

# **Association of Colleges in the East of England – East of England Centre for Excellence in Teacher Training**

## **Evaluation Report – ‘Top Class’**

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## Evaluation Report – Top Class

Undertaken by the Association of Colleges in the East of England – East of England Centre for Excellence in Teacher Training

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## Background

(from The New Norwich Science Olympiad (Top Class) - Case for Support unpublished document)

*For many years, Norfolk, a rural and coastal area, has lagged behind most other parts of the UK in the number of students who study science and technology beyond the compulsory stages of education. According to HEFCE figures, only 26% of Norfolk's students enter higher education. In the constituencies of Yarmouth and Norwich North this figure drops below 21%. There is therefore a great need in Norfolk for initiatives such as the EPSRC Public Engagement Programme where the aim is to 'Inspire future generations of researchers in engineering and the physical sciences'. Our project will focus on an essential pre-requisite for achieving this aim, i.e.*

*To increase students' interest in biology, chemistry, physics, technology and mathematics*

*To this end, we shall revive the Norwich Science Olympiad. The Norwich Science Olympiad was an annual festival of competitive events for schools that started in 1980, and ran very successfully for twenty years. It took place over two whole days, and typically involved some 1,500 children from 70 Norfolk primary schools, secondary schools and sixth-form centres. In the early years, the Olympiad received the generous support of local charities, i.e. Norwich Town Close Estate, Normans Foundation and Joanna Scott Foundation. In later years, it was supported by local industries, e.g. Colman Foods, Rowntree Macintosh and British Sugar. However, following the relocation and reorganization of these companies, their sources of financial support for the Olympiad have disappeared. Consequently, the Olympiad has not run for the last seven years.*

*At a recent meeting of all the Science Advisors and Heads of Science from Norfolk LEA schools, it was resolved to revive the Olympiad, and to try and establish a financial basis to sustain it. Thus, we plan to set up a trust fund that can be used eventually to cover some or, indeed, all the costs of the Olympiad. In the meantime, we shall seek grants that will cover the costs until the trust fund is set up.*

An explanation of the competition process is at Appendix A.

## Scope of the Evaluation

This competition was conducted for 3 participant groups;

Year 6 students  
Year 9 Students, and  
A Royal Society of Chemistry (RSC) group.

What was required was an evaluation that provides anecdotal information about the impact of this event with a view to providing support for further funding applications. This required an evaluation at 3 levels;

Level 1 – Participation feedback on the structure and infrastructure of the competition. Questions were developed to measure issues such as access, communication, time allocation and the organisation of the competition.

Level 2 – A further set of questions were developed to gather feedback around the experience of participating in this event. Such questions addressed issues such as motivation and achievement as well as levels of challenge and enjoyment.

Level 3 – A third level of questions sought to identify the impact of this competition in terms of developing students confidence and aspiration towards science.

To gather this information two on-line surveys were developed. One survey was linked to the on-line competition and completed by student groups at the end of their participation in the competition.

A second survey was sent by email to school based teachers who were involved in the competition.

The survey questions in both cases were developed in collaboration with Prof Malcolm Sedden (Top Class). All collected data has been analysed and tables of responses have been developed and included in this report. The open ended responses were analysed and themes identified. This evaluation report has been developed using this analysis.

## Student Feedback

Students were invited to complete the on-line survey at the end of the second round of the competition.

The following table shows the number of survey responses received by group;

Group	Number of Responses
Year 6	52
Year 9	40
RSC	14
Total	106

All RSC students were in year 9.

Students were able to respond to the survey individually, or in groups of 2 or 3. The following table shows the breakdown of individual and group responses.

Group	Individual	Group of 2	Group of 3
Year 6	0	24	28
Year 9	10	21	9
RSC	1	4	9
Total	11	49	46

This indicates that 247 students involved in the second round of the competition contributed to the survey response either individually or in groups.

Students were asked 'In which part of the day did you take part in this competition?'. The response options were;

- During lesson time in the morning
- During lesson time in the afternoon
- Before school
- During lunch time
- After school
- Other (please specify)

The following table shows which part of the day students took part in the competition by group.

