

Purple Mash

The Evidence & The Impact

Executive Summary for Leaders
of Schools & Multi Academy Trusts



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Aim and Scope

An independent research review was commissioned by 2Simple in order to identify the extent to which Purple Mash supports the aims and requirements of the National Curriculum for Computing, and delivers on 2Simple's aim to provide excellent, accessible and inspiring software which encourages children to love learning.

Methodology

Data was generated through engagement with **6,328 teachers, school leaders and children** from across **1,003 schools** in England between January 2022 and July 2022 utilising a range of methods. This included surveys and questionnaires, interviews, focus groups, observations, usage and analytics reports. Qualitative and quantitative analysis methods drew out a wide range of findings.

Key findings

Data analysis surfaced a number of themes across schools and trusts, including that

90% of teachers (n=420) reported that **Purple Mash had directly increased their Competence** in teaching Computing (see p.64).



85% of children surveyed (n=5,837) were enthusiastic about learning coding – significantly higher than typically seen in the learning of computing - with Purple Mash seen as making a significant contribution towards **engaging more girls with computing** (see p.14 & 42).

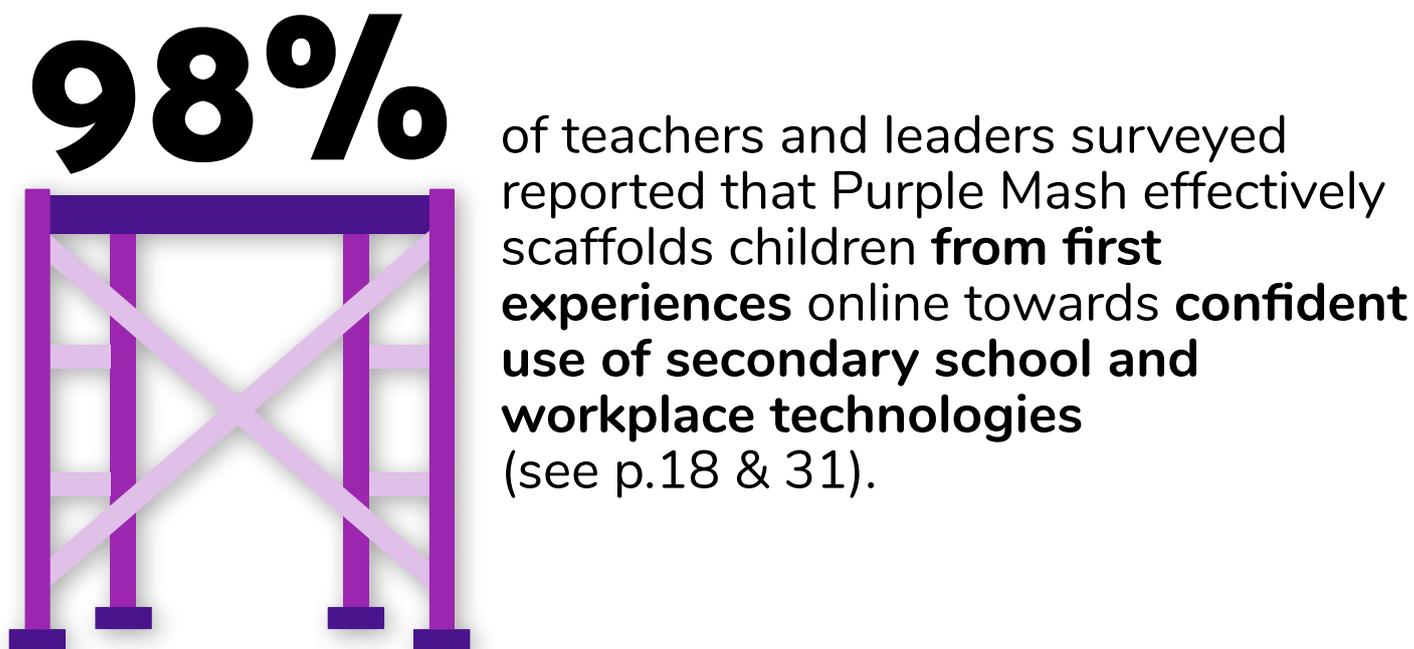
Purple Mash ensures consistent **High Quality Learning** for children whether they are being taught by a **specialist or non-specialist** teacher (see p.31), with **75%** of teachers (n=420) reporting a direct impact on the effectiveness of teaching and learning (p.69).

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3 of teachers (n=379) reported that children using Purple Mash were **more likely to exceed** National Curriculum Age Related Expectations ARE in Computing.

Is seen as **Highly Inclusive, Widely Accessible and Deeply Trusted** by teachers, parents and children as well as by inspectors (see p.11, 40, 44, 56).

