FUTURE

Future Writers Programme Evaluation Summary 2022-23

What is Future Writers?

The Future Writers programme is a multi-activity programme consisting of progression awareness activities, academic and communication workshops and incorporated a competition element with the overall aim of stimulating, motivating, and encouraging a learner's knowledge, interest, and ability in relation to English literature and language, including Creative Writing.

Who was involved?

- 4 Schools
- 541 pupils from Years 9 or 10 were involved in at least one activity
- Delivery was supported with academic staff from 2 universities
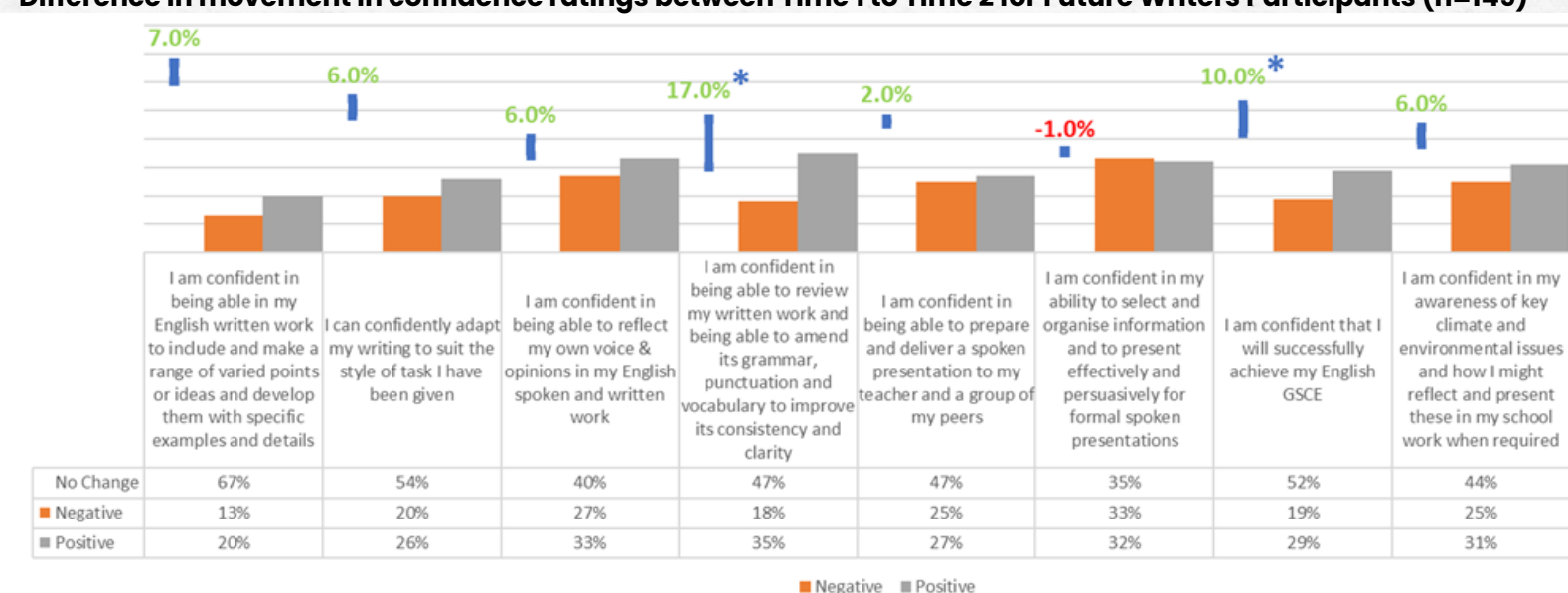- 130 pupils submitted a competition entry

Key Findings

- Participation in the Future Writers programme showed a measurable self-reported positive change in confidence for learners in respect of some identified English GSCE curriculum outcomes.
- The Future Writers programme was identified as a positive, interesting, enjoyable, and engaging programme. Participation in some elements of the programme were, for some participants, positively associated with influencing their future education and career options.
- Participation in the Future Writers programme appeared to increase academic attainment in English for participants in one school out of the three schools from where attainment data was available.
- The Future Writers programme provides a positive platform for further iteration and could be potentially applied to other academic subjects.

How did we evaluate?

- Developed a Theory of Change
- Use of a confidence questionnaire administered at three time points
- Assessed any change on pre and post programme involvement in assessed English subject attainment
- Structured wrap-up evaluation session

Difference in movement in confidence ratings between Time 1 to Time 2 for Future Writers Participants (n=149)

	I am confident in being able to my English written work to include and make a range of varied points or ideas and develop them with specific examples and details	I can confidently adapt my writing to suit the style of task I have been given	I am confident in being able to reflect my own voice & opinions in my English spoken and written work	I am confident in being able to review my written work and being able to amend its grammar, punctuation and vocabulary to improve its consistency and clarity	I am confident in being able to prepare and deliver a spoken presentation to my teacher and a group of my peers	I am confident in my ability to select and organise information and to present effectively and persuasively for formal spoken presentations	I am confident that I will successfully achieve my English GSCE	I am confident in my awareness of key climate and environmental issues and how I might reflect and present these in my school work when required
No Change	67%	54%	40%	47%	47%	35%	52%	44%
Negative	13%	20%	27%	18%	25%	33%	19%	25%
Positive	20%	26%	33%	35%	27%	32%	29%	31%

7.0% 6.0% 6.0% 17.0% * 2.0% 10.0% * 6.0% -1.0%

Negative Positive

'This programme I'd say helped me think about potential paths as well as improve my confidence'

'Yes, given me advice on how to progress further. Gave me confidence in my English skills. Broadened my mind for further education'