Time of Day	Year 6	Year 9	RSC	Total
During lesson time in the morning	43	13	1	57
During lesson time in the afternoon	9	10	2	21
Before school	0	0	0	0
During lunch time	0	17	11	28
After school	0	0	0	0
Other (please specify)	0	0	0	0
<b>Total</b>	<b>52</b>	<b>40</b>	<b>14</b>	<b>106</b>

This table shows that competitions took place within school hours.

Students were asked 'Did you understand how to answer the questions?'. The response options were;

- Yes
- No

The following table shows if the students understood how to answer the questions by group.

	Year 6	Year 9	RSC	Total
Yes	51	39	14	104
No	1	1	0	2
<b>Total</b>	<b>52</b>	<b>40</b>	<b>14</b>	<b>106</b>

Students were asked 'If you said 'No', please, say why.'

The following 2 comments were made;

*Well sometimes the pictures aren't clear.  
The screen has to be rolled down wasting time.*

Students were asked the following series of question  
'How many of the pictures used in the questions were clear?'.  
'How many of the questions were;

Too difficult  
 Too easy  
 Just the right level of difficulty  
 Fun  
 Interesting

The response options were;  
 None of them  
 Less than half of them  
 More than half of them  
 All of them

The following table shows how many of the pictures used in the questions were clear.

	Year 6	Year 9	RSC	Total
None of them	0	2	0	2
Less than half of them	10	6	1	17
More than half of them	29	24	9	62
All of them	13	8	4	25
Total	52	40	14	106

The following table shows how many of the questions were too difficult;

	Year 6	Year 9	RSC	Total
None of them	23	11	3	37
Less than half of them	26	23	8	57
More than half of them	3	6	3	12
All of them	0	0	0	0
Total	52	40	14	106

The following table shows how many of the questions were too easy;

	Year 6	Year 9	RSC	Total
None of them	18	8	3	19
Less than half of them	21	23	8	52
More than half of them	8	8	3	19
All of them	5	1	0	6
Total	52	40	14	106

The following table shows how many of the questions were just the right level of difficulty;

	Year 6	Year 9	RSC	Total
None of them	4	3	0	7
Less than half of them	6	13	5	24
More than half of them	23	18	6	47
All of them	19	6	3	28
Total	52	40	14	106

The following table shows how many of the questions were fun;

	Year 6	Year 9	RSC	Total
None of them	6	13	7	26
Less than half of them	14	11	2	27
More than half of them	14	9	3	26
All of them	18	7	2	27
<b>Total</b>	<b>52</b>	<b>40</b>	<b>14</b>	<b>106</b>

The following table shows how many of the questions were interesting;

	Year 6	Year 9	RSC	Total
None of them	8	9	5	22
Less than half of them	11	14	2	27
More than half of them	17	10	4	31
All of them	16	7	3	26
<b>Total</b>	<b>52</b>	<b>40</b>	<b>14</b>	<b>106</b>

Students were asked 'What will you tell your family and friends about this competition?'. Free text responses have been themed. The following themes emerged for each of the three groups (shown in order of volume – i.e. most occurring to least occurring);

#### Year 6

It was fun	19
We enjoyed it	12
We won	8
We tried our best	5
We lost	5
We enjoyed competing	5
It was educational	4
About the competition	4
Nothing	4
It was good	3
It was interesting	2
Our achievements	2
We want to do it again	
It wasn't hard	
Pictures were hard to see	
It was exciting	
It was hard	

#### Year 9

It was good	8
Nothing	8
We won	6
We lost	4
About the competition	4
Didn't enjoy competing	2
We had technical problems	2
It was fun	2

We enjoyed competing 2  
 It was exhilarating  
 It was educational  
 Competition could be expanded  
 It was frustrating  
 It could have been better  
 It made you think  
 It was boring  
 It was interesting

#### RSC

Nothing 6  
 About the competition 2  
 We lost 2  
 It was good 2  
 We had technical problems  
 It was alright  
 It was fun  
 It was educational  
 Enjoyed competing  
 Pleased to be selected

Students were asked 'Please, write anything you want to tell us about this competition.'  
 Free text responses have been themed. The following themes emerged for each of the  
 three groups (shown in order of volume – i.e. most occurring to least occurring);

