 as I had not done this before. I was not sure about how to structure impactful revision lessons and was worried that I would not have the time to commit to this alongside all my other teaching responsibilities. I have found the Oak revision resources to be exactly what I needed, I could have spent hours trying to find and create relevant resources for An Inspector Calls but thankfully they were available through Oak. I have been able to download and adapt the resources to suit my top set class and it has saved me hours of work.

I have also used the 5-minute check in and out questions to create a bank which I have shared with my whole department based on all the units we cover so that it is available as an assessment tool. Again, the amount of time this has saved has really impacted our practice and we can quickly identify where the gaps are for pupils and act accordingly.

## Impact on teacher wellbeing

**Key Finding:** Oak users had a statistically significant higher wellbeing score than non-Oak users and the national benchmark. Secondary school users also had statistically significant higher wellbeing scores, primary school users had lower scores but this was not statistically significant.

As improving teacher wellbeing is a long-term outcome for Oak, we included the Warwick Edinburgh Mental Wellbeing Scale in the survey. Oak users had statistically significant higher scores than the 2021 national teacher wellbeing benchmark (+2.2%), while non-Oak users scored lower (-2.0%). The difference between Oak and non-Oak users was statistically significant ( $p = 0.0183$ ).

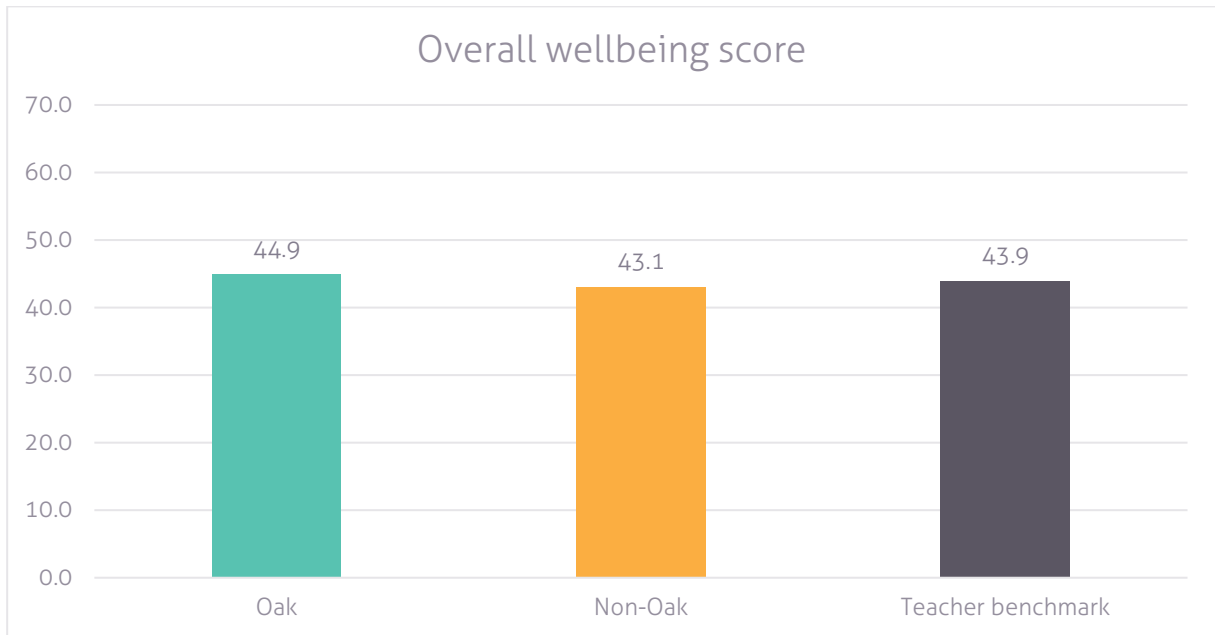


Figure 11: Overall wellbeing scores based on survey data (n= 277 Oak users and 277 non-Oak users), compared to national teacher benchmark.

As participants were not randomly assigned to treatment and control groups, it is hard to tell if these results are because of Oak or if those people who tend to use Oak already have certain characteristics that make them more likely to have a higher wellbeing score.

When the data was broken down by school phase (primary vs secondary), we found that the difference seemed to have been particularly influenced by school phase: secondary school Oak users had statistically significant higher scores than non-Oak users by 7.3%, compared to -1% for primary school Oak users (although the difference at primary stage was not statistically significant).

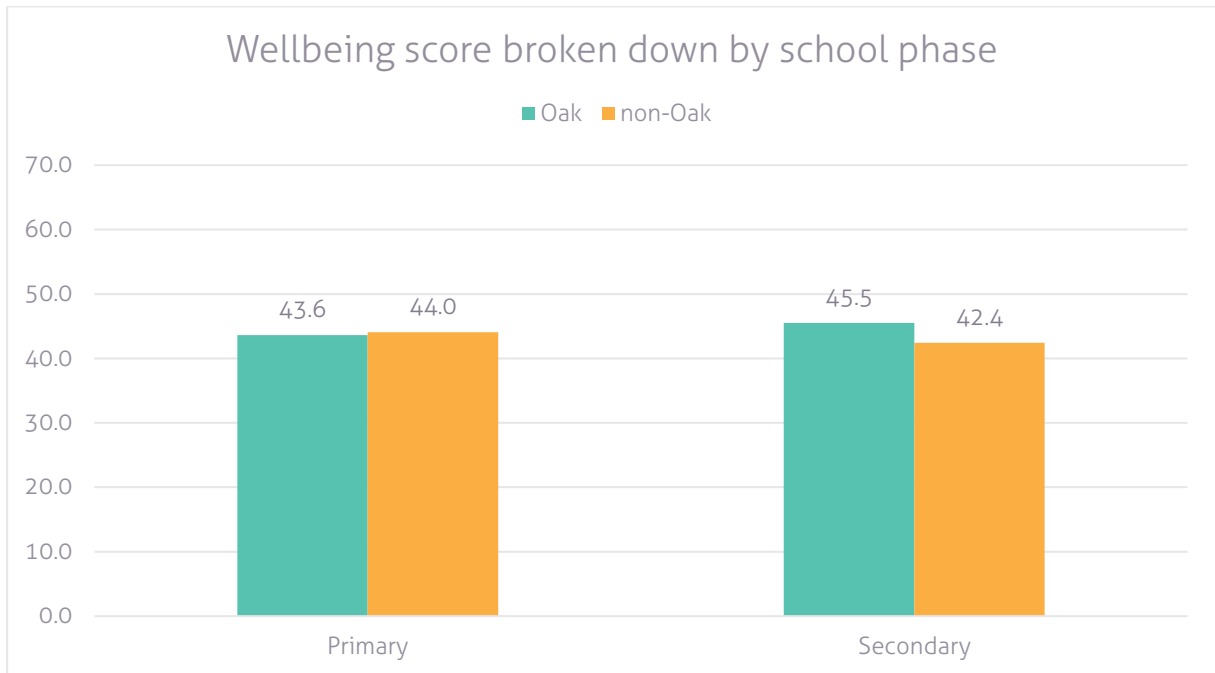


Figure 12: Wellbeing scores broken down by school phase based on survey data (n= 90 primary Oak users, 187 secondary Oak users, 109 primary non-Oak users and 168 secondary non-Oak users).

