Implementation evidence register

Record existing materials; never reconstruct an undocumented result as a fact.

Purpose: establish what took place, when, in which teaching context, and what can be shared. Record historical activities only where the teacher or school has a basis for confirming them.

School / programme / responsible staff member

Implementation period, age band, class count and pupil count (actual)

Teaching context: English review / discovery / other; activities actually used

Evidence inventory (reference local files or records, not pupil names)

- ☐ E01 Dated teaching plan or timetable
- ☐ E02 Teacher implementation log / contemporaneous notes
- ☐ E03 De-identified work or transcript extract (permission checked)
- ☐ E04 Actual observation or assessment records
- ☐ E05 Teacher review and publication approval

If a record is created retrospectively, label the date it was written, the original lesson date if known, and the basis of recollection. Do not backdate.

Reviewed by / date / restrictions on public sharing

Lesson evidence record

One sheet per actual lesson; keep originals securely at EAS.

Lesson date / record ID / age band / number present

Learning goal / discovery or review / lesson context

Opening question; independent pupil response before further support

Actual source used and why (peer, book, observation, teacher, optional reviewed AI)

Claim evaluated, if any; evidence checked and teaching feedback

Anonymised response or work extract; initial and later reasoning

New question without AI: response and support provided

Record the original words only if accurately documented and authorised; otherwise label the entry as a teacher paraphrase. No pupil names or photographs.

Teacher professional reflection

To be completed and confirmed by the teacher who observed the lesson.

Record ID / lesson date / reviewer / date of reflection

What did pupils do independently? Give a specific observed example.

What prompted questioning, checking evidence or revision of a judgement?

What did not work? Who needed support, and what alternative explanations exist?

Did pupils seek AI or another source by default? What did you actually observe?

What adjustment will be made to the next lesson?

Avoid generalisations such as “all children improved” unless supported by records. Preserve both positive and negative observations.

Results release sheet

Descriptive reporting only; use actual records, matched observations and explicit denominators.

Use the existing seven-indicator rubric (0–3; N/O means no opportunity). Compare the same learners on comparable tasks; report each indicator separately. Do not claim a validated composite score or causality.

Observation dates / eligible pupils / matched pupils / task comparability

Indicator-level summary: record the matched n, baseline and follow-up mean, and number who improved.

	n	Before	After	Improved
Independent thinking				
Questioning				
Source selection				
Evidence seeking				
Reasoning				
Belief revision				
Independent judgement				

Non-AI transfer / missing observations / limitations

Approved public wording and source record IDs

Authorised EAS reviewer / date / publication permission

Formal research with children requires appropriate institutional and ethical approvals, consent/assent, and validation before research-level claims.