



Frequently Asked Questions



ASSESSMENT

Q1. Can we write the school, name and date on the assessments for the children?

Yes, you can.

Q2. Do children / the teacher need to just write their first name or first name and surname on the front page?

Please, write both first name and surname.

Q3. Do we need to run all three assessments in the same week?

Yes, you have to run all three assessments in the same week, but you can run them in two different sessions. First session: Mathematics assessment; second session: Spatial assessments (Spatial language and Mental Rotation assessments)

Q4. How much time do we need for all assessments?

You will need 45 minutes for all three assessments (25 minutes for Mathematics, 15 minutes for Spatial language and 5 minutes for Mental rotation).

Q5. If my class needs more than two sessions, can I run it within three or more sessions in the same week?

Yes, you can, so long as all sessions are in the same week.

We just need to know how many sessions you used (you can let us know via email or in our catch-up meeting).

Q6. If my class needs more than 45 minutes for the assessments, is this a problem? Do we need to finish the assessments in 45 minutes?

It is fine if your class needs more than 45 minutes (you can let us know via email or during our next meeting).

Q7. If a child is not sure or does not know the answer – can they skip it or do they need to circle, tick or write an answer for each of the questions?

If children are not sure of an answer, always encourage them to make their best guess. But if they still do not have an answer, they can skip a question and move onto next one.

Q8. Can some children (e.g., SEND) do the assessments one-on-one?

Yes, some of the children (e.g., SEND) can do the assessment one-on-one (you can let us know via email or in our meetings).

Q9. What if some children (e.g., SEND) can't do an assessment?

Please encourage them to make their best guess for as many questions as possible. Please note any issues to us via emails or during our meetings.

Q10. How much time do we need to give to the children for each task?



For the Mathematics task, for some items, they will need a few seconds (when they are required to tick the correct answer), for some more complicated questions they may need 2-3 minutes. You will read out load each question from this task.

For the Spatial language production task children will need a few seconds to answer each question, this should give them enough time to write a word. You will read out load each question from this task, too.

For the Spatial language comprehension task (note this is in the same assessment booklet as the spatial language production task), you will need to read each question out loud. For each item they will need a few seconds.

For the Mental Rotation task, they will complete two examples with you but after that they will complete the rest of the assessment on their own. For each item they will need a few seconds.

Q11. Are the pre-and-post assessment the same – do we complete the pre- and post- assessment in the same way?

Yes, pre-and-post assessments are the same assessment.

Q12. Why do we need to do both?

Because we need to compare results before and after the SPACE LEGO sessions, to see how effective the SPACE programme is.

Q13. Can we do the assessments in small groups?

The assessments are designed to be administered to the whole class, but you are welcome to administer via small groups if you prefer (you can let us know via email or in our face-to-face meeting).

Q14. Can we adjust the assessment script to make it more accessible for our children (e.g. for mental rotation, can we say “looking the same way” instead of “facing the same direction”; for spatial language production, can we say “mmm” instead of “something”)?

When developing the assessments, we worked with two teachers to maximise accessibility, but we also welcome your feedback. You are welcome to adjust the instruction script and the script for the example questions, but please do not change the script for the main questions.

Please mark any changes that you make on your paper copy and share your changes in our face-to-face meeting.

Q15. What about children who can't write? Can we write assessment answers for them?

Yes, so long as the answer has come from the child, you can write their answer for them.

Q16. If a child's handwriting is not clear enough, can we write their answer below the child's writing?



Yes, you can, that will be very helpful.

Q17. Can we put a word bank on the board for the Spatial language production task?

No, please DO NOT use a word bank. This is because we need the answer to come from the child.

Q18. Can I rotate an animal manually to demonstrate rotation for the Mental Rotation task?

Yes, you can use any kind of demonstration that can help children to better understand the task (please tell us what worked best for you in our face-to-face meeting).

Q19. Can we do the mathematics assessment examples together as a class (I worry that some children will fail these if they do them individually and will be discouraged)?

Yes, you are welcome to do the examples together as a class.

Q20. Should we set up the classroom as “test-style” to stop copying?

Yes, if possible.

Q21. Where there is more than one example on a page, can we cover one example to help them to focus on the question we are talking about?

Yes, you can.

Q22. Are teachers supposed to catch up any children that missed the pre-assessment but are now doing the LEGO sessions?

No, if a child was absent when you completed the assessments and you have started the SPACE LEGO sessions, there is no need for them to run a catch-up assessment with them.

Q23. Can all children in the selected class take part, including children who are neurodiverse?

All children in the nominated Year 2 class can take part in SPACE. The programme is designed for all children.

SPACE LEGO sessions

Q1. How to start the SPACE LEGO sessions?

We highly recommend that you explain to the children, step by step, what will happen during the next 6 weeks (twice a week). Children will build different LEGO models, every time they do, they will have a LEGO tray and a booklet.



Open one of the LEGO trays and explain how many different bricks the children have (2x2,2x3,2x4...), how many different colours (yellow, red, white, black...).

Open the booklet and show the Original and Exploded models. Explain that they represent the same model. The Original model is what their final model should look like. The Exploded model is designed to be helpful during the building process because it explains how to build a model from the bottom to the top (vertically). Explain that the lines are like a piece of string, they show us the connections between each brick.

After the introduction, you can play a video that will explain what the children will do within that week.

After watching the video, the children can start building their models.

Feel free to add anything that you think that we missed in the introduction part.