When breaking the data down by respondents' role (classroom teachers and middle leaders vs senior leaders), senior leader users of Oak had higher scores than non-senior leader users of Oak by 15.4%, compared to teachers and middle leaders who had higher scores by 3.2%. Both of these differences were statistically significant.

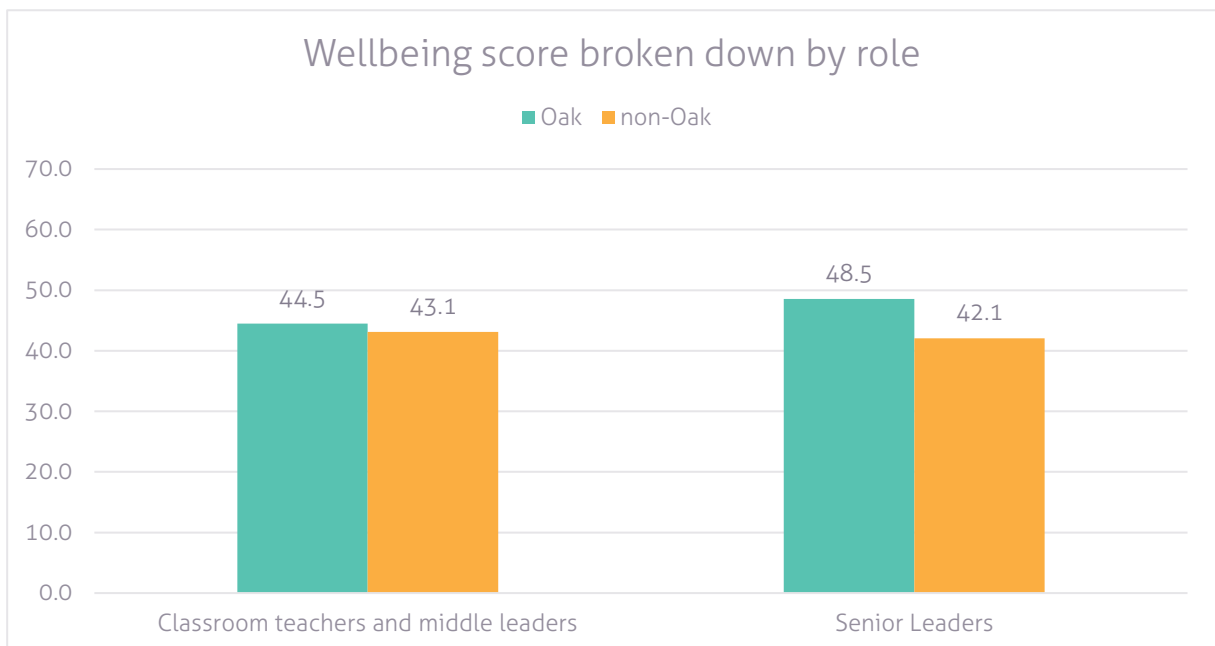


Figure 13: Wellbeing scores broken down by role based on survey data (n= 251 teacher and middle leader Oak users, 25 senior leader Oak users, 259 teacher and middle leader non-Oak users and 18 senior leader non-Oak users).

**Key finding:** Oak users were more likely to see themselves as staying in education compared to non-Oak users (+6.8%), a difference that was statistically significant and heavily influenced by school phase – with secondary school users answering more positively than primary school users.

The latest NEU members survey draws links between teacher retention, workload and wellbeing in the teaching profession. For our research, survey respondents were asked where they saw themselves in their career in two years' time, based on the NEU survey question linked to teacher retention. Respondents were given six response options: "In the same role", "Looking for promotion in the same workplace", "Looking for promotion elsewhere", "Changing role or setting but remaining in education", "No longer working in education", or "Don't know". For this analysis, we categorised responses into "Staying in education" or "Not staying in education".

Oak users were more likely to see themselves as staying in education compared to non-Oak users (+6.8%), a difference that was statistically significant.