#### Year 6

It was fun 16  
 we had a few technical problems such as questions freezing 9  
 We have enjoyed the quiz, 8  
 some times it took a couple of mins for the next question to come up 3  
 some of the questions and pics were slightly unclear. 5  
 hope to do this again 5  
 Thank you for the quiz, 2  
 some of the questions took too long to answer for the other school 2  
 its a different way to learn. 2  
 it was competitive!!! 2  
 got us out of lesson  
 gets you very excited  
 great idea  
 it was very interesting  
 you don't get to go again  
 we like the way you made this programme  
 excellent!  
 We missed our FAVOURITE LESSON!  
 The questions that we did take part in were quite good though.  
 We have all enjoyed it very much and we hope to get to the finals

#### Year 9

it was good 3  
 we lost 2

we won 2  
It is fun. 2  
make it more fun and relaxed.  
Make the pictures clearer  
The index lists of the teams were hard to read and in a bad font.  
The pictures were unclear and it took forever to load.  
It was really hard to use and understand.  
make more interesting  
IMPROVED BY BEING FASTER AND NOT VERY ORGANISED  
it needs better website administration  
get more new questions  
When we double clicked on a answer it took the same letter for the next question to. This  
messed up our score  
Very dependent on the mouse, so it was quite difficult if you had a sticky mouse.  
i enjoyed it and now I'm happy  
nothing  
The computer crashed and if u tap it twice it clicks the second question  
AND WE SHOULD HAVE WON! and we want a re-match  
give us a pass to the final  
cheers  
It was helpful to remind me of things we did ages ago in science and had forgotten  
about, sort of jogged me memory.  
it helps you revise your old science lessons.  
I LOVE IT

## RSC

it was super duper!!!!!! and fandabidosie  
it woz quite awful and i don't ever want 2 do it again because it woz rubbish and boring  
and it woz 2 do wiv science and i loathe science  
it's a good idea but it jars and lags loads and is really slow.  
it freezes often so please fix it because we LOST  
This competition was very interesting and fun  
it freezes  
it was ok but it crashed a lot so it was hard to win  
it was fun to go against other schools  
the server kept on breaking and the questions wouldn't load at the same time.  
boring

## Teacher Feedback

An on-line survey containing questions developed for teachers was piloted and then delivered via an email invitation with a link to the survey.

In total ten teachers completed surveys. The following analysis combines the responses from teachers.

Teachers were asked 'Did your school participate in any of the matches?' The following table shows all responses to this question;

Yes - 6  
No - 4

Further to this, teachers were asked 'If 'No' please say why.' The following are the comments provided in response to this question

*Technical problems*

*Hard to set up matches. Lunch times didn't match, lesson times didn't match and for early rounds pupils not motivated to stay after school as they hadn't won anything. Most pupils bussed home so they would have to make special arrangements.*

*The scheduling clashed with the top set year 9's taking their GCSE modules early.*

Teachers were asked 'What could be changed to make it easier for your school to participate in the future?' The following are the comments provided in response to this question;

*We had a couple of technical problems which were frustrating but perhaps inevitable I found it relatively easy to organise matches and could do so again in the future*

*Drawing schools (at least for the first round) based on matching lunchtimes (ideally) and school finishing times.*

*Prompt technical support*

*Dates and deadlines for matches agreed at the beginning of the academic year - it was a bit of a rush towards the end (we were ready but our opponents weren't)!*

*Play early rounds against the clock so whole classes can take part in normal lesson time. Having won a few rounds to quarter final stage they are going to be motivated to participate in the school v school stage.*

*We have participated each year with no real problems other than co-ordinating times with other schools.*

*Being able to play matches without having to play simultaneously with another school. The lessons here are unusually arranged and a large proportion of students are bussed in and cannot stay after school. Additionally, we have a very short lunch break.*

*Teachers of other school taking the competition seriously and not leaving it to last minute. Teachers of other schools returning messages to arrange matches. Teachers of others schools just being better!!!!*

Teachers were asked 'On average, how long did the matches last? (Minutes). The Mean, Median and Mode of the responses are as follows;

Mean – 19 Minutes  
Median – 15 Minutes  
Mode - 15 Minutes

Teachers were asked 'How long was the longest match? (Minutes). The Mean, Median and Mode of the responses are as follows;

Mean – 23 Minutes  
Median – 25 Minutes  
Mode - 15 Minutes

Teachers were asked 'How long was the shortest match? (Minutes). The Mean, Median and Mode of the responses are as follows;

Mean – 16 Minutes  
Median – 15 Minutes  
Mode - 10 Minutes

Teachers were asked 'Were there problems in arranging the match with any of your opponents?