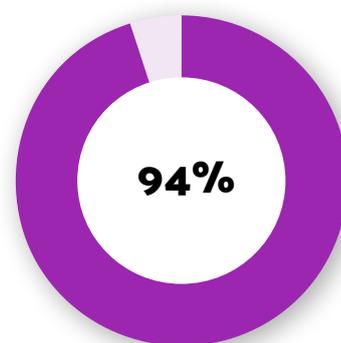
Purple Mash embeds **metacognition, formative feedback, balancing of cognitive load and spiral learning**, which are evidenced as making a significant impact on raising attainment (see p.20 & 22).

Motivates children to engage in **independent, creative learning across the curriculum** – building self-esteem as well as skills, with over **85%** of children surveyed (n=4,636) choosing to use Purple Mash to **extend their learning at home** (see p.47&56).



91% of teachers using Purple Mash embed **formative assessment** and **individualised learning pathways** routinely into computing lessons – compared with **48%** of those using other computing solutions (see p.27).

94% of teachers (n=420) reported Purple Mash as **improving teaching efficiency** and **89%** reported Purple Mash as a **significant contributor in reducing teacher workload** (p.69).



Conclusion From Main Report

The aim of this study was to identify the extent to which **Purple Mash is meeting the needs of teachers and learners** in

- achieving the aims and requirements of the computing curriculum, and
- achieving 2Simple's overarching aim to provide excellent, accessible, and inspiring software to encourage children to love learning and prepare them for later life.

This aim has been addressed by investigating a number of lines of inquiry. Each line of inquiry invited teachers, school leaders and learners to share their perspectives and insights.

- 1) **Inspiring learning** for all children – specifically in relation to computing
- 2) Building children's skills, knowledge, understanding and application through delivery of a **high-quality computing curriculum**
- 3) Providing **progression for all children** in their learning
- 4) Preparing children for **secondary school** and their **later life**
- 5) Contributing to **raising standards** – in computing, and across the wider curriculum
- 6) Increasing **teacher skills and confidence** in developing children's knowledge about computing
- 7) Supporting **teacher professional development** and **workload**.

Utilising survey, interview, observation and focus group data from **6,328** teachers and children from across **1,003** schools, a range of findings have been set out in this report which provide persuasive evidence that Purple Mash is meeting the needs of teachers and learners.

Furthermore, that evidence surfaced and described through this report suggests that Purple Mash;

Provides a computing scheme which meets the needs of the primary curriculum from year 1-6 including the more and most able, children with SEND and those who face barriers due to language or literacy.

Builds staff cognisance, competence and confidence in understanding, teaching and facilitating learning of the computing curriculum.



Ensures consistency for children across all ages and stages in their learning of computing – evidence suggests that this may be even more so than for schools whose curriculum has been designed by a computing specialist and then partly or wholly delivered by non-specialist teaching staff.

Engages children in computing directly through units and lessons but also indirectly through activities which children find intrinsically motivating and choose to do outside of class time.

Scaffolds children in developing robust skills and understanding which they are then able to apply confidently when using other technologies – including those traditionally associated with secondary education and the adult workplace.



Builds confidence for both children and teachers in exploring, choosing and skilfully using additional technologies.

Meaningfully supports teacher formative and summative assessment and leadership monitoring of standards and outcomes.

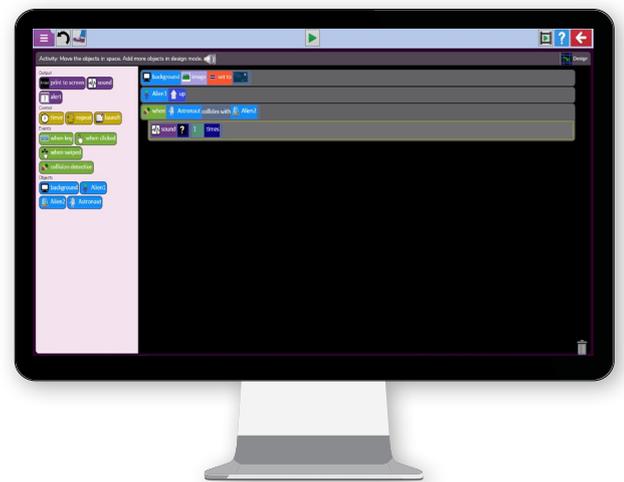
Supports a reduction in teacher workload in relation to planning, resourcing, monitoring, marking and feedback, report writing, tracking and accountability.

Builds self esteem for children with particular talents.

Is perceived by teaching and leadership staff as a valued source of expertise – both about computing as well as about wider approaches to subject leadership and pedagogy.

Provides highly engaging and stimulating learning experiences across the curriculum – with children observed displaying exceptionally high levels of motivation and interest in their learning.

Engages children with coding from a very early age – building confidence and willingness ready for formal learning about coding.



Offers direct cost savings to schools by providing a very wide range of tools, resources and applications – reducing the need for schools to purchase multiple products.

Saves teacher time through the efficient mechanisms for assigning and marking work.

Offers an extensive range of professional learning and support for both the teaching and learning of computing as well as the wider curriculum tools and resources and subject leadership.

Provides valued, high quality customer support to teachers and leaders, including prompt communications, very responsive resource authoring and customer oriented product development.