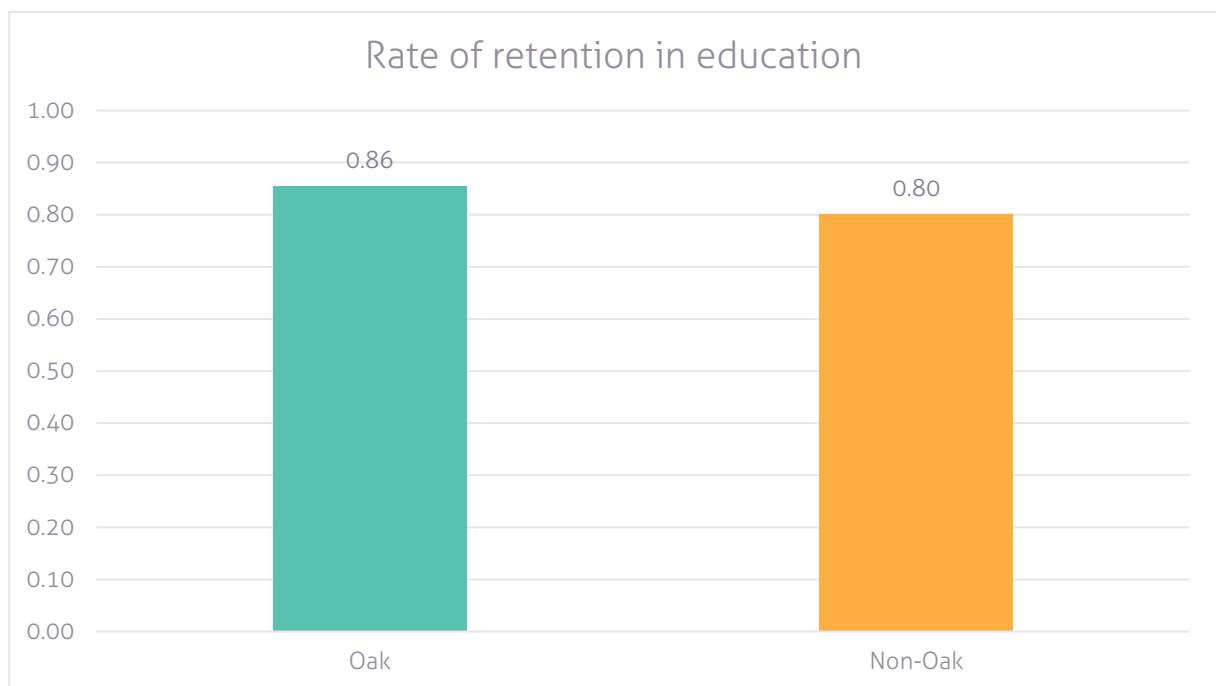


Figure 14: Reported plans for retention in the education sector (where 0 is intention to leave the education sector and 1 is intention to remain in the sector) after two years based on survey responses (n= 277 Oak users and 277 non-Oak users).

Again, this difference was heavily influenced by school phase, with responses for secondary school Oak users 16.5% higher than non-Oak users (a significant difference), compared to primary school users who had an 8.5% lower score than non-Oak users (although this was not statistically significant).

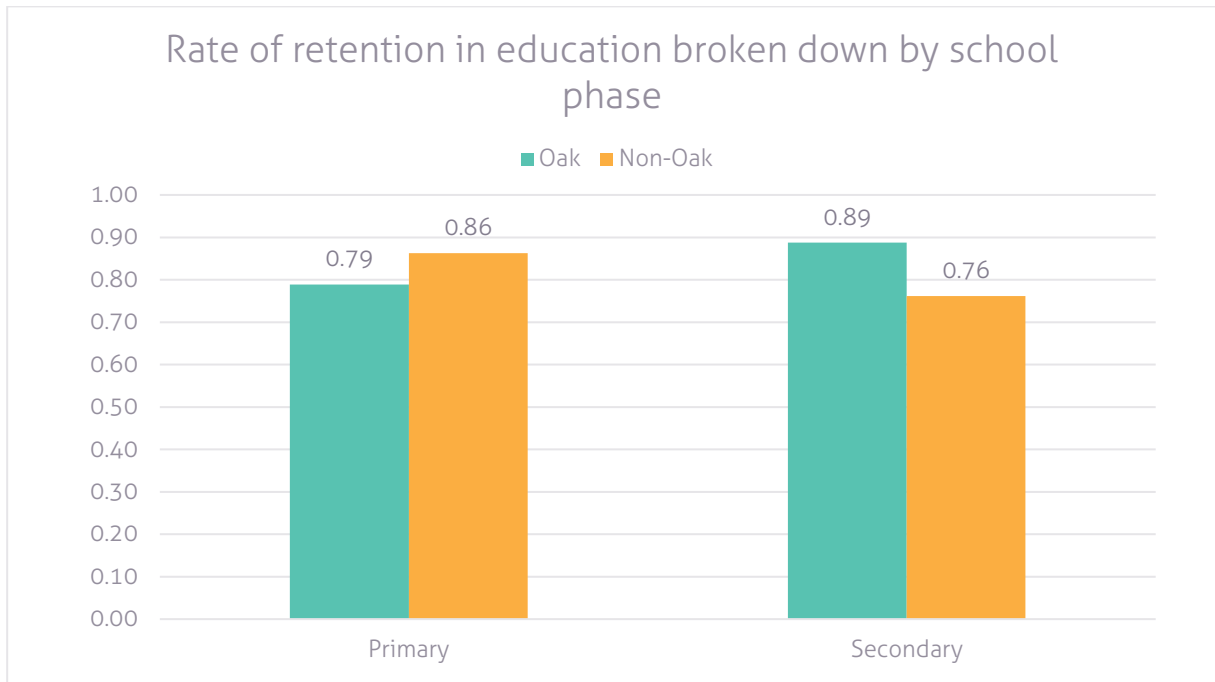


Figure 15: Reported plans for retention in the education sector (where 0 is intention to leave the education sector and 1 is intention to remain in the sector) after two years broken down by school phase, based on survey responses (n= 90 primary Oak users, 187 secondary Oak users, 109 primary non-Oak users and 168 secondary non-Oak users).

## 5. Impact on the Sector

### Key Findings

1

Perceptions of the quality of Oak's curriculum sequencing and structure and curriculum content have remained high, with over 60% of Oak users rating the quality highly based on survey responses, a similar proportion to last year. Qualitatively, participants felt that the quality of Oak has improved significantly since Oak was established and are now confident in the quality of Oak to meet their needs.

2

Users adapt their curriculum in a variety of ways using Oak National Academy, including developing further resources to build on learning offered through Oak (reported by 34% of Oak users), changing how they sequence some curriculum topics (25%), signposting Oak resources in their curriculum offer (25%) and using Oak's curriculum as their main source of learning material (15%). Teachers also qualitatively reported using Oak's resources to update and diversify their curriculum content to increase engagement and provide better representation for their pupils.

3

Users reported that this process has improved their own and their school's quality of lesson planning, delivery and curriculum. As was seen in last year's evaluation, many Oak users reported that Oak's curriculum and resources have increased their confidence in curriculum design (50%), the quality of their lesson planning (46%) and delivery (48%), and the quality of their school's curriculum (47%). Some focus group participants have used Oak's curriculum and resources to completely rewrite, plan and structure their curriculum, for instance by developing individually printed workbooks based on Oak.

### Impact on curriculum and lesson design

**Key finding:** 34% of Oak users reported that they have developed further resources to build on learning offered through Oak, 25% have changed how they sequence some curriculum topics and signposted Oak resources in their curriculum offer and 15% use Oak's curriculum as their main source of learning material. Teachers have used Oak's resources to update and diversify their curriculum content to increase engagement and provide better representation for their pupils.