The following table shows all responses to this question

Yes – 6  
No - 3

Teachers were asked 'If you did encounter problems arranging matches, what were they? The following are the comments provided in response to this question;

*Different term/holiday times different lunch hour times*

*1. Contacting lead teachers at other schools. 2. Arranging times when the very limited ICT facilities were available in each school at the same time. 3. Had to be during school day due to bus timetables.*

*Schools dropping out, colleagues not responding to office @ email address, colleagues not responding to phone calls.*

*Trying to match times*

*Timing. Timetables and school times do not match and not all schools are flexible and prepared to give up their lunchtime as we did.*

*Other teachers failing to return calls, cancelling matches 5 mins before they are due to start.*

Teachers were asked 'Did you have problems with running any of the matches?'

The following table shows all responses to this question

Yes – 4  
No - 3

Teachers were asked 'Did you have problems during any of the matches?'

The following table shows all responses to this question

Yes – 6  
No - 0

Teachers were asked 'If you did encounter problems running or during matches, what were they?'. The following are the comments provided in response to this question;

*Some web pages froze, some data lost*

*On one occasion a student was told by the system that they were logged on and they weren't, the problem wasn't sorted.*

*In one game, 2 teams were unable to play as the screen was blank (blue in colour) throughout the duration of the match. I understand that the other school experienced the same problem so we just played with 8 teams.*

*Reversed score order, computers 'timing out' meaning that the match could not continue on that computer, match would not reset when students had tried to log in meaning that the match had to be abandoned (a nightmare when it had taken a lot of hassle to get the other school to agree to a date and time)*

*Server crashed in trial match - couldn't get everyone up and running*

*On 2 occasions one team at the other school froze, therefore freezing one of our teams computers.*

*Long wait between questions and mix up of answers at end.*

Teachers were asked 'Was the quality of the pictures used good enough?'

The following table shows all responses to this question

Yes – 4

No - 2

Teacher were asked 'If 'No' - please explain'. The following are the comments provided in response to this question;

*Most were fine but some were too unclear/pixellated.*

*Couldn't see some of the detail.*

Teachers were asked 'Were the questions appropriate to the curriculum?'

The following table shows all responses to this question

Yes – 5

No - 0

Teacher were asked 'If 'No' - please explain'. The following are the comments provided in response to this question;

*I honestly did not see many of the questions! However, there was one which was in the KS4 curriculum and this was for year 9s. I believe it was a chemistry question but cannot remember the exact one.*

*But not all.*

Teachers were asked 'Were the questions pitched at the right level of difficulty?'

The following table shows all responses to this question

Yes – 6

No - 1

Teacher were asked 'If 'No' - please explain'. The following are the comments provided in response to this question;

Some questions were fine, but others were more KS3 and children were just guessing the answers. Questions such as identifying a portrait/photo of a scientist were just left to the kids to guess which wasn't really testing their scientific knowledge.

Teachers were asked about their preferred format for future competitions. The following table shows the preferences of the responders.

Format	Number
An initial phase involving groups in which all schools or classes play each other	5
A knock out format	4
Other	1

Teachers were asked to 'please specify 'if they chose 'Other'. The one response to this question was as follows;

*Don't mind*

Teachers were asked how their teams were made up. The following table shows the responses to this question.

Team Make-up	Number
All from the same class.	6
From more than one class.	3
Other	0

Teachers were asked 'Was enough procedural information provided for teachers?'

The following table shows all responses to this question

Yes – 8

No - 1

Teacher were asked 'If 'No' - please explain'. The following comment was provided in response to this question;

*I found the instructions complicated.*

Teachers were asked 'Was enough technical information provided for your ICT manager to prepare your school computing system?'

The following table shows all responses to this question

Yes – 8

No - 1

Teacher were asked 'If 'No' - please explain'. The following comment was provided in response to this question;

*It did not work.*

Teachers were asked 'What would you say about the timing of this competition within the school year?'. The following are the comments provided in response to this question;

*Good timing*

*Earlier would be better*

*Start it as early as possible (e.g. October) to allow time for letters to go home and matches to be organised.*

*It is fine. It is just about getting TEACHERS to be more enthusiastic about organising the matches!*

*Fine*

*it should start a lot earlier - especially when it involves year 6 pupils, as SATS will be in June next year and not May, in order for schools to take part they will have to spread the matches out over the course of the year so that they don't drop out due to pressure of SATs*

*Seemed OK*

*Needs to start earlier and give specific deadlines - teachers work better with deadlines and there is less chasing up to be done.*

*Would be better way before sats or after.*

Teachers were asked 'Did you play any of the trial matches during March?'

