

SMART Spaces revision trial – Plain English summary of results

Key conclusions

1. Pupils in the SMART Spaces Revision schools, on average, made no additional months' progress in chemistry attainment in AQA Combined Science GCSE compared to pupils in the control schools. This result had a high security rating.
2. Pupils in the SMART Spaces Revision schools, on average, made no additional months' progress in overall GCSE Combined Award Science compared to pupils in the control schools.
3. Pupils eligible for free school meals (FSM) in the SMART Spaces Revision schools, on average, made no additional months' progress in chemistry attainment at AQA Combined Science GCSE compared to FSM-eligible pupils in the control schools.
4. The SMART Spaces Revision theory of change predicts that spaced learning primarily improves recall of knowledge. There was weak evidence that intervention pupils had improved chemistry knowledge attainment compared to the control pupils. However, the effect was small and did not meet the threshold set by the evaluator that it was non-zero. Also, it may be at the expense of a negative impact on chemistry application and analysis attainment.
5. The SMART Spaces Revision intervention was delivered as intended in schools, indicated through observations, pupil and teacher surveys, and interviews. Teachers showed a high level of support for the intervention based on teacher surveys and interviews, with 70% reporting that they would be happy to deliver SMART Spaces Revision in the future.