Respondents were asked to identify with statements related to the impact of Oak on their curriculum and lesson design, with respondents able to select multiple statements relevant to them. 34% reported that they have developed further resources to build on learning offered through Oak, which reflects a substantial shift compared to responses in 2020/21, when only 18% of users reported developing further resources to build on Oak. A quarter of users reported that they have changed how they sequence some curriculum topics and that



Oak resources are signposted in their curriculum offer, and 15% of users said that Oak’s curriculum was their main source of learning material – these proportions were similar to responses in 2020/21. In 2021/22, a fifth of users said that using Oak had no impact on their curriculum (this statement was not provided as a response option in 2020/21).

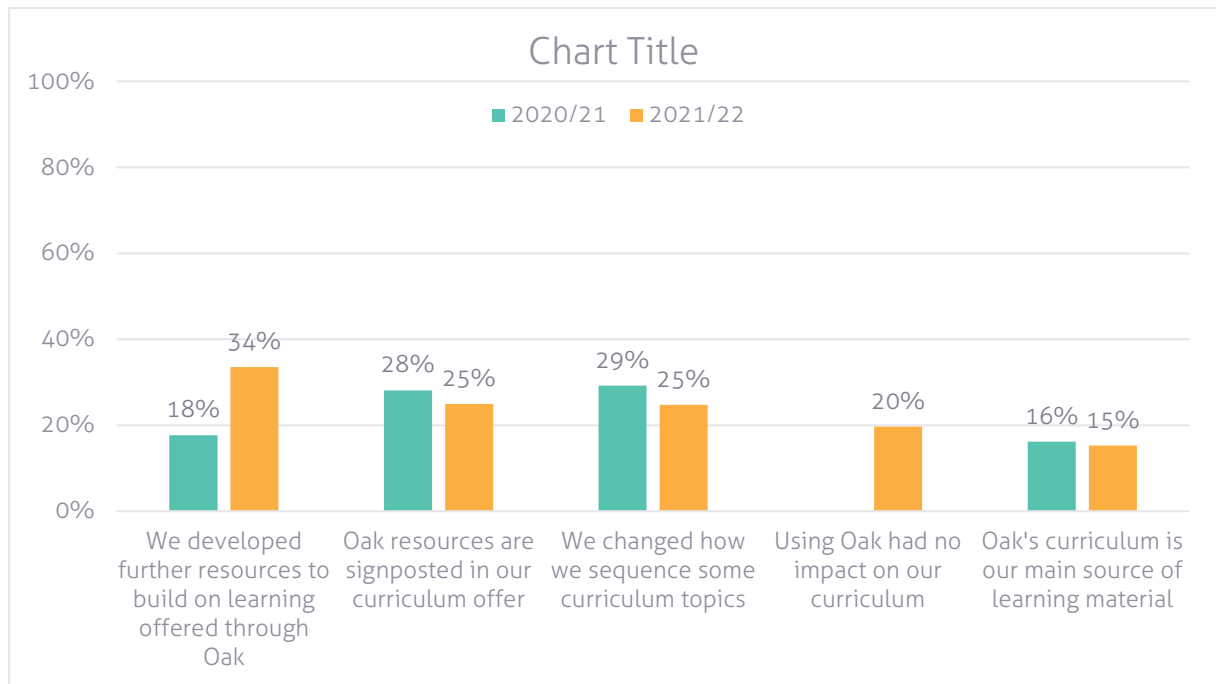


Figure 16: How Oak users reported that Oak fits in with their school curriculum, based on survey responses (n= 549 Oak users in 2021/22 and 537 Oak users in 2020/21). The response option 'Using Oak had no impact on our curriculum' was not provided in 2020/21.

Responses varied by phase, with secondary school teachers more likely than primary school teachers to have changed how they sequence some curriculum topics (29% and 22% respectively) and feel Oak had no impact on their curriculum (23% and 17% respectively). Primary school teachers were slightly more likely than secondary school staff to have developed further resources to build on learning offered through Oak, signposted Oak resources in their curriculum offer and used Oak’s curriculum as the main source of learning material. Those who use Oak for both primary and secondary were significantly more likely to signpost Oak resources in their curriculum offer (63%) in comparison to primary (24%) and secondary schools (22%). Additionally, they were more likely to have developed further resources to build on learning offered through Oak (48%) in comparison to primary (34%) and secondary schools (30%).

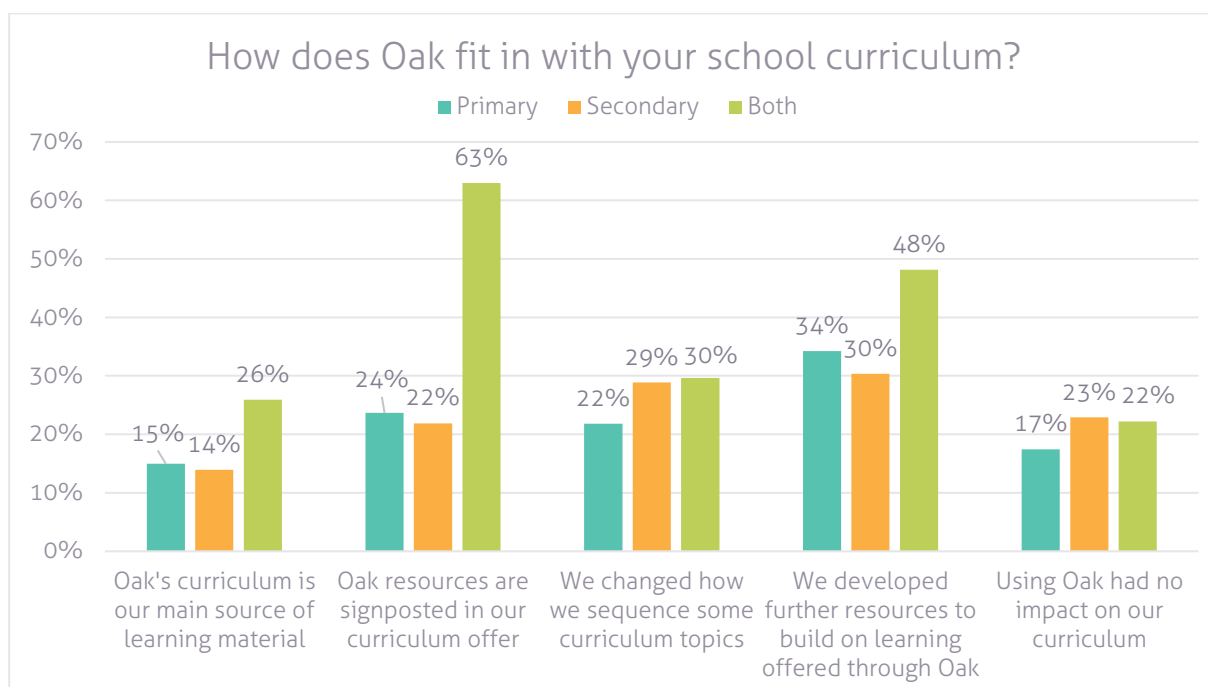


Figure 17: How Oak users reported that Oak fits in with their school curriculum, based on survey responses (n= 321 primary Oak users, 201 secondary Oak users and 27 who used Oak in both primary and secondary stages).