The following table shows all responses to this question

Yes – 2

No - 8

Teacher were asked 'If not- why not?'. The following comment was provided in response to this question;

*No need, played a trial match at RSC CSC meeting in February*

*See above.*

*I myself was not enthused by the event at that stage and unfortunately Top Class was bottom of my list of things to do with so many other bits and pieces. Only when a teacher realises how excellent and fun the competition is will they ensure it rises to the top of their to do list. Perhaps encourage schools to play their own IN HOUSE games first during lessons so that they and the pupils realise it is very rewarding to take part. I would advise focusing the trial matches on this, so when a teacher has a class and an ICT room, they can play the match in the same room and pupils will become engaged at NO ORGANISATIONAL expense of a teacher. Then the school will be more willing to go out of their way to organise the actual matches with other bodies.*

*My class did but the other 2 classes didn't because they could not get the other schools to respond to calls/emails*

*Tried to play but system crashed.*

*The matches never made it to the top of the propriety list.*

Teachers were asked 'Would you take part in this competition again?'

The following table shows all responses to this question

Yes – 10

No - 0

One comment was made in response to this question;

*If early rounds played against the clock so easier to organise.*

Finally, teachers were asked if they had any further comments. The following comment was provided in response to this question;

*Loved it! Thanks Malcolm, from Neil*

*Kids really enjoyed it but feel let down that although they won all of their matches, nothing has come of it. The lack of follow-up devalues the activity*

*Excellent, innovative idea. Focus on getting the enthusiasm going in a school first, before asking teachers to organise competing with other schools. If the pupils experience this, they will WANT to participate and compete against other schools. They will pester their teachers to organise the event with another school and this will ensure teachers prioritise it over other jobs.*

*It was an excellent competition which really motivated the pupils. They were so excited about taking part and were delighted to get to the final. As I have previously said to Malcolm, I did not agree with taking points off the pupils in the final round of the stage show. The children are only 10 or 11 and the boys from my school who had got questions wrong when our team had been in the lead to strait off with were devastated that they had lost points for our school and blamed themselves that we did not win. I strongly feel taking points off the teams should not happen next year, having seen the negative effect on the pupils involved.*

*If semi-finals played at the evening session so parents see the computer version of the competition then the audience would be much larger on the night. I realise this may not be feasible.*

*We love it!*

*Please organise the teachers better, maybe have a teachers briefing and a fine points deduction/kick out if they mess others around. Overall good competition, well done and thank you.*

## Findings

While this evaluation did not seek to draw conclusions or make recommendations, the following findings could be used to inform future (or similar) events.

- Overall the competition was highly successful. It is not possible to say with any certainty through this evaluation that the 'Aim' of the competition was met, i.e.; *To increase students' interest in biology, chemistry, physics, technology and mathematics.* Although anecdotally this seems to have been the case. However, it is apparent that students had an enjoyable and positive experience.
- Competition matches occurred during school hours (including lunch times).
- Teams comprised students from the same class and students from more than one class.
- Matches lasted on average 19 minutes with the longest lasting for 23 and the shortest for 16 minutes (on average).
- Students understood how to answer the questions. The explanation offered for the two exceptions to this related to technical issues, more so than the students cognitive understanding of how to respond to questions.
- There were some technical issues that impacted on this competition. These included the clarity of the pictures used in the questions, the questions 'freezing' on the screen, the time it took for questions to appear on screen, a lack of technical support at the time it was needed, some computers being logged out of the competition, computers 'timing out' and servers 'crashing'. While these problems did occur, the majority of respondents experienced no technical problems.
- Questions were pitched at a reasonable level of difficulty with a small number of students finding more than half of them to be 'too difficult'. However, some teachers suggested that some of the questions were too easy and one teacher suggested that some questions were too difficult for some students.
- While the majority of students found the questions to be both fun and interesting, this was especially the case with the Year 6 respondents. This view was also reflected in the free text responses.
- The dominant themes that emerged from the free text questions regarding what they would say about their experience for year 6 students were 'It was fun', 'We enjoyed it' and 'We won'.
- The dominant themes that emerged from the free text questions regarding what they would say about their experience for year 9 students were 'It was good', 'Nothing' and 'We won'.

