**Request for Information (RFI) Template**

**Improving Reading– Secondary Schools**

*Please note: this RFI is purely for information purposes. Any information provided is indicative and not intended to create any contractual or legal obligations for any party.*

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**Part A – Background**

**Introduction**

United Learning (which includes United Learning Trust and United Church Schools Trust), is undertaking market research to understand if there are any suppliers in the marketplace that currently offer a software application that can support secondary school students to improve their reading abilities.

This document summarises the scope of this. If you have a potential solution in this area, please review the rest of this RFI and send your response to the questions in Part C to **SecondaryEducation@unitedlearning.org.uk** by 27th May 2022.

**United Learning Overview**

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. Uniquely, our Group includes significant numbers of schools in both the public and the private sectors, working together for mutual benefit.

We provide a broad education, which prepares young people to progress in learning and to make a success of their lives. We focus sharply on the evidence of what makes it more likely that young people will progress and succeed, apply that to our practice and continue to learn and develop our schools. We make it a priority to provide teachers with excellent professional support and development, so that every child receives an excellent experience.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. Already, we believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

From Cumbria to Kent, we are inclusive and welcoming schools, welcoming children of all backgrounds, all faiths and none, all abilities and giving over 55,000 children an inspiring education.

**Geographical location map of schools**

The United Learning group has offices in Peterborough, Manchester and London. The group consists of around 90 schools and a list of these can be found here:

* <https://unitedlearning.org.uk/about-us/our-schools>

Our schools include academies and independent schools, primary, secondary and all through.

We are specifically looking for a product / service / subscription for our current 45 secondary academies. This is around X number of students?

**Improving Reading**

We are committed to improving the reading ages of our students. The rationale for this is twofold. Firstly – it is essential that all students can access the reading comprehension and vocabulary demands across subjects as required by the United Learning curriculum. Without being able to read well, students cannot access the full breadth and depth of the curriculum, therefore impacting their attainment and progress across all subjects. Secondly, and more broadly, we are also equally committed to developing students’ enjoyment of reading and recognise the importance this can play in every child's successful education.

For several years, we have set a target for our secondary academies that 90% of students in Year 7 and Year 8 must reach age related expectations by the end of the academic year. However, this figure has consistently been around 60% and in some schools is considerably lower. Further analysis of data held by United Learning indicates an overarching issue: students do not have sufficiently robust or effective reading skills to fully access all aspects of the curriculum, resulting in suites of intervention in Year 11 to try and catch them up to where they need to be. We also know from wide scale pupil surveys across every trust school that not enough pupils spend sufficient time reading outside of school hours. The more reading we can expose pupils to, the better the chance we have of ‘making learning stick’ in the classroom.

Whilst we are taking action with school-level teams on the ground, we would also like to be able to offer all our secondary academies access to an online reading product / service which can support their endeavours to improve pupils’ reading ability (decoding and fluency) as well as encouraging the development of a love of reading, whilst also giving teachers and school leaders valuable analysis to help them determine which pupils might need particular intervention or specific types of further support.

To that end, we are issuing this request for information to determine whether there are suppliers in the market who already have available or can develop the type of software / programmes / product that our secondary school age pupils can use both at school and at home to improve their reading abilities.

**Scope**

**Type of product:**

* Reading Development App

**Learning objectives:**

* To support students to independently improve their reading ability and support students in reading for pleasure and the benefits that brings to both school and wider longer-term gains.

**Student experience:**

* All pupils see the benefits of reading through a platform designed to motivate and inspire confident readers.

**Teacher experience:**

* The ability to track:
  + reading speeds
  + number of pages read
  + pupils’ fluency in understanding text
  + literacy development to support across the whole school curriculum.
* Training provided to ensure teachers fully understand the programme and can instruct students effectively.
* Access to technical support should any set up / operation issues be encountered.

**Senior leader experience:**

* To hold a whole school overview of how much reading is completed by pupils beyond the classroom.
* Should allow for specific interventions that link to reading age data to address gaps in literacy and vocabulary understanding.
* Training / briefings provided so that senior leaders fully understand the programme and how it should be used to best effect.

**Technical requirements:**

* Cloud based application rather than reliant on locally installed application
* Any data held for students and or staff should be ideally in UK based data centres
* Able to function on modern PC based internet browsers (including but not limited to):
  + Edge
  + Internet Explorer (11)
  + Chrome
  + Firefox
  + Safari
* Able to function on modern mobile device operating systems, ideally through application (including but not limited to):
  + iOS for iPhone & iPad
  + Android for phone & tablet
* User provisioning via interconnectivity with common school systems, ideally either:
  + United Learning schools use either Arbor or iSAMS as cloud MIS systems
  + Microsoft Active Directory
* Password protected authentication, ideally through single-sign-on (SSO) to commonly used systems:
  + Note, all United Schools used Mircosoft365
* Transfer of useful student data via standard API through to Arbor & iSAMS
* Transfer of useful student data via standard manual import (via CSV for example) to Arbor & iSAMS
* Export of useful student data via various standard means (including but not limited to):
  + Microsoft Excel spreadsheet
  + CSV
  + Live feed to Excel online in Microsoft 365

**Training Requirements**

* Training programmes and documentation to be provided / offered at launch and thereafter on a termly basis, for teachers, senior leaders and Trust officers, with a view to ensuring maximum benefits of the programme are realised.

**Timescales**

* The response to this RFI will help assist thinking around timescales.

**Part B - Instructions**

**Costs**

All costs relating to the preparation and submission of a response are the sole responsibility of the supplier. United Learning shall not pay the organisation/supplier, wholly or in part, for its response.

**Clarification questions**

Organisations should note this RFI is for research purposes and should base their responses on the information provided within the RFI, stating any necessary dependencies and assumptions behind their responses. We will however do our best to answer questions, although please note due to the volume of queries, this may not always be possible. For this reason, we ask that you restrict your questions to questions that are significant and critical only please. . Please contact us at [SecondaryEducation@unitedlearning.org.uk](mailto:SecondaryEducation@unitedlearning.org.uk) if this applies.

**Confidentiality**

Except as required for the preparation of a response to this RFI, suppliers must not, without United Learning’s prior written consent, disclose to any third party any of the contents of their RFI responses. Suppliers must ensure that their employees, consultants and agents also are bound and comply with this condition of confidentiality.

**Word limits**

There is no word limit, however, succinct responses will assist in efficiently reviewing the information returned.

**Return information**

Please send your response to:

* SecondaryEducation@unitedlearning.org.uk

Date by which responses are required:

* **27th May 2022**

**Part C - Response Section**

This Part details all the information suppliers are required to provide.

**Summary**

* Please give an overview of your solution or potential solution.
* Please summarise your timescales in delivering / providing a solution.

**Supplier capabilities and experience**

* Please set out brief details of your core supplier business, along with relevant case studies or examples (a maximum of three) that support this RFI.

**Indicative Pricing**

* Details of indicative rates and prices.

**Other Information**

* Any further information you believe we may require in support of RFI review activities.
* Any procurement frameworks you are on