The majority of teachers involved in the qualitative research have used Oak resources to supplement their current curriculum and improve their lesson planning, rather than rewrite it entirely. Oak’s videos, PowerPoints and quizzes have been used to support their planning and ensure that lessons are updated, of a high quality and diversified. Some schools have used Oak’s resources and sequencing as a guide to restructure their own offering. This has helped to ensure pupils are receiving the best possible provision, especially post-Covid, but has limited additional teacher workload.

One example of how schools have used Oak resources to supplement their existing curriculum is through developing a bank of modelled questions and answers taken from Oak’s resources – particularly for those working in secondary schools and referring to exam questions, where teachers felt that having high quality modelled answers was key to pupil success but could be incredibly time consuming to develop. These could then be used within lessons and as assessments and could be further adapted across departments were needed.

**bb** Our school curriculum is pretty good but Oak’s model questions and answers help as they give you lots of alternatives and include the mark schemes which, when you are trying to do things quickly, are really useful.”  
(History teacher)

Teachers had also updated their curriculum to diversify the examples and topics covered with the aim of being more representative of their pupils and increasing engagement. For instance, one History teacher described how

they had added in inquiries (such as the Mansa Musa and Baghdad inquiries) to broaden their existing curriculum. They reported that this had “helped my subject knowledge and my ability to explain these topics to my pupils... I don't have time to read all the history books to write this unit myself, but because they've got other expert teachers who've done that, that's been a real time saver.” Similar, a Geography teacher discussed how the case studies they had been using in schools were not representative of their pupils but by using Oak's resources, they had been able to add in more relevant and appealing case studies.

In some cases, school staff reported that they had used Oak's curriculum and resources to completely rewrite, plan and structure their curriculum (five teachers interviewed). These were all secondary school teachers but covered multiple subjects including Science, History and Computer Science. It was reported that this was possible because of the interviewees' trust in the quality of Oak's resources and curriculum and their clear design. In two examples, a Science and History department at separate schools had changed their curriculum completely and used Oak's resources to create individually printed workbooks for all pupils which were worked through in lessons over the course of each term or topic, meaning pupils who were absent could access their learnings from home and pupils could use their workbooks as revision tools.



As Head of Computer Science, I have used Oak since lockdown and I've revised my curriculum completely, where I had previously always used the NCCE resources. Now I introduce a lesson and explain what it is that I want from them as set out in the learning outcomes. They put their headphones on and log in, then they watch the lesson and I go around and help those students who do not get what they need to do. My role has completely changed as a teacher. I feel far more empowered, because I have the students sitting there learning from another teacher as I've got the time to go around and help them individually. It's fantastic.

The Oak sequence and structure now underpins everything we do. I particularly love the way the quizzes are set out and they are now actually a form of assessment for me, I can see straight away when they finish the lesson which student has got what areas and where the gaps are so I love it.

Computer science has been really boyish in our school but we now have next year half and half boys and girls choosing the subject as a GCSE, and this is because it's so accessible through Oak.

I love the diversity of teachers. I can stand every day in front of the class and eventually they get bored with me! But now they have 10 different teachers all from different backgrounds, ages, gender and it's brilliant, because it opens up their eyes. They know that if they don't like the teacher there, they're only going to have them five or six lessons and then they move on to somebody else. And that's really helpful.

The alignment of Oak's resources, through their coverage, structure and sequencing, with school's existing curriculum plans has enabled easy adoption and adaptation where necessary. For instance, Geography and Science interviewees in particular highlighted that because the resources align so closely with relevant exam bodies, they have an "invaluable" resource to enrich their current curriculum offering.

**Additionally, the simplicity and consistency of Oak's resources has been an important factor in schools' use of the resources to complement their existing provision.** For instance, the head of a large Science department explained that they had been using the simplified layout of Oak's powerpoint resources as a model for teachers: "We want them to keep it simple and reduce the cognitive overload on our pupils."

However, it is important to note that while Oak added value by complementing schools' existing curriculums and for the ease in which it can be flexibly used to supplement and adapt these, one teacher reflected that they did not want to lose their sense of ownership over their own curriculum planning and sequencing.

## Impact on long-term teaching practice

**Key finding:** As was seen in last year's evaluation, the majority of Oak users again reported that Oak's curriculum and resources have increased their confidence in curriculum design, the quality of their lesson planning and delivery, and the quality of their school's curriculum. Some focus group participants have used Oak's curriculum and resources to completely rewrite, plan and structure their curriculum, for instance by developing individually printed workbooks based on Oak.

Based on survey responses, 50% of Oak users reported that Oak's curriculum and resources made them more likely to discuss curriculum design with a colleague in their school or another school, improved their confidence in curriculum design and improved the quality of lesson delivery. Just under half reported that Oak's curriculum and resources had improved the quality of lesson planning (46%) and improved the school's overall curriculum (47%). As shown in the graph below, over a third of respondents gave either a neutral or not applicable response, with low proportions of individuals disagreeing with the statements.