- The dominant themes that emerged from the free text questions regarding what they would say about their experience for RCS students was 'Nothing', however, the majority of responses were positive.
- Teachers suggested that either a format that included, 'An initial phase involving groups in which all schools or classes play each other' or a 'Knockout Competition' would be suitable for future events.
- The majority of teachers found that enough procedural information was provided to them, however, one teacher found the instructions were 'too complicated'.
- The majority of teachers found that enough technical information was provided for ICT managers to prepare the school computing system. However one teacher reported that the system did not work in their school.
- The timing of this competition within the school year suited some teachers. Others felt that it could start earlier in the year and others felt that the timing should avoid clashing with SATS exams.
- Some teachers identified problems with setting up matches. Problems included, different term/holiday times; different lunch hour times; contacting lead teachers at other schools; arranging times when the very limited ICT facilities were available in each school at the same time; school bus timetables; schools dropping out, colleagues not responding to office@ email address; and, colleagues not responding to phone calls.
- Only 2 of the teachers who responded reported that they had taken part in trail matches. Reasons given for not participating in trails included; No need, a lack of enthusiasm, a lack of response from other schools, a low priority, and technical problems.
- All teachers who responded stated that they would take part in this competition again.
- Teachers felt that the competition was an enjoyable activity. Suggestions for future events included; the idea that some form of 'follow up' for winning teams would be encouraging for students; develop enthusiasm within schools prior to the competition; do not take points away in the final round of the stage show as this de-motivates students; involve parents earlier in the competition; and, provide more organization for the teachers.
- Overall this evaluation has found that this competition has great merit and should be repeated in the future.

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 Association of Colleges in the Eastern Region

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### **TOP CLASS IN SCIENCE**

The competition will take place over Internet, and will take the form of individual quiz matches between two whole classes from Year 9 in different schools. The underlying ideal of this competition is that it should be open to students from the whole range of ability, not just the best. This ideal will be implemented most effectively if the classes taking part cover the whole range of ability. In other words, the students in these classes should not have been streamed in terms of ability. We very much hope that all schools will do their best to put this ideal into practice. The number of students in each class can vary between a maximum of thirty and a minimum of ten. It is not essential that the two classes playing a match have the same number of students.

#### **The Matches**

The matches last about half an hour. From last year's experience, the most convenient time to hold these matches appears to be after school or during the lunch break.

Before the match, the two classes, A and B, distribute their students among ten teams, each of which has a computer with access to the Internet. The maximum number of students in a team is three, and the minimum number is one. Teams in the opposing classes are paired to play in their own individual game. Thus, Team A1 in one class will play against Team B1 in the other class, etc.

During the course of the match, the paired teams receive simultaneously the same sequence of twenty-five multiple-choice questions over the Internet. The other teams in the class will receive the same questions but in a different order. Using the mouse, the teams answer each question using whatever tactics they wish. The answers are marked automatically, with correct answers receiving marks of 1 - 60 taking into account the time required to produce them. Before proceeding to the next questions, the two teams' scores on the current question and the cumulative total are displayed on screen.

After twenty-five questions, the team with the greater score will have won the game. The class winning the greater number of games will have won the match. In the event of a tie, the winning team will be that with the greater number of total marks over its ten teams.

#### **The Structure of the Competition**

The organisation will be similar to that of the World Cup for soccer. At the outset, classes will be allocated to groups of four, in which every team plays all the others on a league basis. The top classes from each group will then compete on a knock-out basis to produce the two finalists.

The league matches will take place at dates and times of your convenience in the second half of the Spring Term and the first half of the Summer Term. The knock-out phase will be during the month of June, i.e. after half-term.

The grand final will take place at UEA as part of the Olympiad, and will be organised as a stage show. It will involve every student in the two finalist classes in competitive events on stage before an audience of 500 people.

**Preparations**

For the immediate purposes, we would like to know which schools wish to take part in the competition. Therefore, we would be grateful if you would complete the attached application form, and return it before the end of this school term. We shall then send you further details early in the New Year. If you wish, we can arrange for some preliminary matches just between classes in your own school in the first half of next term.