

Let's Think Secondary Science: testing a cognitive development programme for science

Submission date 14/08/2014	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 13/10/2014	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 11/08/2017	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

This study assesses the effectiveness of Lets Think Secondary Science (LTSS), a series of 19 science lessons taught alongside normal science lessons to students in Year 7 and through into Year 8. They are designed to help pupils improve their thinking skills as well as their science achievement. This study is conducted across two years with 2013/14 Year 7 classes in 50 secondary schools in England.

Who can participate?

Schools with a Year 7 and Year 8 in Yorkshire/North East, Midlands and South West

What does the study involve?

Schools are randomly allocated to either use Lets Think Secondary Science starting in September 2013 and ending in June 2015, or to be a comparison school teaching science as usual. After June 2015, all participating schools, including the comparison schools, are able to use Lets Think Secondary Science if they wish. At the end of the two years, students complete assessments in Science, English, Maths and thinking skills. Teachers either undergo training and school visits to support them in using LTSS lessons, or teach science as usual in the control schools. LTSS teachers also receive in-school support from a member of the senior management team and peer-to-peer support.

What are the possible benefits and risks of participating?

All Year 7 science teachers at each intervention school receive professional development sessions in science teaching, and a set of science lesson plans and resources. This opportunity is also given to science teachers at the control schools after the two-year study period finishes.

Where is the study run from?

Institute for Effective Education, University of York (UK)

When is the study starting and how long is it expected to run for?

May 2013 to July 2015

Who is funding the study?
Education Endowment Foundation (UK)

Who is the main contact?
Dr Pam Hanley
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Study website

<http://educationendowmentfoundation.org.uk/projects/cognitive-acceleration-through-science-education-case-lets-think-forum/>

Contact information

Type(s)

Scientific

Contact name

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

N/A

Study information

Scientific Title

Let's Think Secondary Science: testing a cognitive development programme for science: a cluster randomised controlled trial

Acronym

LTSS

Study objectives

The use of a set of 19 science lessons based on Cognitive Acceleration through Science Education principles across the first two years of secondary school will have a positive impact on students' science attainment and their attainment in English, Maths and thinking skills.

Ethics approval required

Old ethics approval format

Ethics approval(s)

The Education Ethics Committee, University of York, 20/08/2013

Study design

Cluster randomised controlled trial

Primary study design

Interventional

Secondary study design

Cluster randomised trial

Study setting(s)

School

Study type(s)

Other

Participant information sheet

Not available in web format, please use the contact details to request a patient information sheet

Health condition(s) or problem(s) studied

Science education

Interventions

Random allocation at school level stratified by region (three regions involved).

Science teachers in the treatment group will undergo training and deliver LTSS lessons to their 2013/14 cohort of students. Teachers in the control schools will teach science as usual.

Intervention Type

Other

Phase

Not Applicable

Primary outcome measure

Science assessment based on curriculum and age-appropriate questions from pre-existing KS3 SATs tests.

Schools will be asked to administer the post-test measures in June 2015

Secondary outcome measures

1. GL Assessments Progress in Maths
 2. GL Assessments Progress in English
 3. GL Assessments Cognitive Abilities Test (CAT4)
- Schools will be asked to administer the post-test measures in June 2015

Overall study start date

01/05/2013

Completion date

30/07/2015

Eligibility

Key inclusion criteria

Schools with a Year 7 and Year 8 in Yorkshire/North East; Midlands; South West

Participant type(s)

Other

Age group

Child

Sex

Both

Target number of participants

50 schools (c17 per region)

Key exclusion criteria

1. Children in eligible year group in eligible schools whose parents do not wish them to take part
2. Children who start the school after spring term 2014 (i.e., miss more than four terms of LTSS lessons)

Date of first enrolment

01/05/2013

Date of final enrolment

30/07/2015

Locations

Countries of recruitment

England

United Kingdom

Study participating centre

University of York
York
United Kingdom
YO10 5DD

Sponsor information

Organisation

Education Endowment Foundation (UK)

Sponsor details

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Sponsor type

Government

Website

<http://educationendowmentfoundation.org.uk/>

ROR

<https://ror.org/03bhd6288>

Funder(s)

Funder type

Government

Funder Name

Education Endowment Foundation (UK)

Results and Publications

Publication and dissemination plan

Not provided at time of registration

Intention to publish date

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results			No	No