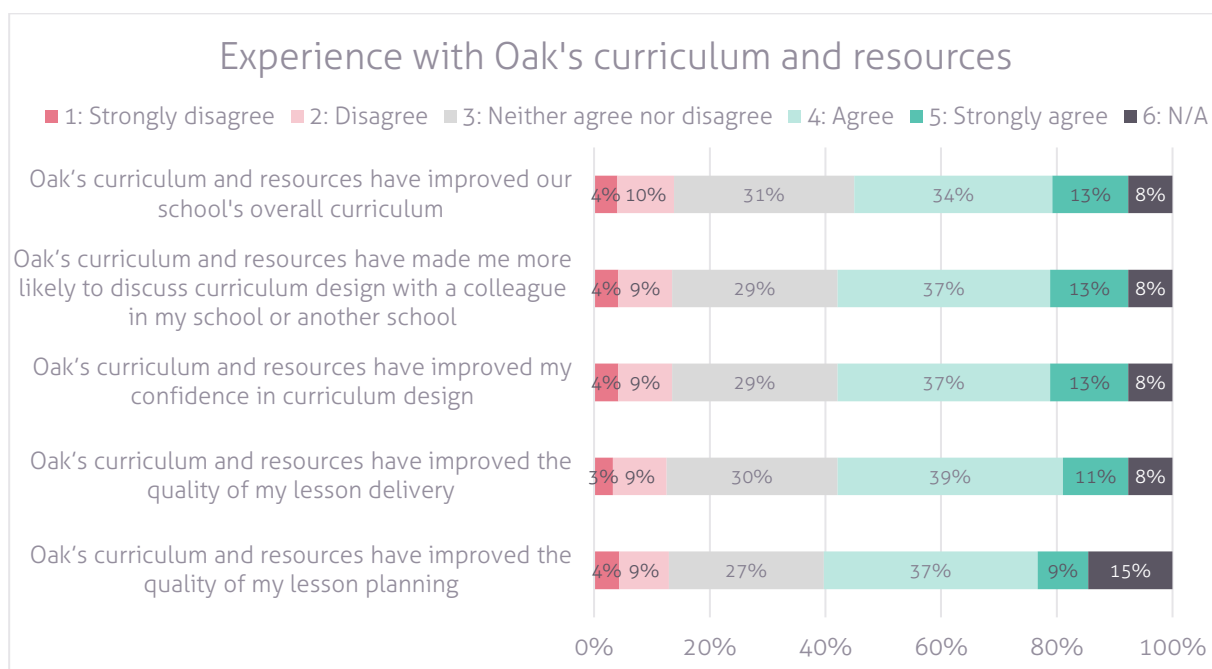


Figure 18: Oak users experiences of Oak's curriculum and resources, based on survey responses (n= 549 Oak users).

It should be noted that all data on teacher outcomes is based on self-reporting of teachers; no other data points like classroom observations or assessments are included in this reporting which would provide further validation of these findings.

Of all the teachers interviewed, **all but one find the resources useful to their professional development, using Oak resources either to develop their own or their peers' teaching practice and to improve the quality of their lessons.** Those staff interviewed who are in charge of Early Career Teachers (ECTs) stated that they continually use videos from Oak to share best practice and often direct ECTs to watch specific videos so that they can see what outstanding teaching looks like, especially for non-subject specialists.

In particular, Science and Geography teachers stated that as they are now teaching outside of their areas of specialism (due to budget changes and staffing shortages post-Covid), Oak's resources have been particularly useful in building their confidence and subject knowledge.

## Quality of the resources

**Key finding:** Based on survey responses, perceptions of quality have remained similar to last year with over 60% of Oak users rating the quality of both Oak's curriculum sequencing and structure and curriculum content highly. Qualitatively, participants felt that the quality of Oak's resources has improved significantly since Oak was established and are now confident in the quality of Oak to meet their needs.

Over half of Oak users rated the quality of both Oak's curriculum sequencing and structure and curriculum content as high or very high (61% and 64% respectively). Secondary school

respondents rated the quality of curriculum sequencing and structure higher than primary respondents (64% compared to 59% rating high or very high). Slightly more secondary school respondents (65%) also rated the quality of Oak’s curriculum content higher than primary school respondents (62%).

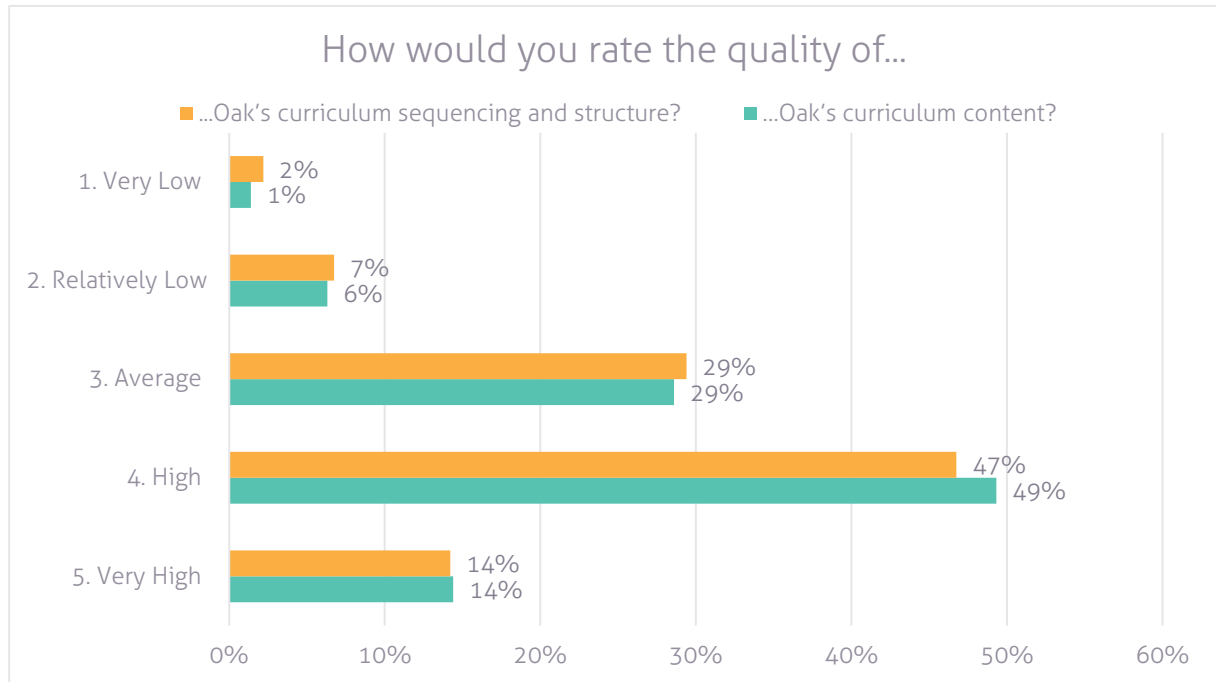


Figure 19: Survey respondents’ rating of the quality of Oak’s curriculum sequencing and structure, and curriculum content (n= 507).

In focus groups and interviews, **participants reported that their perception of the quality of the resources has improved significantly since Oak was established.** Teachers are now confident using Oak resources both to rewrite and / or to supplement their school curriculums, and to adapt them to meet the needs of their pupils.