Q2. Is it necessary to play a video each time as children will know after the first one what they need to do?

Yes, you have a video for each week. The video relates to the theme for that week (you use the same video for two sessions), and each session will need to start by playing a video that you have in your SPACE training manual, and we will email you every week.

Q3. How long do the children need to build models – how long does each session need to last?

Each session lasts 30 minutes (2 minutes video, ~20 minutes build time, 5 minutes tidy up time). The first session can be slightly longer because you will want to introduce the new activity to your class.

Q4. What do we do if children lose bricks? How do we monitor LEGO trays?

Encourage children to take responsibility.

Set up the session at the beginning – “This is your Lego tray, your Lego booklet. Please, do not share your LEGO with your friends. You cannot play freely with the LEGO; you need to build models from your booklet.”

At tidy up time ask children to check the floor.

You have a LEGO Inventory sheet for you to check LEGO trays, also available here <https://www.surrey.ac.uk/sites/default/files/2023-08/lego-inventory-sheet.pdf>

You can check that LEGO boxes are complete by weighing them. Their weight is 902grams.

You have five spare LEGO trays and can swap incomplete trays out.

If you run out of spare LEGO trays, please, let us know via email or during our meetings.

Q5. Can children help each other?

Children must work independently. It is OK if they talk about/discuss their LEGO models, but they are not allowed to build models for each other.

Q6. If a child struggles with building models and does not want to build them, what can I do?



If a child struggles you can support them (e.g., Use the prompt cards, show them how to use the exploded model to help with building their model, help them to decide where to start, how to break it into steps). It is important to discourage free play.

Q7. If a child finish building models before the end of the session what can the child do, and what can I as a teacher suggest to a child?

If a child finishes before the end of the session, you can discuss their models and strategies with them (use the prompt cards). The child can also build some more models that are in line with the themes from that week or use the space at the back of the booklet to draw.

Q8. Is it OK if a child does not build all six models from the booklet?

Yes, it is. We are not expecting that every child builds all six models during the session. Accuracy is more important than the number of models that the child completes within a session.

Q9. If I miss a session during the week – what I can do?

If you miss a session during the week, you will need to have three sessions the following week.

Our recommendation is to try to have the two sessions every week and not to have more than three sessions per week.

Q10. What if children build models without following the order in the booklet?

Please instruct children to follow the order in the booklet. If you realise that a child did not follow the order, please get them back on track by returning to any models they have skipped before moving forward. Please remind them that in the next session they should follow the order in the booklet.

Q11. Do I need make sure the children tick the models that they build?

Make sure you repeat a few times during the session that the children need to tick every model that they have built.

While you go around the room you can also check if children have ticked the models they have built and remind them if they have not.

You are not marking their builds; the children tick the models themselves as they finish them (encourage them to make their model look exactly like the one in the picture, but if there are errors, they still tick that they have built that model).

Q12. If children do not deconstruct/ break their models after they finished building them, what can I do?

During the sessions you will need to repeat that after the children have finished building a model, they need to check if it is correct (i.e., it is the same as the one in the booklet), have another go if they spot any errors, tick it off in the booklet and break the model up. They need to break up every model after they have ticked it off because each LEGO tray has an exact number of bricks that they need for building models.



Q13. Do children need to match the colours of the model?

Yes, they need to match the colours of the model.

Q14. Can we label the children's Lego boxes with their names?

Yes, so long as the names are easy to remove at the end of the SPACE programme.

Q15. Can we use the SPACE programme as part of our evidence gathering (e.g. photos)?

Yes, you can.

Q16. Is there connection between certain prompt cards and sessions (e.g., whether some prompt cards are more useful for some of the sessions and not other sessions)?

No, all prompt cards are useful for all SPACE Lego sessions.

Preparation in advance could be helpful to become more familiar with spatial skills and ideas that are on the prompt cards.

Q17. Can the schools keep the LEGO after SPACE is finished?

No, all LEGO needs to be returned (we will organise pick-up).

Q18. Why is it important for the children to complete the models in order?

Some of the later models are more challenging than earlier models. It is also important that the experience of each child is similar.

Q19. Why are the flat models (coin and magnifying glass) not exploded?

We explode models vertically, layer by layer, so this would not be useful for a model with only one layer. For flat models, it can be useful to blue tack the baseplate to the table, so that children can easily keep their model in alignment with the picture.

Q20. How much should the teachers intervene in the model building? (should it be light-touch monitoring or quite hands-on?)

Support through interaction and the prompt cards, but without building models for children.

Q21. Can we have both sessions at the same day?

No, you need to have sessions on different days.

Q22. If there is an unanticipated event that means we cannot hold two 30 minute Lego sessions in the same week, can we make up a missed session?

Whilst we would like the programme to run as 2 x 30mins sessions each week over 6 weeks we know that there can be unforeseen circumstances. As long as 12 sessions are held over a period of 8 weeks and no single week has more than 3 sessions in it, we can still evaluate the results. Due to children's attention spans being limited at this age it is essential that sessions are run separately. We ask that you do not extend the length of a session to make up the time. Sessions can be run on consecutive days. Please also note



that all 12 sessions need to be completed by 4th December in order for the spatial and maths assessments to be administered before the Christmas break.

Q23. Can we keep the Lego after the programme completes?

As part of the evaluation, we are interested in how you incorporate spatial reasoning into your curriculum after the training period, using materials and resources that you have available to you in your school. For this to be possible, we will not be able to leave the Lego materials with the school.

