

## Pre-pilot Teacher Evaluation Questionnaire

*NB: If your school decides to participate, all teachers who have delivered the lessons will be asked to complete this evaluation after you have delivered all three lessons. The questionnaire will be available online via a link which can be found in the Teacher Pack.*

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### Page 1

Thank you for agreeing to take part in the pre-pilot of the SEEN Oxford project. The aim of the project is to determine the feasibility and acceptability of curriculum content around the neuroscience of and caregivers' role in child development.

The pre-pilot is an opportunity for us to refine the lesson resources and evaluation in advance of a more widespread pilot later this academic year. Any feedback you give us will have a direct impact on the curriculum materials we develop moving forwards. The feedback that you provide within this survey will remain anonymous.

At the end of this survey you will be given the opportunity to opt in to a phone call to share any additional feedback that you have.

### Page 2

**Q1.** What is the name of your school?

**Q2.** How many classes did you deliver the lessons to?

**Q3.** Which year group(s) did you deliver the lessons to?

### Page 3

**Q4.** How many students do you estimate completed the lessons?

**Q5.** How did students experience the lessons?

- a. Taught by a teacher in the classroom
- b. Taught by a teacher online
- c. Self-taught online
- d. Other (please describe)

### Page 4

**Q6.** Were your students set the pre-lesson questionnaire?

**Q7.** Were your students set the end of lesson 3 questionnaire?

**Q8.** Will you set the follow-up quiz (4-8 weeks)?

### Page 5 – General Feedback

**Q9.** Did you take part in the optional training offered?

- a. If yes: Do you feel like the training was helpful?
- b. If no: Having delivered the lessons do you feel like the training would have been helpful?

**Q10.** To what extent do you agree with the following statements? Please rate each statement from 1 to 10, 1 meaning that you strongly disagree, 10 meaning that you strongly agree.

	1	2	3	4	5	6	7	8	9	10
The teacher pack was comprehensive and clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching resources were easy to access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources were appropriately pitched for a KS3 lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students were engaged in the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials were flexible enough for differentiation to be easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There needed to be more choice of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lessons were about the right length.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lessons could be delivered in a variety of ways (in class or online).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the resources to other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Page 6 – Lesson 1 Feedback

**Q11.** Which activities did you use in this lesson? Please tick all that apply. For each activity that you completed, please rate from 1-10 how engaging and ability-appropriate you found the activity. (10 = very engaging/ ability-appropriate; 1 = not at all engaging/ ability-appropriate.)

	used	How engaging was this activity?	How ability-appropriate was this activity?
True/False quiz (UNICEF)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
"Babies are amazing" discussion	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Brain development video (experiences build brain architecture)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Brain development worksheet (Foundation)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Brain development worksheet (Higher)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Neuroplasticity video + definition	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Epigenetics worksheet	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Unscrambling key words and definitions (Foundation)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Unscrambling key words and definitions (Higher)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
I did not deliver this lesson	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Q12.** Why did you choose these activities?

**Q13.** Please give any additional feedback on what went well and what didn't. (We would be interested in knowing your thoughts on student engagement, time taken, age and ability appropriateness, differentiation, relevance, links to other curriculum areas, what you would change etc):

**Q14.** Did you make any adaptations to the activities you chose? (Y/N)

- a. If yes, please briefly describe the adaptations you made if you are happy to do so.

**Page 7 – Lesson 2 Feedback**

**Q15.** Which activities did you use in this lesson? Please tick all that apply. For each activity that you completed, please rate from 1-10 how engaging and ability-appropriate you found the activity. (10 = very engaging/ ability-appropriate; 1 = not at all engaging/ ability-appropriate.)

	used	How engaging was this activity?	How ability-appropriate was this activity?
Caregivers' role video	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Playful learning worksheet (getting into a child's mind - Iris and Lyra)	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Playful learning worksheet (getting into a child's mind - girl with magnifying glass)	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Public information leaflet	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Top 10 tips	<input type="radio"/>	<input type="text"/>	<input type="text"/>
"What will you do differently" learning review	<input type="radio"/>	<input type="text"/>	<input type="text"/>
I did not deliver this lesson	<input type="radio"/>	<input type="text"/>	<input type="text"/>

**Q16.** Why did you choose these activities?

**Q17.** Please give any additional feedback on what went well and what didn't. (We would be interested in knowing your thoughts on student engagement, time taken, age and ability appropriateness, differentiation, relevance, links to other curriculum areas, what you would change etc):

**Q18.** Did you make any adaptations to the activities you chose? (Y/N)

- a. If yes, please briefly describe the adaptations you made if you are happy to do so.

**Page 8 – Lesson 3 Feedback**

**Q19.** Which activities did you use in this lesson? Please tick all that apply. For each activity that you completed, please rate from 1-10 how engaging and ability-appropriate you found the activity. (10 = very engaging/ ability-appropriate; 1 = not at all engaging/ ability-appropriate.)

	used	How engaging was this activity?	How ability-appropriate was this activity?
Evidence linking early years to health outcomes (ABC study - Foundation)	<input type="radio"/>	<input type="text"/>	<input type="text"/>
Evidence linking early years to health outcomes (ABC study - Higher)	<input type="radio"/>	<input type="text"/>	<input type="text"/>
"Brains' journey to resilience" video and questions	<input type="radio"/>	<input type="text"/>	<input type="text"/>
I did not deliver this lesson	<input type="radio"/>	<input type="text"/>	<input type="text"/>

**Q20.** Why did you choose these activities?

**Q21.** Please give any additional feedback on what went well and what didn't. (We would be interested in knowing your thoughts on student engagement, time taken, age and ability appropriateness, differentiation, relevance, links to other curriculum areas, what you would change etc):

**Q22.** Whilst we have made every effort to ensure that our materials are suitable for a universal audience, we understand that, due to the nature of the content, some pupils may find these lessons emotionally difficult. Did you have any students who struggled with the lesson content in this way?

If yes: We would appreciate if you could send us more information on this at [seen@psych.ox.ac.uk](mailto:seen@psych.ox.ac.uk). Please **do not** include any information by which any individual student could be identified.

**Q23.** Did you make any adaptations to the activities you chose? (Y/N)

- a. If yes, please briefly describe the adaptations you made if you are happy to do so.

## **Page 9 – Final Comments**

**Q24.** Do you think brain development during early childhood should be covered in school?

- a. If yes: As you know the curriculum is very full in science. When do you think this content should be taught and do you have any thoughts on what it could replace?
- b. If no: What is your reason for saying no?

**Q25.** If you have any additional feedback that you think would be useful for us, please write it here:

## **Page 10 – Additional Feedback**

Would you be prepared to give further feedback on the lessons on a short call? If yes, please follow the link below to provide your name and contact details.

[Link here]

Please note that if you do provide us with your details via this link they will not be linked to your responses in this survey, which will remain anonymous.

## **Page 11 – Final Page**

Thank you for taking part in the pre-pilot of the SEEN Oxford project, and for providing us with your valuable feedback. We hope that you and your students enjoyed taking part.

Should you have any further questions you can contact us at [seen@psych.ox.ac.uk](mailto:seen@psych.ox.ac.uk).