## 6. Impact on Pupils

### Key Findings

**1** Oak seems to have a positive impact on pupil's attainment based on the assessment of teachers. Oak users were 35.3% more likely to report that above 20% of their pupils were exceeding expectations compared to non-Oak users, a difference that was statistically significant. This was particularly true in primary schools.

**2** This progress appears to be linked to the additional time Oak allows them to spend focusing on individual pupils' needs, assessment and subject knowledge, and the structure of resources which facilitates recall, as reported by teachers through qualitative research.

**3** Pupils themselves reported that Oak has had a positive impact on their learning. They attributed this to the quality and structure of lessons and the quality and passion of Oak teachers.

**4** Teachers reported that the diversity reflected in Oak through the teachers and curriculum content has led to increased engagement of pupils who may previously not have found representation in their learning.

### Impact on pupil performance

**Key finding:** Oak users were 35.3% more likely to report that above 20% of their pupils were exceeding expectations compared to non-Oak users, a difference that was statistically significant. This was particularly true in primary schools.

Respondents were asked to assess pupil progress relative to how they might expect pupils to be learning and give the proportion of pupils that they considered as "behind expectations" and "exceeding expectations" with six response options for the proportion of their pupils in each group: "Less than 10%", "10-20%", "20-30%", "30-40%", "40-50%" and "More than 50%". For the descriptive statistical analysis, findings are presented for each of the response options for all survey respondents but in order to perform statistical significance testing on matched pairs of respondents, responses were summarised into below 20% behind expectations, and above 20% exceeding expectations.

Across all survey respondents, a higher proportion of Oak users reported that more than 20% of their pupils were exceeding expectations (53%) compared to non-Oak users (41%), as shown in the table below.



Proportion of pupils exceeding expectations	Oak user (407)	Non-Oak user (549)
Less than 10%	15%	16%
10% - 20%	26%	28%
20-30%	25%	24%
30% - 40%	19%	17%
40% - 50%	9%	7%
More than 50%	6%	9%
<b>Total</b>	<b>100%</b>	<b>100%</b>

When looking at matched respondents, Oak users were more likely to report that above 20% of their pupils were exceeding expectations compared to non-Oak users (+35.3%), a difference that was statistically significant.

Similar patterns were seen in primary and secondary respondents, with primary Oak users 57.4% more positive scores than primary non-users, and secondary Oak users having 23.5% more positive scores than secondary non-users.

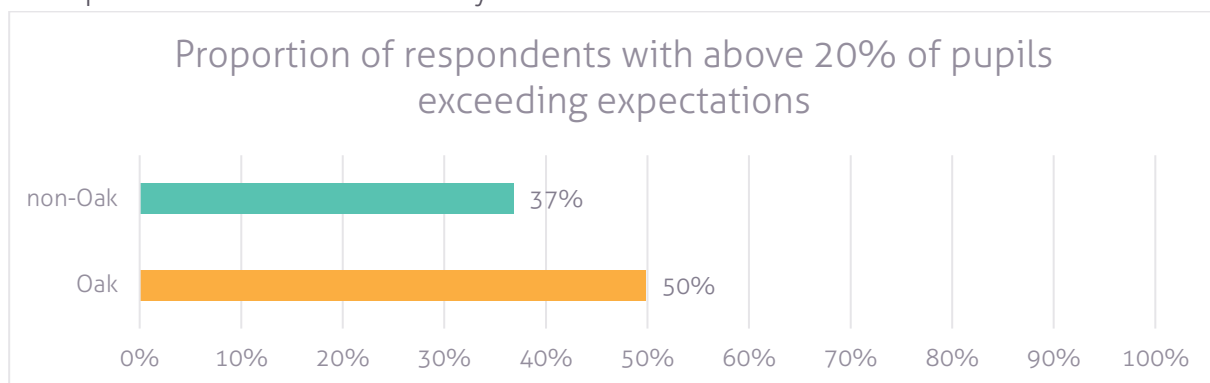


Figure 20: Proportion of respondents who reported above 20% of pupils exceeding expectations, based on survey responses (n= 277 Oak users and 277 non-Oak users)

For pupils behind expectations, across all survey respondents a slightly lower proportion of Oak users reported that less than 20% of their pupils were below expectations (41%) compared to non-Oak users (44%).

Proportion of pupils behind expectations	Oak user (407)	Non-Oak user (549)
Less than 10%	33%	23%
10% - 20%	26%	24%
20-30%	15%	18%
30% - 40%	11%	18%
40% - 50%	7%	9%
More than 50%	8%	9%
<b>Total</b>	<b>100%</b>	<b>100%</b>

When looking at matched respondents, Oak users were also slightly more likely to report that below 20% of their pupils were behind expectations compared to non-users, although this difference was much smaller (+2.7%) and was not statistically significant.

Minimal differences were seen between primary and secondary respondents here.

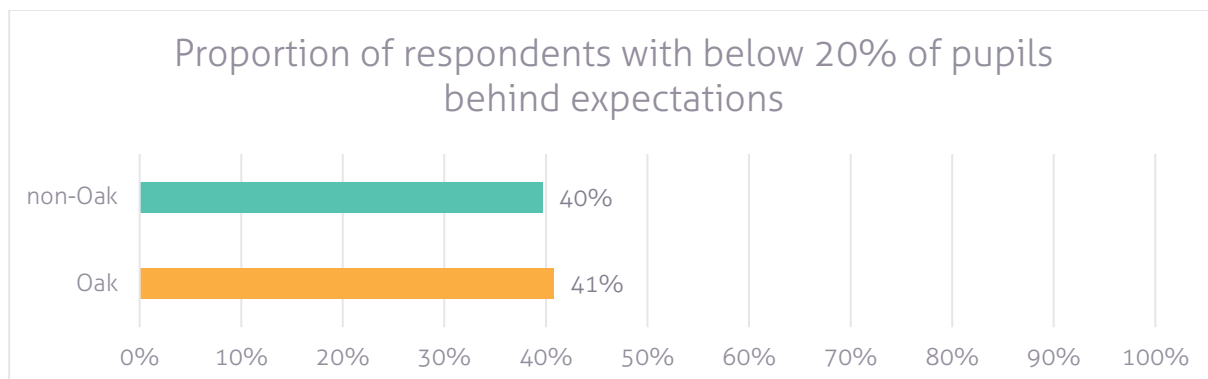


Figure 21: Proportion of respondents who reported below 20% of pupils behind expectations, based on survey responses (n= 277 Oak users and 277 non-Oak users)

A key limitation which should be considered when interpreting these findings is that this is based solely on teacher observation rather than an analysis of attainment.

**Key finding: Teachers reported through qualitative research that their pupils had made progress due to the additional time they had to focus on individual pupils’ needs, assessment and subject knowledge, and the structure of resources which facilitates recall.**

All the school staff interviewed agree that the biggest impact on pupils was associated with the reduction in teacher workload, which allowed them the time and energy to focus on individual pupils’ needs, assessment and subject knowledge in a way they felt unable to before.

I have been able to help my students become more successful, mainly because of how I've been able to improve my explanations of certain topics. Furthermore, they are now accessing the content more independently, so when they are coming back from isolation, illness or something similar the materials are so accessible that they feel like they've haven't missed anything and are still making progress. Our students have really low self-esteem and sometimes I don't know where to start, but with Oak I am able to signpost them to resources which are so organised and cleverly sequenced it allows them to feel successful.

**The ability to quiz, question and model answers to pupils because of the structure of Oak’s resources came up in all focus groups.** Teachers feel that the in-built opportunities for assessment which are part of the structure are positively impacting pupils' recall, retained knowledge and confidence in answering questions, especially where questions are worth more marks. Teachers reported using the examples shared by Oak and embedded them into their own lesson planning to ensure that they are more frequently conducting informal assessments that inform future lesson planning. These informal check points are allowing

teachers to be much more reactionary to the needs of their pupils and avoid misconceptions becoming embedded.

**Key finding:** Pupils themselves reported that Oak has had a positive impact on their learning due to the quality and structure of lessons, and the quality and passion of Oak teachers.

In qualitative research with pupils, they reported that Oak has had a positive overall impact on their learning. The quality of Oak lessons was identified as a contributing factor to this, as pupils thought that Oak lessons effectively explain complex information and guide their learning. There was general consensus across all age groups interviewed (pupils aged 9 to 16) that Oak was genuinely useful and helpful in aiding study and learning. Pupils appreciated how Oak's approach makes learning feel simple and 'do-able': not too hard, not too fast, and usually very clear and understandable.

**Pupils also identified that the structure of lessons facilitated a positive impact on their learning.** They reported a consistent sense of reassurance and positive reinforcement provided by the familiar combination of pre-lesson quiz, video and post-lesson quiz, with the consistent structure meaning pupils knew what to expect and meant lessons feel "not too hard, but challenging". Pupil research suggested that the structure works well for many different types of pupils, from the most to least engaged learners.

**bb Oak teachers are really really kind and sometimes they give you a little bit more time than usual to think about the answers. They get messy and they don't care, they don't care about their appearance. They make things fun and silly."**  
(Pupil, aged 9-11)

The quality and approach of the teachers on Oak was reported by pupils to lead to "good teaching" as well as providing reassurance and comfort to learners. Pupils want teachers who are warm, reassuring, approachable and clear, and felt that Oak's teaching staff meet this need well. Pupils interpreted the teachers as caring about their learning "enough to help me, guide me, and make it fun" – which was particularly important for younger learners. Students noted a clear "passion" from some of Oak's teachers, who were seen as "liking what they do".

**bb Oak has had a big impact on my studying, because you get videos and then tasks to do – which test your knowledge and help you test how much you understand the subject. I love the format, and also how the teachers explain is good."**  
(Pupil, aged 15-16)

## Impact on pupil engagement

**Key finding:** The diversity reflected in Oak through the teachers and curriculum content has led to increased engagement of pupils who may previously not have found representation in their learning.

A substantial proportion of the teachers interviewed discussed the fact that they find Oak more representative of their cohorts than previous resources they had been using or alternative online materials, which increases pupil engagement. Where teachers were struggling to find topics, tests, or case studies to appeal to the diverse cohorts of their schools, they feel Oak resources do this really well – meaning they no longer have to spend a long period of time trying to create or find resources that are diverse and representative. One element of this that was highlighted was the diversity of the teachers used in the Oak videos, which is playing a significant role in pupil engagement with the content. Another is the diversity of the curriculum content in Oak which has led to improved pupil engagement.



I teach in a predominantly Muslim school and when we started teaching the Baghdad inquiry you could see some pupils who aren't always engaged with history light up. It was because it was stuff that they already knew about, they really engaged with it far more than I think have done in many other topics. I had read through all the content and watched the videos and felt that I could really help develop their knowledge and explain it to them more effectively.

This broader representation of speakers, topics and content has been really successful in engaging our pupils in ways we have not seen before. We haven't taught all of the inquiries available but we have also covered the story about the armies on the Western Front. Again, pupils really engaged with that, because it was very much story based and they have been able to recall the minute details months later. For example in the first story about the first battle of Ebro, we learnt about a soldier who had like a jam jar full of dynamite and they were talking about this in our revision lessons.

Similarly, a Computer Science teacher talked about her struggle to resource lessons which engaged girls in the past. She reported that the structure of the Oak curriculum, which she had aligned her department's curriculum with, had led to an increase in girls' engagement with the subject as "they're far more confident now with our coding because we're introducing it much earlier in line with the Oak sequence. So by the time they hit GCSE, they want to do [the subject] because they know exactly where they're coming from, and then know exactly how they're going to learn... The girls love it, they're engaged, and they're talking about it."

Teachers discussed how pupils were more engaged with their learning when using Oak for cover lessons, revision, and in cases of absence and isolation. They felt because the

resources are well-aligned to their curriculum, they were more confident that content would be taught effectively in cover lessons and not need to be revisited on their return to class, or for pupils absent from lessons they could more easily set work aligned to the lessons missed to enabling pupils to keep up. It was frequently reported that teachers feel this is increasing pupil confidence so that when they return, particularly in the case of pupils being absent due to long term sickness, they have not fallen behind their peers.

It should be noted that these reflections on pupil engagement are based on reporting by teachers only, rather than external observation of pupil behaviour or pupil voice, which should be considered when interpreting these findings.



**ImpactEd is transforming how schools approach their programmes, embedding an impact culture across the education system.”**

**DAME SUE JOHN**, Executive Director,  
Challenge Partners



## Partners and supporters



**Improving pupil outcomes  
by working with schools to  
address the evaluation deficit.**

**Get in touch**  
[hello@impacted.org.uk](mailto:hello@impacted.org.uk)



©2019 ImpactEd - All Rights Reserved  
Company Limited By Guarantee number 10885396